# Oregon State Board of Higher Education

## Academic Strategies Committee

Thursday, January 5, 2012
3:00-5:00 p.m.
ASRC 515, Portland State University

## Agenda

### ACTION ITEMS

1. Academic Program Approval (Andrews, 10 minutes)
   - OSU, B.A./B.S./B.F.A in Digital Communication Arts .................................................. 3
   - OSU, M.S. in Women Studies .................................................................................................. 6
   - SOU, P.S.M. in Applied Mathematics ....................................................................................... 9

2. Approval of October 2011 Minutes ......................................................................................... 11

### DISCUSSION ITEMS

3. ASC Work Plan Update (Andrews, 10 minutes) ................................................................. 14

4. Mission Alignment Metrics (Andrews, 15 minutes) ............................................................. 17

5. Education Deans- Case Statement Presentation (40 minutes) ............................................. 29

6. Diversity Presentation (40 minutes) ....................................................................................... 31

### OTHER ITEMS

7. Other items put forward by the Committee

8. Adjournment
Oregon State University seeks Board approval to offer an instructional program leading to a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree in Digital Communication Arts.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The Oregon State University (OSU) College of Liberal Arts proposes a new major in Digital Communication Arts to address the rapidly increasing demand for a curriculum that embraces new communication technologies along with the demands of digital media communication technology applications. The proposal noted that this generation of students must become nimble, strategic, and fluid in order to seize the opportunity and to understand the responsibility that the application of new communication technology brings to society. The Digital Communication Arts degree program at Oregon State University will give students foundational knowledge in the areas of production, storytelling, digital design, technological applications, and the social effects of media communication. Graduates with a Digital Communication Arts degree will have the skills necessary to succeed as a media communication professional in a highly dynamic, technical, and diverse international environment. Along with currently available positions as producer or animator, graduates will hold many jobs not yet classified or created, including social media director, director of corporate integrity, scientific visualization specialist, social networker, user operations analyst, social media strategist, media coordinator, web marketing developer, or corporate tweeter.

The proposed major in Digital Communication Arts is well aligned with the mission and goals of Oregon State University. As Oregon’s land grant institution, the proposed major in Digital Communication Arts meets the needs of the state of Oregon by producing students capable of advancing technological changes in communication. These advances will serve to improve communication amongst the citizens of Oregon. For the foreseeable future, changes in personal communication, entertainment, and marketing will be even more dramatic than in recent years. Digital Communication Arts graduates will be prepared to lead media enterprises, make artistic and cultural contributions, enhance communication, and play an active role in the creation and distribution of media products and services in Oregon, the nation, and the world.

2. What evidence of need does the institution have for the program?
The B.A./B.S. in Liberal Studies, New Media Communications Option from which this proposal springs has grown dramatically over the last seven years, as follows: Fall 2005—25; Fall 2006—65; Fall 2007—155; Fall 2008—211; Fall 2009—299; Fall 2010—340; and Fall 2011—440. This program growth has occurred largely with no public recruitment, fundraising, or marketing efforts. The creation of the Digital Communication Arts major for current New Media Communications Option students will provide a transcript visible degree and generate even more interest in the form of an “official” major.

Students graduating with a degree in Digital Communication Arts will find jobs in such dynamic fields as social media, advertising, digital media, media analytics/research, relationship management, digital video and film, direct marketing, event production and planning, marketing and e-marketing, game development and gaming, graphic design, ecommerce, media planning and buying, media and public relations, mobile marketing, multimedia, internet operations, podcast and webcast, product development, project management, sales/business development, software development, traffic management, user experience and usability, web development, web policy and governance, internet/web security, and many more communication technologies available positions. Employment in these fields is growing rapidly and many of the digital communication arts jobs are so new that the Bureau of Labor Statistics is just beginning the process of creating categories for them.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There are no Oregon University System institutions that offer a Digital Communication Arts undergraduate degree program. The closest programs in terms of content and proximity are at the University of Oregon. However, these majors vary significantly from the proposed broad-based interdisciplinary Digital Communication Arts degree. The University of Oregon’s degree programs in Digital Arts and in Communication are described below:

- **Digital Arts**: A major that prepares students for a career in the fields of the visual arts, digital arts, and design. Courses include ceramics, digital arts, drawing, fibers, metalsmithing and jewelry, multi-disciplinary arts, painting, photography, printmaking, and sculpture.
- **Journalism-Communication Studies**: The program is deeply rooted in the field of journalism made possible by the University’s national ranking in this field. The program focuses on the convergence of new media forms with time-honored traditional media. Communication Studies caters to those interested in new online news outlets and literary journals along with traditional print media. Students have professional opportunities as beat reporters, editors, and experts in crafting streaming video.

While these two programs share some elements with the Digital Communication Arts major, they are in no way duplicative and serve different purposes and potential student employers.
4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

It is anticipated that the increased number of majors and the complexity of this growing field will create demands for greater numbers of tenure-track and adjunct faculty to develop coursework, keep up with changing technology, and engage in campus and community partnerships. Additional faculty assignments to the proposed Digital Communication Arts degree from other disciplines within the School of Arts and Communications will greatly increase the degree’s depth and capacity from the previous Liberal Studies, New Media Communications Option.

It is anticipated that the Digital Communication Arts major will be offered with modest budgetary impact since the degree is already in place for over 400 majors within the B.A./B.S. in Liberal Studies, New Media Communications Option degree program. It is anticipated that the proposed program will need to be capped to limit growth to ensure quality at approximately 500 students.

The existing New Media Communications Option program moved into newly remodeled facilities in 2008. The new facility has especially configured laboratory space adequate to meet the short-term growth of the program. Additional space resources are available on a shared basis from other disciplines within the proposed School of Arts and Communications. Most equipment purchases and maintenance needs will be met with Technology Resource Funding (TRF). Purchase of equipment unrelated to TRF (e.g., faculty research projects) may be funded by outside grants, donor contributions, or in-kind contributions.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon State University to establish an instructional program leading to a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree in Digital Communication Arts, effective Spring 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

*(Committee action required.)*
Oregon State University seeks Board approval to offer an instructional program leading to a Master of Arts in Women Studies.

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The proposed M.A. in Women Studies is designed to prepare students for careers in higher education, government and non-government agencies, nonprofits, and the private sector, particularly in areas that engage matters of equality, diversity, and social justice. While gender is the primary focus of Women Studies, the discipline examines gender in light of intersectionality, and so race/ethnicity, social class, sexual identity, ability, age, and religion are also integral components of critical analysis of gender. Women Studies teaches students both to think critically about issues of gender and to work in the world as responsible and engaged citizens. An M.A. in Women Studies is well aligned with the mission and strategic plan of Oregon State University (OSU). Women Studies is uniquely poised to advance Phase II of OSU’s Strategic Plan in the signature area of Promoting Economic Growth and Social Progress by expanding the understanding of growth and progress to include economic and social justice for all.

2. What evidence of need does the institution have for the program?

OSU’s Women Studies program is one of the oldest in the country, founded in 1972-73 in the thick of the Women’s Movement (the first was founded at San Diego State in 1970). Across its 39-year history, Women Studies has grown from a loose collection of elective courses taught by women faculty members to a fully developed program with 4 tenured/tenure-track faculty members, 1 full-time instructor, 45 affiliated faculty, 8 graduate teaching assistants, and a number of part-time instructors who fill in on an as-needed basis. The program offers an undergraduate major, undergraduate minor, undergraduate certificate, graduate minor, and graduate primary and secondary areas in the Master of Arts in Interdisciplinary Studies degree program. In recent years, Women Studies has grown, both in the numbers of students in Women Studies courses and in the number of courses offered. The Women Studies program at OSU proposes now to offer a Master of Arts in Women Studies in response to increased student interest, the University’s emphasis on issues of diversity, student engagement, social justice, and social responsibility, and recent growth in faculty and curriculum size.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?
No other institution in Oregon offers a standalone graduate degree in Women Studies. Within the Oregon University System, the University of Oregon and Portland State University offer Women’s Studies as an undergraduate major and as an undergraduate minor or certificate. Willamette University has an undergraduate major and minor. Southern Oregon University, Western Oregon University, Eastern Oregon University, and Lewis and Clark College offer undergraduate minors.

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† Program title: Gender Studies

The number of undergraduate programs available suggests strong statewide interest in Women Studies, and a timely opportunity for OSU to offer a graduate degree. At present, students must leave Oregon to receive a graduate degree in Women Studies. This program will give such students the option to remain in-state to pursue an M.A. in Women Studies.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

The M.A. in Women Studies proposal draws on existing resources and courses already offered by core and affiliated faculty members in Women Studies. The proposal calls for three new courses which will be funded from the existing budget. As part of the proposed School of Language, Culture, and Society in the College of Liberal Arts, the Women Studies program will draw on the resources of the School and will utilize faculty members from other units to teach Women Studies courses or to cross-list courses from other units. The School is also utilizing funding opportunities through the Tenured Faculty Diversity Initiative and the Provost’s Initiative to hire new faculty members within the School. Women Studies has worked closely with the library for years, and so the library provides adequate resources for a graduate degree in Women Studies.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.
RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon State University to establish an instructional program leading to a Master of Arts degree in Women Studies, effective Winter 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
Southern Oregon University seeks Board approval to offer an instructional program leading to a Professional Science Master’s degree in Applied Mathematics.

1. *Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.*

Southern Oregon University (SOU) seeks to deliver “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.” SOU’s 2009-14 Master Plan calls for a substantial expansion of the University’s science and technology offerings. SOU offers a Professional Science Master’s (PSM) in Applied Computer Science, and the proposed PSM in Applied Mathematics is a natural next step.

2. *What evidence of need does the institution have for the program?*

SOU has been approached several times a year about offering graduate programs in mathematics. The top 15 paying jobs in the U.S. today all require extensive mathematical knowledge and skills. Potential business partners in the area have given positive feedback about the proposed program, and further outreach to business and agency partners is ongoing.

3. *Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?*

Although there are more traditional mathematics and statistics master’s degree programs in the state, there are no other applied mathematics PSM degrees approved or proposed by OUS institutions. There is a consortium of Professional Science Master’s degree programs in the state of Oregon in which SOU actively participates. The applied mathematics PSM at SOU will offer students an additional choice for expanding their mathematics training and employability. The Oregon economy, and particularly the southern Oregon economy, requires an increasingly technically trained and skilled workforce to attract the kinds of businesses that will sustainably build the economy.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*
The program can be launched with existing resources. Current faculty in the mathematics, computer science, and business departments have been designated to teach the courses in the program. As the program matures, SOU will need one (1.0 FTE) additional faculty member; alternatively, the University can assign existing faculty to the program for one or two years while backfilling their undergraduate teaching assignments with adjunct hires. SOU received a $14,000 grant, funded by the OUS consortium of PSM programs, to provide summer stipends for curriculum development, and faculty are encouraged to apply for additional grant funding to facilitate research and graduate student support. When revenue generated by the program allows, SOU will strengthen its library resources by purchasing current books and more journal subscriptions. SOU will not need to consolidate or eliminate any other programs in order to support the PSM in Applied Mathematics.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Southern Oregon University to establish an instructional program leading to a Professional Science Master’s degree in Applied Mathematics, effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

*(Committee action required.)*
Minutes

Committee members present included: Chair James Francesconi, and Directors Jill Eiland, Hannah Fisher, Rosemary Powers. Director Preston Pulliams was absent due to prior commitment.

Chancellor’s staff present included: Vice Chancellor Sona Andrews, Anna Teske, Charles Triplett.

Board members included: Lynda Ciuffetti.

Campus representatives include: Dan Dorsa (OHSU), Kimberly Espy (UO), Jon Fink (PSU), Ruth Keele (UO), Grant Kirby (IFS), Kent Neely (WOU), David Robinson (OHSU), and Rick Spinrad (OSU).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:36 p.m.

2. Approval of October 2011 Minutes

   Action: Directors Jill Eiland made the motion to approve the minutes, and Rosemary Powers seconded. Motion carried; Director Pulliams was absent during the vote.

3. ASC Mission Alignment Metrics

Chair Francesconi called upon Sona Andrews to provide an update on the Mission Alignment Metrics and the work of the Provost Council. Following the discussion, Chair Francesconi called for a motion to approve advancing the Mission Alignment Metrics to the Full Board for the January 6th, 2012 meeting.

   Action: Directors Rosemary Powers made the motion to advance the Mission Alignment Metrics to the Full Board, and Jill Eiland seconded. Motion carried; Director Pulliams was absent during the vote.
OUS Next Steps: To link the work of capital planning and capacity decisions to institutions via the achievement compacts, and metrics from mission alignment document.

DISCUSSION ITEMS

4. Research Vice Presidents’ Update

Chair Francesconi directed the Vice Presidents of Research to provide the Committee with an update on priority setting, an evaluation of successful out-of-state models, and establishing a greater connection between research and Oregon’s 40-40-20 goals. The Vice Presidents of Research spoke to the types of activities that would support state goals, while advancing research in Oregon.

- Develop initiatives to leverage relationships between institutions and collaborative initiatives (utilizing successful models in Oregon, capitalizing on signature resource centers, concentrating on specific research and development areas and collaborate with private sector partners).
- Systematic investment and capacity building for future opportunities, and collaborative capital ventures, i.e. equipment and technology.
- Defining the role of research in 40-40-20 and highlighting demonstrated success and its connection to higher education (using research to enhance articulation, expanded free choice learning, and content improvement at K-12 level).

After the update, the discussion centered on the ability of research to capitalize on combined strengths, infrastructure, and collaboration to serve common needs among institutions. Attention was drawn to the need to include information on the role of Graduate Education in research as part of the state’s 40-40-20 goals, as well as the role that research plays in economic development.

Board members reiterated the importance of establishing a connection between research and the achievement compacts, highlighting its connection state investment. It was agreed that Kimberly Espy, Vice Presidents of Research for Research & Innovation at the University of Oregon, will facilitate working with the other Vice Presidents to develop recommended priorities for the achievement compact and statewide goals.

OUS Next Steps: Sona Andrews and Director Jill Eiland are available to work with Vice Presidents of Research on their presentation for January 6th Board meeting if they so desire. Kimberly Espy to share Achievement Compact priorities/deliverables with Sona by December 9th.

5. Diversity Discussion—Regularly Scheduled Item

Chair Francesconi called upon Sona Andrews to provide an overview of institutional work on diversity. It was reported that campus Chief Diversity Officers will attend the January 5th ASC
meeting, and present on their work. Committee members generated suggestions for directing the January conversation, agreeing that Chief Diversity Officers should report on outcomes as they relate to overall importance, performance, challenges, and role in presidential evaluations. In addition, the Committee requested information on accountability measures, results and strategies for faculty recruitment and retention, and institutional efforts to integrate diversity into the curriculum.

6. Work of our Colleges of Education

Chair Francesconi directed Sona Andrews to lead the discussion on the work of the OUS Colleges of Education. Sona Andrews noted that the Education Deans have been working on a case statement title “Oregon Alliance for Teacher Preparation and Partnerships.” The case statement reflects the work being done to develop collaborations and strategies, and well as delineate areas that require additional efforts, and areas where progress has been made.

**OUS Next Steps:** To assist the Education Deans in preparation for the January ASC meeting.

**OTHER ITEMS**

7. Other items put forward by the Committee

Chair Francesconi opened the floor for members to discuss other items. Conversation centered on how the work of the Education Deans may provide an opportunity to focus on the question of investment in college readiness and creating smoother transitions from high school to college. The Education Deans will be present at the January 5, 2012 Academic Strategies committee meeting. In addition, committee members inquired into the STEM Coalition, and OUS’ role in operations.

8. Adjournment

With no further business, the meeting was adjourned at 3:32 p.m.
### Academic Strategies Committee

#### ASC Work Plan

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<tr>
<th>Issue</th>
<th>Lead Assignment</th>
<th>Due Date</th>
<th>Resource Demand</th>
<th>Plan Details</th>
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<tr>
<td>Mission alignment: metrics and academic program approval</td>
<td>Provosts’ Council CO—Academic Strategies Division Academic Strategies Committee</td>
<td>Ongoing</td>
<td>Medium</td>
<td>Mission Alignment Guidelines and Use approved by Board 7/2011</td>
<td>• Mission Alignment matrices completed&lt;br&gt;• Metrics to be presented to the Board for approval Jan 6, 2011&lt;br&gt;• 7 Academic programs approved to date 2011-12</td>
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<td>Compact with State (HB 3418 Higher Education Student and Institutional Success Committee) and performance reporting</td>
<td>CO—Academic Strategies Division Academic Strategies Committee Legislative Task Force Committee</td>
<td>Initial report: December 2011 Periodic updates Final report: October 2012</td>
<td>High</td>
<td>Report: examine best practices and models for accomplishing student and institutional success, as such success is measured by achievement of the mission of H.E./C.C.; consider institutional and statutory barriers to student success/completion; examine methods for students to acquire basic/career prep skills; review alternative funding options for providing necessary student services and promoting best practices for student success/completion; and compare alternative funding options instituted in other states for improving student/institutional success.</td>
<td>• Preliminary draft of Achievement Compact completed&lt;br&gt;• Achievement Compact to be presented the Board for approval Jan 6, 2011&lt;br&gt;• 3418 Task Force Interim Report completed December 9, 2011</td>
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| Student success, access, and affordability                          | CO—Academic Strategies Division Academic Strategies Committee                    | June     | High            | • Joint meeting with community college academic officers with agreement on 4 strategies to work on collaboratively this year  
  • Planning piloting of reverse transfer at some institutions       |                                                                                                                                               |
| Diversity (faculty, staff, and students)                             | CO—Academic Strategies Division Academic Strategies Committee OUS Institutions (Presidents, Provosts, etc.) | June     | High            | • Joint meeting with community college academic officers with agreement on 4 strategies to work on collaboratively this year  
  • Planning piloting of reverse transfer at some institutions       | • Campus diversity plans collected  
  • Diversity officers to meet with ASC on January 5, 2011  
  • Best practices on diversifying faculty shared with institutions  
  • ASC consideration of campus climate assessments  
  • Consideration of formation of an Oregon Higher Education Recruitment Consortium. Statewide meeting set for January 19, 2012 |
| Economic development connections and strategies and value of research | OUS Research Council Academic Strategies Committee                              | October  | Medium          | • Research VPs have met twice with ASC.  
  • Research VPs will present to the Board at January 6, 2011 meeting  |                                                                                                                                               |
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| Teacher Preparation and in-service professional development changes   | CO—Academic Strategies Division with ODE/CCWD Academic Strategies Committee       | June         | High            |                                                                             | • Educations Deans have been meeting on an on-going basis  
• Education Deans have a draft of case statement  
• Education Deans will present draft case statement to ASC on January 5, 2012  
• OUS uniform student teacher placement form drafted                                                                                                                                                           |
| Faculty satisfaction and career flexibility                           | CO—Academic Strategies Division Academic Strategies Committee                    | December     | Medium          |                                                                             | • Faculty satisfaction survey launched at PSU, OSU, WOU, EOU, SOU, and OIT in October 2011. Date will be available in early January 2012                                                                                                                                 |
| Academic efficiency and quality (e.g., employer satisfaction survey)  | CO—Academic Strategies Division Academic Strategies Committee                    | February     | High            |                                                                             | • Plan developed for survey  
• Discussion underway with ETIC for covering cost                                                                                                                                                                         |
| 2013-15 Legislative budget strategies, guidelines, and policy packages| CO—Academic Strategies Division Academic Strategies Committee                    | Initial: March Final: October | High            |                                                                             | • Pre-work by Research VP and Ed Deans                                                                                                                                                                           |
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 SB 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 follow 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 we effectively manage our resources. 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 System-Wide 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.
ALIGNMENT DIMENSION #1: STUDENT ACCESS MISSION INTENSITY

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</table>

- **Systemwide Metrics**
  - Enrollment (Unduplicated Headcount): Total and Resident
  - Enrollment from *primary geographic areas* as % of Total Enrollment (Note: Need this to link to the Table 1)
  - Under-represented Enrollment as % 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 % of Total Enrollment
  - Distance Education Enrollment Oregon County by County as a % of Total Enrollment
  - Number of Programs—majors, minors, certificates—available at a distance as a % of total number of programs offered
  - New Undergraduate Enrollment: Total, % resident
  - First-Year Retention Rate for Undergraduate Students (including inter-institutional transfers)
  - Percent 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 % of Total Enrollment
  - New Undergraduate Enrollment: Total, % resident
  - First-Year Retention Rate for Undergraduate Students (including inter-institutional transfers)
  - Percent 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
  o Enrollment of non-resident U.S. students, international students, graduate students
  o Distance Education Enrollment
  o First-Year Retention Rate for Undergraduate Students

• PSU Institution-Specific
  o Oregon resident enrollment from outside PMA
  o International student enrollment
  o Domestic non-resident enrollment
  o Programs offered outside PMA (includes online)

• SOU Institution-Specific
  o Distance Education Enrollment as a % of Total Enrollment
  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 Southern Oregon

• UO Institution-Specific
  o Average HS GPA and SAT/ACT for new freshman
  o Percentage of entering class (UG and Graduate) from underrepresented groups and international
  o First to second year retention
  o Six-year graduation rate of undergraduates
  o % of unmet financial need of resident undergraduates filled from University resources

• WOU Institution-Specific
  o Enrollment as % 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, % resident, % under-represented, etc.
  o Distance Education Enrollment as % 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>
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</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
  - Percent 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's (either Labor Department or Complete College America) designated shortage areas expressed as a percentage of total enrollment.
  - Programmatic Accreditation by DOE-recognized professional accreditation agencies
  - Percent 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**
  - Degrees awarded in programs outside Portland Metro area
  - Enrollment in Community-Based Learning

- **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**
  - Percent of students that study abroad
  - Percent 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).
  - Percent of Graduates Employed or Enrolled one year after graduation.
  - Six-Year Graduation Rates for Undergraduate Students.
  - Examination of resources dedicated to the Arts Programs.
## ALIGNMENT DIMENSION #3: INNOVATION/RESEARCH MISSION INTENSITY

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<th>PSU</th>
<th>SOU</th>
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</table>

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

- **EOU Institution-Specific Metrics**
  - High Achieving High-School Graduates (GPA>3.75) as % 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 % of overall baccalaureate graduates

- **OIT Institution-Specific Metrics**
  - High Achieving High-School Graduates (GPA>3.75) as % of Total First-Year Class
  - Number of Patents, Licenses and Startups 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 Startups, and Licensing Revenue
  - High-Achieving High School Graduates (GPA>3.75) as % of Total Enrollment

- **PSU Institution-Specific Metrics**
  - Number of patents/licenses/startups
  - Number of state or federal agencies currently supporting sponsored research
  - Carnegie research classification
• SOU Institution-Specific Metrics
  o Number of Students served in Community Based Learning and Research Partnerships
  o Number of Clients served through Educational Outreach Collaborations

• UO Institution-Specific Metrics
  o Major faculty awards (Fulbright, Guggenheim, National Academies...)
  o Annual Sponsored Grants and Contracts Expenditures per Faculty FTE
  o Technology licensing income as a percentage of total federal research expenditures

• WOU Institution-Specific Metrics
  o Annual Sponsored Grants & Contracts Expenditures per Faculty FTE
  o Regionally/Nationally Recognized Programs
INSTITUTIONAL 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 cocurricular 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.

Southern Oregon University is committed to

- 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
OUS ACHIEVEMENT COMPACT

1. **Investment:** In the 2012-13 fiscal year, the State will invest $XX million in OUS.

2. **Assumptions and Outcomes:** In exchange for that investment, the State Board of Higher Education agrees to pursue continuous improvement on measures with the following assumptions and the following outcome:

**Assumptions:**
In addition to the Achievement Compact with the State, OUS will internally develop achievement compacts with each of its institutions based on institutional mission, capacity, array of programs, etc.

OUS shares in the responsibility for all segments of 40-40-20. Not only will OUS place a primary focus on bachelor’s and advanced degrees, but will also develop joint strategies to assist the community colleges in achieving their goal of 40; as well as placing a focus on teacher preparation, engagement with K-12, and enhancing the K-12 pipeline.

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<th>2011-12</th>
<th>2012-13 Target</th>
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<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
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<tr>
<td># of bachelor’s degrees awarded to underrepresented minority Oregonians</td>
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<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
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<td></td>
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<tr>
<td># of advanced degrees awarded to Oregonians</td>
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<tr>
<td><strong>Quality</strong></td>
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<td>% of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon</td>
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<td>Employer satisfaction</td>
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<td>Alumni satisfaction on value of degree</td>
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<td><strong>Connections</strong></td>
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<tr>
<td>Degrees awarded in targeted workforce areas and meet state needs</td>
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<tr>
<td>• STEM Professions</td>
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<td>• Health Profession</td>
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<tr>
<td>Research ¹</td>
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<tr>
<td>Number of students who complete internships/service learning or are engaged in some form of community based learning</td>
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</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from community colleges ²</td>
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</tbody>
</table>

¹ Annual grants/contracts/awards, number of major honors/awards, campus specific economic development indicators.
² Contributions to Community College and K-12 attainment goals.
LEADERSHIP IN SUPPORT OF INNOVATIVE PRACTICE IN EDUCATOR PREPARATION PROGRAMS

12/19/11 ABBREVIATED DRAFT CASE STATEMENT

THE NEED: The State of Oregon has set an ambitious goal for educational attainment: 40-40-20. This goal is in response to global competition to attract high skilled, high paying jobs in an increasingly technical marketplace. All Oregonians will need a quality high school degree with the skills that prepare them to be work and college ready. Higher performance from students requires higher performance from teachers and educator preparation programs. Oregon has leadership to support innovative practices in educator preparation programs and significantly strengthen the partnership between universities and PK-12 schools. Investing in OUS Colleges of Education is an investment toward achieving 40-40-20.

VISION: Improve PK-12 student learning, graduation, and post-secondary achievement by producing, supporting, and retaining the highest quality educators for every PK-12 student in Oregon.

WHAT WOULD CHANGE? Working together, OUS Schools and Colleges of Education seek to create a seamless system of professional preparation and professional development for PK-12 educators that includes the following elements:

- Recruitment and retention of a diverse cadre of talented professional educators from every part of the state raising the quality and lowering the cost of education
- Clinical training of new educators paired with the most skilled teaching professionals
- Programs calibrated by data systems enabling universities, school districts and educators to evaluate university-school collaborations, improve program effectiveness and assess workforce needs
- Consistent support and clear expectations for professional growth at all points in professional educator careers

Featured components:

- Sustained school-university partnerships with documented performance in classrooms and university programs
- Highly qualified university supervisor-classroom educator teams oversee all clinical experiences
- Opportunities for educators to engage in professional development specific to where they are at in their careers and coupled with long-term, measurable goals
- Continuous data collection from all program participants forming a basis for innovative research, program evaluation, and accreditation

PRIORITIES FOR 2013: In order to achieve the ambitious goals set out in 40-40-20. Oregon must make a strategic investment in its public Schools and Colleges of Education. There is high quality research to guide what needs to be done and there is a national environment supporting innovation that can make a difference in Oregon:

1. DEVELOP VISIBLE, HIGH-ImpACT, HIGH-Quality MODELS FOR EDUCATOR INTERNSHIPS. Cadres of exceptional PK-12 mentors will be formally linked to university educator preparation programs, with an initial focus on STEM at all grade levels, and will draw on state-of-the art research and proven best practices to deliver programs.
2. IMPROVE THE EXCHANGE OF DATA TO IMPROVE EDUCATOR PREPARATION, HIRING, INDUCTION, AND EVALUATION. Data from all relevant stakeholders as well as performance indicators for educators and students will form a base for program evaluation and improvement within schools, university programs, and their partnership, with an initial focus on STEM at all grade levels.

3. INCREASE THE INVOLVEMENT OF SCHOOLS AND COLLEGES OF EDUCATION IN SUPPORTING EDUCATORS THROUGHOUT THEIR CAREERS. Like all professionals, educators need time and access to mentoring and support throughout their careers to keep up-to-date in the profession. University-PK-12 partnerships, with an initial focus on STEM at all grade levels, can ensure the flow of information about best practices and research between both sides of the partnership.

WHAT IS IT GOING TO TAKE? OUS is prepared to bring the strength of diversity and differentiated mission of its Schools and Colleges of Education together to address our statewide needs. To do so will require OUS Schools and Colleges of Education to work in more purposeful, systematic partnerships with PK-12 school districts. In particular, university-PK-12 partnerships will need:

- Resources targeted to support and incubate collaborative research between university faculty and PK-12 practitioners to examine and refine educator preparation
- Virtual and face-to-face venues for school-based and university-based individuals involved in university-school partnerships to share knowledge gained from research and practice and to foster larger collaborations
- A funding change in educator internship programs that supports university-PK-12 school partnerships
- Providing the infrastructure (e.g. video conferencing) to foster partnerships with geographically remote districts to increase participation in professional development and educator preparation programs

RISKS OF INACTION: Oregon is in a position to make substantial improvements to its education system. Guided by the vision of 40-40-20 and coupled with the newly adopted Common Core State Standards and other initiatives supporting key education partnerships, we are in an unprecedented environment to restore Oregon as one of the top performing states in the nation and the world. Without action that creates a statewide climate of long-term research and evaluation and targeted, sustained professional growth, educator preparation and professional development will be buffeted by short-term political interests and faddish approaches to assessment and accountability. Inaction means that educators and students will not benefit from the wealth of research and policy initiatives supporting a sea change in the quality of teaching and learning. Inaction means the education of children will deteriorate, especially in the STEM fields, as an unintended consequence of maintaining the status quo while educational landscape and global employment changes around them. Creative new structures that enable the critical application of new knowledge about teaching and learning combined with community support for new modes of funding can avoid this impending catastrophe.

RESULTS:

- Seamless system of educator recruitment, preparation, and development
- Better qualified and effective educators representing the diversity in Oregon
- Lower costs associated with reduced educator attrition
- Higher student achievement which will lead to increased productivity, improved economy, a higher standard of living, less crime and less need for welfare
- Big step toward achieving 40-40-20
Topics for discussion with Chief Diversity Officers and Provosts:

1. What outcomes are important?
2. How are we doing now on those outcomes?
3. What are the challenges in achieving the outcomes?
4. Ideas on diversity measures to use in presidential evaluations?
5. What accountability measures need to be in place?
6. Results and strategies for faculty recruitment and retention efforts
7. Institutional level efforts to infuse diversity into the curriculum

At the September 12, 2011 ASC meeting, campuses provided the Committee with institutional diversity plans. To access the plans, please visit:

For continuing the conversation of diversity, the following pages reflect institutional targets and/or responses to the discussion questions above.
EOU Responses: 
Diversity Planning Efforts 
December 2011/January 2012

1. What outcomes are important?

The primary goals that EOU has articulated for diversity and integrated into our institutional strategic plan include the following, with the key indicator/outcome we are presently focusing on listed under each goal:

1) Increase and maintain the diversity of students, faculty, staff and administrators through targeted and innovative recruitment, retention, and professional development.
   - Retention rates of under-represented minority and women students, faculty, staff, and administrators are at least equal to those of the majority.
2) Build and strengthen partnerships with diverse communities, community-centric organizations, civic and government entities to advance diversity and multiculturalism in the University and the region.
   - An increasing number of ethnic minority students from Eastern Oregon and Eastern Washington, and Southwestern Idaho high schools choose to apply for admission to EOU.
3) Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that facilitate respect of differences in perspective and circumstance, encourage student involvement, and prepare students for success in a world growing more diverse and complex.
   - Over time, the amount of core coursework incorporating DPD (university diversity requirement) principles, a requirement for graduation, is progressively increasing.
4) Design and develop a comprehensive system that defines responsibilities and accountabilities and measures progress toward achieving a culturally diverse academic community, an improved campus climate, and advancing the knowledge of diversity and differences in perspectives.
   - Campus climate surveys on diversity report improving perceptions of a safe and inclusive environment, free of harassment or discrimination, where the proximity of interaction is constructive and informing (see Goal 2: Campus Culture and Climate).

2. How are we doing now on those outcomes?

EOU performance in these areas is as follows:

1) Current retention rates for both underrepresented students and faculty/staff is lower (though not necessarily statistically significantly so) than the majority, which concern is addressed specifically in the current diversity strategic plan.
2) We are starting to increase the numbers we are seeing in this regard. Part of this increase is due to the designation of admissions staff and other staff to specific efforts for Hispanic/Latino populations, as well as Native American populations. Much progress remains to be made.
3) We are making incremental progress in this area. Much progress remains to be made.
4) We are getting instruments and larger efforts in place in this area.
3. What are the challenges in achieving the outcomes?

Challenges to EOU performance in these areas are as follows:

1) Geographic location and the related cultural/social characteristics are our greatest challenges in this regard. Secondary challenges center on lack of fiscal resources that would allow development of programs and other efforts to mitigate these challenges. Ditto on lack of fiscal resources that would allow development of programs and other efforts to mitigate these challenges; we know how to address these challenges effectively but the marginal amount of funding needed (related to our current Rural Access funding) is not currently available.

2) Current challenges in the curricular arena are centered on time and opportunity for the dialogues required to progress in this area. Changes in curricular policies and processes are enhancing our abilities to engage these dialogues. Ongoing budget reductions have resulted in the elimination of the Gender Studies minor program, though efforts to resituate both a Gender Studies minor and a major concentration area in other existing program areas are under way. Ditto #3 with respect to challenges in the campus climate arena, though challenges in this area also have resource connections similar to those articulated for #1 above.

4. What do you think about the diversity measures used in presidential evaluations?

While the measures used in presidential evaluations are desirable and sound in a broad sense, the metrics related to them are not fine-grained enough to account for both individual institutional/regional needs, much less the individual institutional/regional challenges that underlie these needs. Perhaps a more productive approach would entail the development of more institutionally and regionally relevant measures which could be rolled up under the umbrella of the broader OUS/State umbrella measures.

5. What accountability measures need to be in place?

These accountability measures should mirror those used in #4 above for presidential evaluations and could be pulled from the individual institutional diversity plans which already exist and coordinated/categorized at the OUS level.

6. Results and strategies for faculty recruitment and retention efforts.

Accomplished or in progress:

- Put in place a Dual Career Couples policy.
- Make greater use of diversity-centric advertising venues, networking, and targeted recruitment of diverse candidates.
- Improve the diversity website and the recruitment process and infrastructure to provide smooth, rapid response through automated application and selection processes.
- Continue the training of search committees on the importance of diversity and the selection approaches and hiring practices that ensure equal opportunity.
• Conduct an assessment (survey) of faculty attitudes toward diversity and equity on campus.

Further steps planned:

• Expand mentoring for new women faculty and those from underrepresented groups.
• Use information gathered to develop additional retention measures for women faculty and faculty from underrepresented groups.
• Offer educational seminars to increase cultural competency among faculty to help them develop culturally sensitive educational opportunities for students.
• Review percentage of university funding committed to staff development and growth opportunities for women and minority faculty, to ensure that it roughly equals that of the majority.
• Formalize efforts to retain, mentor, and promote faculty from under-represented groups to tenured teaching and academic leadership positions.
• Encourage the Faculty Senate to broaden ‘RAG’ guidelines to promote and fund faculty attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking (not just for those who present papers).
• Encourage greater ad-hoc peer-to-peer teaching by faculty as a means of expanding professional knowledge.

7. Institutional level efforts to infuse diversity into the curriculum

Accomplished or in progress:

• Over time, the amount of core coursework incorporating DPD principles, a requirement for graduation, is progressively increasing.
• Students graduating from EOU are prepared to work effectively across ‘lines of difference’ in diverse communities and workplaces.
• Strengthen existing curriculum and pedagogical practices to include the experiences of diverse peoples, examine and assess theories of human difference, analyze historical and contemporary structures of inequality, and review their impact.

Further steps:

• Offer professional development opportunities to faculty to increase cultural competency and encourage the development of a culturally sensitive educational experience for students.
• Ensure that all curricular offerings addressing diversity provide opportunities for interaction and dialogue to enable students of different backgrounds and perspectives to learn about and from one another.
• Provide support for further integration of diversity content into new and existing courses.
Oregon State University Diversity Plan Targets and Variables

During the 2011-2012 academic year, Oregon State University will undertake an unprecedented study of our equity and inclusion efforts. The goal of the process is to articulate a vision of the preferred future of OSU as an equitable and inclusive university community, and to identify the most significant goals we must pursue and accomplish in order to realize that future.

Though the self-study is focused on the future, it must recognize and build on important current and previous OSU efforts and accomplishments. These include, but are not limited to, diversity action teams and the plans they developed, along with the work of an array of other offices, programs, and activities intended to advance equity and inclusion throughout the university. The self-study will also build on the following previously articulated goals and metrics:

<table>
<thead>
<tr>
<th>Targets</th>
<th>Variables</th>
</tr>
</thead>
</table>
| Achieve and sustain a diversity of representation in our student population that reflects or exceeds the diversity of the State of Oregon, and a diversity of representation in our staff and faculty population that reflects or exceeds availability | • Evaluate student diversity compared to the diversity of the State of Oregon  
• Evaluate the diversity of each staff and faculty job group compared to the diversity of the available population for the job group |
| Foster and reward efforts to include diversity into teaching, learning, research, and university governance | • Map diversity efforts on campus by unit  
• Identify mechanisms to reward and encourage scholarship that focuses on areas related to equity, inclusion, and diversity |
| Provide an excellent campus climate that fosters student, staff, and faculty retention and encourages all OSU stakeholders to promote diversity and inclusion | • Establish regular campus climate assessment practices  
• Assess one year retention rate of underrepresented student populations compared to the rate for the majority population  
• Assess six year retention rate of underrepresented student populations compared to the rate for the majority population  
• Assess the retention rate of underrepresented staff and faculty as compared to the rate for the majority population |
The goal of the self-study process is to honor these prior efforts, enhance those that are working, change or abandon those that are not, and identify new efforts that are needed. We expect that the work of equity, inclusion, and diversity will be ongoing and will evolve over time. Below is a summary of how OSU’s self-study process will seek to engage the university community in conversations about the direction of the university’s equity and inclusion efforts:

<table>
<thead>
<tr>
<th>Targets</th>
<th>Variables</th>
</tr>
</thead>
</table>
| Discern and enhance the institution’s conception of and vision for equity and inclusion | • Articulate successful efforts to date  
  o Recommend ways to sustain and propagate these efforts  
  • Identify challenges and/or opportunities for realization of vision  
  • Recommend the most important institutional goals for an equity and inclusion agenda for the next 3-5 years  
  o Establish metrics for evaluating progress |
| Broaden our notion of diversity to accurately reflect our vision of an equitable and inclusive community | • Engage community stakeholders in defining vision  
  • Articulate the value in equity, inclusion and diversity |
| Recommend additions or enhancements to our organizational structures, programs and activities | • Outline method for Identifying and responding to present and emerging opportunities or challenges on an ongoing basis  
  • Articulate approach for sustaining our vision  
  • Identify models of best practices currently in place in higher education  
  o Define approach to benefit from these models |
### Incumbency/Availability Analysis Comparison

#### 2009 and 2010 Affirmative Action Plans

**Summary by Job Group**

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Weighted Avail</th>
<th>Utiliz</th>
<th>Shortfall in Persons</th>
<th>Goals?</th>
<th>Weighted Avail</th>
<th>Utiliz</th>
<th>Shortfall in Persons</th>
<th>Goals?</th>
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<td>39%</td>
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<td>02N5: Extension/Sea Grant Program (All Unclassified)</td>
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<td>Weighted Avail</td>
<td>Utiliz</td>
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<td>Goals?</td>
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<td>Utiliz</td>
<td>Shortfall in Persons</td>
<td>Goals?</td>
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<td>03NA: Information Services (Fixed-Term)</td>
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<td>70%</td>
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<td>04A1: Clerical/Secretarial, ≤ Salary Range 11 (Classified)</td>
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<td>82%</td>
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<td>84%</td>
<td>85%</td>
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<td>04A2: Clerical/Secretarial, 12-15 (Classified)</td>
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<td>04A3: Clerical/Secretarial, 16+ (Classified)</td>
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<td>93%</td>
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<td>91%</td>
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<td>05A1: Technical/Paraprofessional (Classified)</td>
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<td>55%</td>
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<td>06A1: Skilled Crafts (Classified)</td>
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<td>07A1: Food Service (Classified)</td>
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<td>32%</td>
<td>26%</td>
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1 Analysis Data as of 11/07/2008
2 Analysis Data as of 11/02/2009
3 Data rounded to the nearest whole number
4 Shortfalls rounded to the nearest tenth
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<th>Job Group</th>
<th>2009* Analysts</th>
<th>2010* Analysts</th>
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<tbody>
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<td></td>
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<td>Utiliz^2</td>
</tr>
<tr>
<td>01A1: Top Executives</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>02A1: Business (Tenured/Tenure-Track)</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>02A4: Business (Fixed Term)</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>02B1: Liberal Arts (Tenured/Tenure Track)</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>02B3: Liberal Arts (Fixed Term)</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>02C1: Science (Tenured/Tenure Track)</td>
<td>13%</td>
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</tr>
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<td>02C4: Science (Fixed Term)</td>
<td>16%</td>
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</tr>
<tr>
<td>02D1: Agricultural Science (Tenured/Tenure-Track)</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>02D4: Agricultural Science (Fixed-Term)</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>02ED: Education (All Unclassified)</td>
<td>18%</td>
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</tr>
<tr>
<td>02GI: Pharmacy (All Unclassified)</td>
<td>23%</td>
<td>36%</td>
</tr>
<tr>
<td>02H1: Forestry (Tenured/Tenure-Track)</td>
<td>16%</td>
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<tr>
<td>02H4: Forestry (Fixed-Term)</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>02J1: Engineering (Tenured/Tenure-Track)</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>02J4: Engineering (Fixed-Term)</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>02J1: CO45 (Tenured/Tenure-Track)</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>Job Group</td>
<td>2009(^a) Analysis</td>
<td>2010(^a) Analysis</td>
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<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Weighted Avail(^b)</td>
<td>Utiliz(^c)</td>
</tr>
<tr>
<td>02J4: COAS (Fixed-Term)</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>02K1: Veterinary Medicine (Tenured/Tenure-Track)</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>02K4: Veterinary Medicine (Fixed-term)</td>
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<td>10%</td>
</tr>
<tr>
<td>02L1: Health and Human Sciences (Tenured/Tenure-Track)</td>
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<td>13%</td>
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<tr>
<td>02L4: Health and Human Sciences (Fixed-Term)</td>
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<td>18%</td>
</tr>
<tr>
<td>02H1: Outreach and Engagement Administration</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>02H2: Extension/Ag Program Area (All Unclassified)</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>02H3: Extension/Forestry Program Area (All Unclassified)</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>02H4: Extension/Family and Community Development Program (All Unclassified)</td>
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<td>8%</td>
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<tr>
<td>02H5: Extension/Sea Grant Program (All Unclassified)</td>
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<tr>
<td>02H6: Extension/4H Education Program (All Unclassified)</td>
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<td>4%</td>
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<tr>
<td>03A4: Academic Affairs (Fixed-Term)</td>
<td>21%</td>
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<tr>
<td>03H1: Finance and Administration-Human Resources (Fixed-Term)</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>03H2: Finance and Administration (Fixed-Term)</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>03H3: Athletics (Fixed-Term)</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>03H4: President/Provost (All Unclassified)</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>03H7: Research (All Unclassified)</td>
<td>15%</td>
<td>14%</td>
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<tr>
<td>03H8: University Advancement (Fixed-Term)</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>03H9: Student Affairs (Fixed-Term)</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

\(^a\) Data was collected in 2009 and 2010.
\(^b\) Weighted availability is the percentage of the total population that is available for the job group.
\(^c\) Utilization is the percentage of the available population that is actually working in the job group.
\(^d\) Shortfall in Persons is the difference between the available and actual workforce.
<table>
<thead>
<tr>
<th>Job Group</th>
<th>2009* Analysis</th>
<th>2010* Analysis</th>
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<tbody>
<tr>
<td></td>
<td>Weighted Avail</td>
<td>Utiliz</td>
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<td></td>
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<tr>
<td>03NA: Information Services (Fixed-Term)</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>03NC: International Programs (Fixed-Term)</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>03B1: Non Faculty Professional (Classified)</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>04A1: Clerical/Secretarial, ≤ Salary Range 11 (Classified)</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>04A2: Clerical/Secretarial, 12-15 (Classified)</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>04A3: Clerical/Secretarial, 16+ (Classified)</td>
<td>6%</td>
<td>8%</td>
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<tr>
<td>05A1: Technical/Paraprofessional (Classified)</td>
<td>17%</td>
<td>13%</td>
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<td>06A1: Skilled Crafts (Classified)</td>
<td>7%</td>
<td>3%</td>
</tr>
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<td>07A1: Food Service (Classified)</td>
<td>20%</td>
<td>22%</td>
</tr>
<tr>
<td>07A2: Custodial/Other Service Maintenance (Classified)</td>
<td>16%</td>
<td>14%</td>
</tr>
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</table>

* Analysis Data as of 11/07/2008
* Analysis Data as of 11/02/2009
* Data rounded to the nearest whole number
* Shortfalls rounded to the nearest tenth
MEMO

TO: Dr. Sona Andrews, Vice Chancellor for Academic Strategies, Oregon University System (OUS)
FROM: Dr. Jilma Meneses, Chief Diversity Officer, Portland State University (PSU)
DATE: December 1, 2011
RE: Diversity Plan Metrics

As you know, PSU is engaged in a comprehensive Diversity Action Planning process that will not be completed until the beginning of 2012. However, pursuant to the request of the OUS Governance & Policy Committee, we have prepared the following list of Diversity Planning metrics. As requested in your memo of October 10, 2011, this is a “list of the specific variables your institution will use to measure progress on your plan along with targets (if any are set) for doing so.”

Please note that in the areas (such as the curriculum) where the university has an established method of data collection, the Diversity Action committees created objectives and assigned metrics to them; some with targets, some without. When a committee suggested the implementation of a new program, because there was no baseline from which to infer improvement or decline, the recommendation was called an outcome.

It is expected that data collection will begin for these outcomes and that subsequent updates of the DAP will use data collection from the first year as a baseline going forward. Finally, regardless of whether it is an objective or an outcome, each committee recommendation requires action - which in turn requires resources. Therefore, each subcommittee was required to decide upon a resource allocation for each outcome or objective; these resource allocation estimates will be part of the finalized plan.

With Appendices, the PSU Diversity Action Plan is divided into eight sections and includes eight goals with related performance metrics; they are:

Goal 1: Produce graduates who can be leaders in a global community

Objective 1: Increase proportion of PSU students who go abroad.
Metric 1: Increase 6% from current levels by 2015, increasing by 2% every five years. Data source - Office of International Affairs.

Goal 2: Ensure that diversity is incorporated into the curriculum

Objective 1: TBD after consultation with Faculty Senate Curriculum Committee

Metric 1: TBD after consultation with Faculty Senate Committee

Goal 3: Create an environment that is welcoming, inclusive and diverse

Outcome 1: Instrument created and administered with data reported by December, 2013 via campus wide communication.

Outcome 2: This definition project will be staffed and propagated and a final definition will be shared with the campus by July, 1, 2013.

Outcome 3: The committee will report its findings and make recommendations to the University Policy Committee by July 1, 2013.

Outcome 4: The committee will report its findings in a report to the University Policy Committee by July 1, 2013.

Outcome 5: The source of advocates, scholars, researchers, leaders and practitioners in the area of multiculturalism, diversity and social justice will be identified by July 1, 2013.

Outcome 6: Web resource is fully functional by July 1, 2013.

Goal 4: Create more robust communication channels to bring world to the campus and campus to the world

Objective 1: Continue and update the “U Belong” campaign to include diverse faculty, students and staff stories.

Metric 1: Annual increase in the number of new videos and profiles published on the website. Data source – Office of Global Diversity and Inclusion.

Objective 2: Expand the “U Belong” campaign to include student stories in other languages targeted at international students.
Metric 2: Annual increase in the number of video “hits” from outside the United States. Data source – Office University Communications.

Objective 3: As resources allow, produce more “U Belong” videos generally, and make sure they stay in frequent rotation with the other videos featured on the homepage of the PSU website.

Metric 3: Annual increase in the number of “U Belong” videos produced and frequency with which they are viewed on the PSU Website. Data source – Office University Communications.

Objective 4: Increase the number of courses with diversity themes that are produced either wholly or in part for the online environment.

Metric 4: Number of new courses that are offered online. Data source – Center for Online Learning

Objective 5: Increase the number and quality of courses that leverage technology to establish and maintain communication with groups working in other states and countries.

Metric 5: Number of new courses that use skype or other connective software to communicate with students or other partners in other countries. Data source – Center for Online Learning

Goal 5: Endorse a cultural competency training plan campus wide

Objective 1: Implement a core training program for all staff, faculty and student employees in order to help ensure that all employed members of the campus community know how to engage with others in ethical and legal behaviors that promote professionalism and respect.

Metric 1: 80 % of university employees have completed the training by July 1, 2013. Data source – Office of Global Diversity and Inclusion.

Goal 6: Recruit and retain cross-culturally sophisticated faculty and staff.

Objective 1: Increase efforts and innovative strategies to attract and accept faculty and staff applications from historically underrepresented or marginalized communities and staff to a level that reflects the demographics of those communities.

Metric 1: AAP workforce data. Data source – Office of Equity and Compliance
Objective 2: Foster a campus community that celebrates differences and is welcoming and inclusive toward faculty and staff from historically underrepresented or marginalized communities.

Metric 2: Workforce retention data and climate/culture audit. Data source TBD

Objective 3: Supplement promotion and tenure standards to include "diversity efforts" as a measure to achieve promotion and tenure status.

Metric 3: Satisfaction survey or other measurement. Data source TBD

Goal 7: Recruit and retain greater number of historically underrepresented students

Objective 1: Identify and increase strategic initiatives that support historically underrepresented student access and success.

Metric 1: Meet or exceed overall UG new FR and TR unrepresented student enrollment goal of FR 40% and TR 25%. Data source – Office of Institutional Research and Planning

Metric 2: Meet or exceed underrepresented FTF and TR goals for student retention rate goals of 75% (FR) and 82% (TR). Data source – Office of Institutional Research and Planning

Objective 2: Identify and increase strategic initiatives that support the access and success of Hispanic/Latino students.

Metric 1: Meet or exceed new UG FR and TR Hispanic/Latino student enrollment goal of 181 FR and 341 TR by Fall 2013. Data source – Office of Institutional Research and Planning

Metric 2: Meet or exceed FTF and TR goals for Hispanic/Latino student retention rate goals of 75% FR and 85% TR by Fall 2013. Data source – Office of Institutional Research and Planning

Objective 3: Identify and increase strategic initiatives that support international student enrollment.

Metric 1: Meet or exceed new UG FR and TR international student enrollment goal of 80 FR and 100 TR by Fall 2013. Data source – Office of Institutional Research and Planning
Objective 4: Identify and increase strategic initiatives that support access for Certified Veteran Students.

Metric 1: Meet or exceed overall Certified Student Veteran enrollment (UG and GR) goal of 1000 by 2013. Data source – Office of Institutional Research and Planning

Goal 8: Developing and supporting relationships with community, alumni and other partners

Objective 1: PSU should increase its emphasis on recruiting and graduating more students of color. The eventual goal should be to have a student body that is representative of the region’s demographics.

Metric 1: Increase in diversity of student body and graduation rates of students of color. Data source – Office of Institutional Research and Planning

Objective 2: Given PSU’s commitment to incubating and accelerating the creation of new businesses, every effort should be made to enroll and graduate more immigrant students, particularly those with an interest in business.

Metric 2: Increase the diversity of the student body in the School of Business. Data source – Office of Institutional Research and Planning

Objective 3: Work with the PSU Office of Advancement to develop a systematic approach to tapping our international alumni base for targeted giving, mentoring and employer facilitation.

Metric 3: Increased giving from international students and their families. Data source, Office of Advancement.

Objective 4: Work with the Office of Business Affairs to increase the number of contracts with MWESB firms.

Metric 4: Annual increase in the number and amount of MWESB contracts. Data source is the PSU Office of Business Affairs.

Since PSU is still engaged in the plan development and review progress, it is possible there may be changes to the metrics listed above. However, should this occur, I will communicate any changes to you immediately. In the interim, if you have any have questions regarding this list, or PSU’s Diversity Action Plan; please don’t hesitate to contact me at: (503) 725-4432 or jmeneses@pdx.edu.
<table>
<thead>
<tr>
<th>Section</th>
<th>Objective</th>
<th>Metric</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Produce graduates who can be leaders in a global community</td>
<td>1. Increase proportion of PSU students who go abroad.</td>
<td>Increase 6% from current levels by 2015, increasing by 3% every five years. Data source - Office of International Affairs.</td>
<td>1.0 FTE study abroad advisor, 1.0 FTE clerical support for faculty-led study abroad. Home Department – International Affairs</td>
</tr>
<tr>
<td><strong>B.</strong> Ensure that diversity is incorporated into the curriculum</td>
<td>1. The Center for Academic Excellence assessment team will work with academic units to advance their programmatic, diversity learning goals.</td>
<td>Move each academic unit along the learning assessment continuum. Data source – The Center for Academic Excellence Assessment Module.</td>
<td>1 FTE for additional Assessment Associate. Home Department - Center for Academic Excellence.</td>
</tr>
<tr>
<td><strong>C.</strong> Create an environment that is welcoming, inclusive and diverse</td>
<td>1. <em>The Office of Institutional Research and Planning along with Human Resources, The Office of Academic Affairs, Enrollment Management and Student Affairs, and Global Diversity &amp; Inclusion will develop</em> and implement a method for assessing campus climate, deliver the instrument campus wide, and then share its results with the Portland State community.</td>
<td>There should be a climate survey in 2012 and another in 2014 to assess and establish further metrics.</td>
<td>The assessment instrument is created and administered with data reported by December 2013 via campus wide- communication.</td>
</tr>
<tr>
<td><strong>D.</strong> Create more robust communication channels to bring the world to the campus and the campus to the world</td>
<td>1. Continue and update the “U Belong” campaign to include diverse faculty, students and staff stories.</td>
<td>Annual increase in the number of new videos and profiles published on the website. Data source – Office of Global Diversity and Inclusion</td>
<td>Metrics 1-3: $100k in UCOMM for video production. Home Department - Office of University Communications</td>
</tr>
<tr>
<td></td>
<td>2. Expand the “U Belong” campaign to include student stories in other languages targeted at international students.</td>
<td>Annual increase in the number of video “hits” from outside the United States. Data source – Office of University Communications.</td>
<td>Metrics 1-3: $100k in UCOMM for video production. Home Department - Office of University Communications</td>
</tr>
<tr>
<td>Section</td>
<td>Objective</td>
<td>Metric</td>
<td>Resources Needed</td>
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<tr>
<td>3.</td>
<td>As resources allow, produce more “U Belong” videos generally, and make sure they stay in frequent rotation with the other videos featured on the homepage of the PSU website.</td>
<td>Annual increase in the number of “U Belong” videos produced and frequency with which they are viewed on the PSU Website. Data source – Office of University Communications.</td>
<td>Metrics 1-3: $100k in UCOMM for video production. Home Department - Office of University Communications</td>
</tr>
<tr>
<td>4.</td>
<td>Increase the number of courses with diversity themes that are produced either wholly or in part for the online environment.</td>
<td>Number of new courses that are offered online. Data source – Center for Online Learning.</td>
<td>1.0 FTE for an Instructional Designer to work on diversity projects. Home Department – Center for Online Learning</td>
</tr>
<tr>
<td>E.</td>
<td>Endorse a cultural competency training plan campus wide</td>
<td>80% of university employees have completed the training by July 1, 2013. Data source – Office of Global Diversity and Inclusion.</td>
<td>Software has been purchased for this program.</td>
</tr>
<tr>
<td>F.</td>
<td>Recruit Diverse Faculty and Staff</td>
<td>AAP workforce data. Data source – Office of Equity and Compliance.</td>
<td>1.0 FTE Diversity Faculty Recruiter and 1.0 FTE Diversity Staff Recruiter. Home Department – Academic Affairs and Human Resources</td>
</tr>
<tr>
<td>1.</td>
<td>Implement a core training program for all staff, faculty and student employees in order to help ensure that all employed members of the campus community know how to engage with others in ethical and legal ways that promote professionalism and respect.</td>
<td>Workforce retention data and climate/culture audit. Data source TBD</td>
<td>Dedicated staff in each area: Academic Affairs, FADM, – Enrollment Management and Student Affairs, Research, and Advancement. Home Department – Global Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>2.</td>
<td>Foster a campus community that celebrates differences and is welcoming and inclusive toward faculty and staff from historically underrepresented or marginalized communities</td>
<td>Satisfaction survey or other measurement. Data source TBD</td>
<td>TBD. Home Department – Academic Affairs and Global Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>3.</td>
<td>Supplement promotion and tenure standards to include “diversity efforts” as a measure to achieve promotion and tenure status.</td>
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<tr>
<td>Section</td>
<td>Objective</td>
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<tr>
<td>G.</td>
<td>Recruit and retain a greater number of historically underrepresented, historically underserved and international students</td>
<td>1. Identify and increase strategic initiatives that support historically underrepresented student access and success. Meet or exceed overall undergraduate (UG) - new freshmen (FR) and transfers (TR) – underrepresented student enrollment goals of FR 40% and TR 25%. Data source – Office of Institutional Research and Planning</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Identify and increase strategic initiatives that support the access and success of Latino/a students. Meet or exceed new UG FR and TR Latino/a student enrollment goal of 181 FR and 341 TR by Fall 2013. Data source – Office of Institutional Research and Planning</td>
<td>Meet or exceed underrepresented first time FR and TR goals for student retention rate goals of 75% (FR) and 82% (TR). Data source – Office of Institutional Research and Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Identify and increase strategic initiatives that support international student enrollment. Meet or exceed new UG FR and TR international student enrollment goal of 80 FR and 100 TR by Fall 2013. Data source – Office of Institutional Research and Planning</td>
<td>Meet or exceed FTF and TR goals for Latino/student retention rate goals of 75% FR and 85% TR by Fall 2013. Data source – Office of Institutional Research and Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Identify and increase strategic initiatives that support access for Certified Veteran Students. Meet or exceed overall Certified Student Veteran enrollment (undergraduate and graduate) goal of 1,000 by 2013. Data source – Office of Institutional Research and Planning</td>
<td>Meet or exceed overall Certified Student Veteran enrollment (undergraduate and graduate) goal of 1,000 by 2013. Data source – Office of Institutional Research and Planning</td>
</tr>
</tbody>
</table>

| **Home Department** | Enrollment Management and Student Affairs | Enrollment Management and Student Affairs |

**Oregon State Board of Higher Education**

Academic Strategies Committee  
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September 2011
<table>
<thead>
<tr>
<th>Section</th>
<th>Objective</th>
<th>Metric</th>
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<tbody>
<tr>
<td>H.</td>
<td>Develop and support relationships with community, alumni and other partners</td>
<td>1. PSU should increase its emphasis on recruiting and graduating more students of color. The eventual goal should be to have a student body that is representative of the region’s demographics.</td>
<td>Increase in diversity of student body and graduation rates of students of color. Data source – Office of Institutional Research and Planning</td>
</tr>
<tr>
<td></td>
<td>Given PSU’s commitment to incubating and accelerating the creation of new businesses, every effort should be made to enroll and graduate more immigrant students, particularly those with an interest in business.</td>
<td>Increase the diversity of the student body in the School of Business. Data source – Office of Institutional Research and Planning</td>
<td>1.0 FTE managing diversity in the School of Business (already hired). Home Department – School of Business</td>
</tr>
<tr>
<td></td>
<td>Work with the PSU Office of Advancement to develop a systematic approach to tapping our international alumni base for targeted giving, mentoring and employer facilitation.</td>
<td>Increased giving from international students and their families. Data source, Office of Advancement.</td>
<td>TBD. Home Department – University Advancement</td>
</tr>
<tr>
<td></td>
<td>Work with the Office of Business Affairs to increase the number of contracts with Minority, Women and Emerging Small Business (MWESB) firms.</td>
<td>Annual increase in the number and amount of MWESB contracts. Data source is the PSU Office of Business Affairs.</td>
<td>.25 FTE in FADM. Home Department – FADM</td>
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</table>
Background

The pursuit of diversity efforts at Southern Oregon University has been an ongoing effort. For several years we have demonstrated our commitment to diversity through identity-based resource centers, programming from cultural organizations and academic departments, and compliance with non-discriminatory policies and practices. Currently our focus regarding diversity is shifting from compliance and isolated programs to a strategic focus based on coordination and cooperation. The Association of American Colleges and Universities’ (AAC&U) *Making a Real Difference with Diversity* has influenced the framework we are using to make SOU a more diverse and inclusive community. Titled *Inclusive Excellence* this effort requires that we recognize and embed the intersection of diversity, equity, and excellence in our mission and in our policies and practices. Toward this goal, in Fall, 2010 President Cullinan formed the “Diversity and Inclusion Oversight Committee” to coordinate the institution’s efforts. The Oversight Committee is composed of two co-chairs and the chairs of four subcommittees aligned with the themes of:

- Institutional Vitality and Viability
- Campus Climate
- Education and Scholarship
- Access and Success

The sub-committees are charged with achieving focused, tangible goals that are established annually as a component of the institutional strategic plan goals.

Additionally, the Oversight Committee will regularly and systematically engage the campus community and others throughout the region in substantive conversations around issues of diversity and inclusion. This committee builds on past work with previous institutional diversity efforts and plans.

Plan for 2011-2012

The Diversity and Inclusion Oversight Committee and its subcommittees are committed to accomplishing the following tasks for the 2011-2012 Academic year. Objectives will be undertaken during the entire academic year unless otherwise stated.

**Diversity and Inclusion Oversight Committee**

- Adopt and publish a Statement of Diversity that moves the institution past compliance to commitment (Fall term).
In 2010-2011 the Diversity and Inclusion Committee drafted a Statement on Diversity. After sharing the draft with different campus constituents for feedback, the Oversight Committee sent a campus wide email to solicit feedback on the final version of the statement. It is now housed on the Diversity Website.

- All new employees will be responsible for documenting their reading the statement upon hire.

- Begin the creation of a Diversity and Inclusion website to add coherence to the diversity programs, initiatives and efforts that take place on our campus (fall term).
  - The website will also keep the Diversity and Inclusion Oversight Committee accountable in achieving the goals that it has set.

- Examine existing diversity data to establish a baseline for future goals.
  - Analyze and disaggregate demographic data for faculty, staff, and students.
  - Evaluate retention and graduation data for the past 5 - 10 years.
  - Assess responses to annual campus climate survey instruments.

**Institutional Vitality and Viability**

- Perform a diversity policy and practice audit to determine which policies specifically address diversity (fall term).

- Organize a space, specifically for employees of color, to assemble each term to find support and encouragement. This is a measure that can aid in the recruitment and retention of employees of color.

- Evaluate the “Target of Opportunity” Hire Initiative that took place in 2010-11 to determine whether it will be viable in the future.
  - In the 2010-2011 academic year there were a number of faculty positions open in the College of Arts and Sciences. In an effort to intentionally recruit a diverse faculty member, SOU initiated the “Target of Opportunity” hire for departments within the College. The initiative was successful and resulted in the recruitment and hire of a faculty member who met the criteria. Overall eighteen searches were successful and, in addition to the diversity hire, five more hires were diverse candidates. However some faculty members questioned whether the hire was appropriate and/or violated established policies.

- Create a brief “commitment to diversity” statement to be placed on job postings and the employment website (winter term).
  - This brief statement would demonstrate our commitment to diversity for potential hires.

- Update the Faculty Search Handbook addressing best practices for increasing recruitment of diverse faculty.

- Continue to discuss the viability of a Dual Career Couples Program (also known as Trailing Partner Programs) for new hires (winter, spring).
Campus Climate

- Identify a speaker to facilitate a campus-wide conversation on perceptions on diversity and how that affects campus climate (winter).

- Review the past Campus Climate Assessments to inform our next climate assessment in the 2012-2013 academic years.
  - By looking at the past data and recommendations we can see what issues still need to be addressed.
  - From those assessment tools we can determine what questions we want to be answered by future assessments.

- Investigate the creation of a mechanism to receive, track, and respond to incidents of bias.

Education and Scholarship

- Assess our curriculum to see where diversity is infused and determine gaps.

- Develop a workshop on diversity for the Instructional Institute Day in September, 2012.

Access and Success

- Create a letter that will be sent to all incoming students that outlines our Diversity and Inclusion resources on campus (spring, summer).

- Create a session during Raider Registration and Orientation for students and families of color to acquaint them with campus resources for their academic and social success (summer).

- During the student recruitment phase, develop a special phoning/email initiative to establish a connection with prospective students interested in becoming Diversity Scholars (spring, summer).
  - This measure will initiate a connection with excellent diversity students that we will continue to foster whether or not they receive the scholarship.

- Continue and improve the Latino Family Day initiative to assist Latino High School Students and their families in understanding the college admission process (winter).

- Implement the Cesar Chavez Leadership Conference (winter).
  - Southern Oregon University is working with several local entities to pilot a one day leadership conference for local Latino high school students.

- Begin the Pirates to Raiders Partnership to create a pipeline of Latino Students from the Phoenix-Talent Middle Schools (fall).
  - This initiative works with 8th grade Hispanic students and their families in the Phoenix-Talent School District to encourage high school graduation and matriculation into SOU.
We are becoming an increasingly diverse state. At least 25% of high school graduates in 2018 will be Latino/a. Many students from each cultural group will be first-generation university students. Diversity, then, is not just an ideal we should foster; it is a reality and an exciting opportunity to broaden the cultural scope of our campus. The impact of this demographic shift will be felt both in our academic programs and on our student-support infrastructure. *University of Oregon Academic Plan, 2009*

**What outcomes should be important for us?**

Given the changing demographics in the State of Oregon and the United States, the OUS needs to be prepared and proactive in ensuring access and success to higher education for all. Critical areas of focus and outcomes are:

- “Filling the pipeline” to ensure a critical mass of students (graduate and undergraduate), staff and faculty from traditionally underrepresented groups;
- Developing best practices in hiring and retaining underrepresented faculty and staff;
- Successfully identifying and overcoming barriers to access;
- Becoming a leader in the creation of relevant research regarding race, ethnicity and cultures that improve the State of Oregon, the United States and beyond. We should “constantly work to make ourselves more adept at understanding how race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability affect the way we live and learn, so that we are better able to respond to intolerance and prejudice, which violate our purpose and mission”. *UO Diversity Plan, 2006*

**How are we doing on those outcomes?**

Following the adoption of the Diversity Plan for the UO in May 2006, each college, school and administrative unit on campus developed and adopted a Strategic Action Plan (SAP). ([http://oied.uoregon.edu/page/strategic-diversity-planning](http://oied.uoregon.edu/page/strategic-diversity-planning)) Implementation of those SAPs began in the fall of 2007. In general, the Diversity Plan requires each college, school, and administrative unit to submit activity reports describing that unit’s progress towards the goals of their SAPs to the Vice President for Institutional Equity and Diversity each year. In May, the Vice President then prepares and submits a written report to the campus community and University Senate summarizing campus wide accomplishments and areas of improvement. The Provost and the Vice President for Institutional Equity and Diversity are responsible for reviewing progress reports and summarizing information on trends and patterns to be shared with the campus community.
Results from our most recent campus-wide review of SAP efforts stated: “sustained leadership for diversity is more apparent, and many units have regularized processes for advancing diversity goals through active committee structures and dedicated staff time. Many diversity-related professional development opportunities have been organized by University central units and by individual departments, and these offerings have frequently included students, faculty, staff, and external community members in shared learning experiences. While variance in the depth of engagement among units persists, the availability of diversity-related conferences, course offerings, symposia, and speaker events continues to grow at a rapid pace and widespread participation in such activities is apparent across colleges, schools, and central administrative units. Many units have begun to use data to develop new innovative strategies or to redirect goals, and there is a growing call for the University to work more closely with unit leaders to provide relevant data to drive future practices.” Progress Report Summary, 2010-2011

After 5 years of diversity planning, we have substantial data to celebrate areas that we feel positively about, and to challenge ourselves to do better and more where we are not achieving the results that we desire. In particular, the development of a new 5 year plan in the next year, will allow us to be more aggressive and deliberate with metrics and outcomes that better align with our Academic Plan and with the competitive marketplace that we find ourselves. Additionally, where we have good and innovative practices by some department and units, we continue to have mere compliance from others.

In an environment with ever shrinking state dollars, the UO has turned more aggressively to recruiting out of state students. This necessity of our budgetary solvency has been fortuitous: out of state students bring more ethic/racial diversity than Oregonians. However, some of the same access issues are present for this out of-state group; and currently, we have few resources to aid those students who are in need of financial support. In order to remain competitive in the recruitment of out-of-state students, we will need to increase our scholarship dollars to this group—both need and merit based.

Regardless of the need to continue to strive for improvements, there is ongoing progress in diversity related metrics for the University of Oregon. For example, as of fall 2010, students of color make up 16% of the total University student population, compared to 13% in 2005. This reflects a gain of more than 34% (or more than 950 students) since 2005 compared to a growth rate of 9% for white students since 2005. Similarly, tenure-related faculty of color, who now make up almost 17% of the tenure-related faculty, grew more than 34% between 2005 and 2010, compared to a growth rate of about 1% among white faculty during this period. Progress Report Summary, 2010-2011

What are we doing to achieve the outcomes we would like?

1. Strategic Action Plans: Each college, school, and administrative unit submits activity reports describing that unit’s progress towards the goals of their SAPs to the Vice President for Institutional Equity and Diversity each year.
2. **Completion of the University of Oregon’s Academic Plan:**

This seminal work is the foundational document that grounds the University in excellence. A key component of our Academic Plan is to “promote a vibrant community where the wealth of human experience, knowledge and perspective may enrich the collective wisdom and life choices of us all. Such diversity is, indeed, the true brain-trust of higher education. The objectives for this goal comprise a range of tactics designed to ensure our ability to enroll, retain and inspire a student body, and a broader university community, that engages the full range of human life.” *UO Academic Plan, 2009*

By ensconcing diversity in our academic plan, the UO signals a commitment to inclusion and equity and states our belief that an institution cannot achieve excellence without achieving diversity and multiculturalism.

3. **Signature Programs:**

**Pathway Oregon.** In 2007, the UO launched the Pathway Oregon program. An estimated 400 new freshmen a year are able to attend the UO tuition free. Some also receive free room and board. If an eligible student lives in Oregon, and if the student’s income qualifies them for a federal Pell grant, the student can qualify for this program. Pathway students receive tuition for all four years at the UO. This program helps to ensure that students who may not otherwise be able to attend the UO are not only eligible to attend but are supported throughout their experience. Income challenges are often the number one reason why students chose not to attend college or are forced to leave prematurely. Pathway Oregon addresses these challenges.

**Underrepresented Minority Recruitment Program (UMRP),** [http://ups.uoregon.edu/node/69](http://ups.uoregon.edu/node/69)

The Underrepresented Minority Recruitment Program (UMRP) encourages departments to hire underrepresented minority faculty in tenure-related faculty appointments by providing supplemental funds to the department through its school or college following the successful tenure-related appointment of a new colleague from an under-represented group. These funds, along with other resources marshaled by the department, are to be used to reimburse the department for implementing effective and creative start-up and development plans for the recruitment and retention of its faculty and the development of its programs.

**Center on Diversity and Community (CoDaC),** [http://codac.uoregon.edu/](http://codac.uoregon.edu/)

CoDaC, a research institute of the UO, offers a diverse team of research faculty, graduate students, and professionals with backgrounds in psychology, sociology, education, communication, and theater arts. Staff have expertise in the areas of multicultural organization development, student affairs, mediation/conflict resolution, and curriculum development. CoDaC employs a developmental approach to promote cross-cultural knowledge, skills, and awareness; conducts multicultural research, offers innovative workshops, and partners with departments/units to become more inclusive, accessible, and aware of their organizational cultures.
Innovations in Diversity and Academic Excellence Awards. http://oied.uoregon.edu/node/122

The Office of the Vice President for Institutional Equity and Diversity (OIED) in collaboration with The Office of the Senior Vice President and Provost invite applications from academic units for an ongoing initiative to advance academic priorities related to diversity and supporting implementation of the University of Oregon Diversity Plan. Proposals are submitted by the dean of the college or school.

4. Various Pipeline programs and scholarships for student recruitment (a sampling):

a. Diversity Excellence Scholarships
b. Oportunidades
c. Dean’s Access Scholarships
d. McNair Program
e. Get Savvy
f. GANAS
g. Movimiento Estudiantil Chicano de Aztlan (MEChA) Conference
h. Reach for Success
i. Summer Academy to Inspire Learning (SAIL)
j. Oregon Young Scholars Program (OYSP)
k. Science Program to Inspire Creativity and Excellence (SPICE)
l. Middle College

5. Development of best practices to hire underrepresented faculty: (http://diversityinhiring.uoregon.edu/june-workshops/)

This two-part workshop is offered through CoDaC with assistance from associated faculty with expertise in the recruitment and retention of underrepresented faculty. The series begins with the latest scholarship on factors that disrupt and enhance effective search processes throughout the search as well as scholarship and best practices on defining the faculty position, establishing the search committee, developing the position announcement, and active recruitment strategies. Part two of the series focus on the middle and latter stages of the search process such as turning qualifications into selection criteria, screening applications and developing a short list, contacting references, interviews and campus visits, and final candidate evaluation.

Additional hiring resources, best practices and resources in the hiring processes are available at the above cited web address.
What are the challenges in achieving the outcomes?

Major hurdles we have encountered so far that impact our desired outcomes of filling the pipeline and achieving critical mass of students, staff and faculty from traditionally underrepresented groups; hiring and retaining underrepresented faculty, staff and students; overcoming access challenges and enhancing research in the areas of equity and inclusion comes down to: time, money and commitment.

Time: This challenge is related to the ever-present demands on us to do more with less. It is easy to de-prioritize what we want to become with the very real challenge of responding to what is in front of us at the moment. There is always something else to do, something else to respond to and something else to be concerned about. Without stronger accountability measures as well as strong incentives, making real progress on our diversity-related goals will be pushed to the back burner.

Money: Recruiting, retaining and responding to the unique challenges and needs of underrepresented groups—whether faculty, students or staff—requires investment. In these ever-increasing times of overall disinvestment in higher education and escalating college attendance costs, it is difficult to identify dollars to support what might be seen as additional programming, or additional recruiting dollars. And, even though the messaging “from the top” has been relatively strong, diversity, in whatever form, can still be seen as “extra” or less than central to the overall mission of the University.

Commitment: To be successful, everyone has to be committed to our efforts to not only make progress regarding diversity but to become a national leader in the effort. From improving overall graduation rates of students of color to increasing the diversity of the faculty, requires strong commitment, patience and willingness to invest in the future of the institution.

Questions to be deferred until a later date or when additional time to gather information is possible:

1. What do you think about the diversity measures used in presidential evaluations?
2. What accountability measures need to be in place?
3. Institutional level efforts to infuse diversity into the curriculum (although the UO does have a multicultural curriculum requirement that each student must fulfill—there are individual course offerings that would be exemplars of infusing diversity into the curriculum. Due to time constraints, information about those courses must be deferred.)

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