Academic Strategies Committee

Thursday, October 4, 2012
3:00-5:00 p.m.
ASRC 515, Portland State University

Agenda

ACTION ITEMS
1. Approval of June 2012 Minutes (5 min) ................................................................. 1

2. Academic Program Approval (5 min)
   ▪ EOU, MFA in Social Science ................................................................................... 6

3. Institutional Core Themes (15 minutes) ................................................................. 9

DISCUSSION ITEMS
4. ASC Work Plan Review and Board Retreat Discussion (10 min) ......................... 19

INFORMATIONAL ITEMS
5. Reports (15 min)
   ▪ Credit for Prior Learning ...................................................................................... 20
   ▪ Teacher Preparation
   ▪ Eastern Promise
   ▪ Research Collaboratory

DISCUSSION ITEMS (cont.)
6. OUS Contributions to 40-40-20 (25 minutes)

7. Diversity (25 minutes)

OTHER ITEMS
8. Other items put forward by the Committee

9. Adjournment
Minutes

Committee members present: Chair James Francesconi, Jill Eiland, Emily Plec, and Brianna Coulombe, and David Yaden. Director Preston Pulliams was absent.

Chancellor’s staff present: Sona Andrews, George Pernsteiner, Charles Triplett, Anna Teske, Joe Holliday, Bruce Schafer, Karen Marrongelle, and Ryan Hagemann.

Campus representatives present: Steve Adkison (EOU), Brad Burda (OIT), Roy Koch (PSU), Jim Klein (SOU), Ken Doxee (UO), Kent Neely (WOU), Sabah Randhawa (OSU), David Robinson (OHSU), Grant Kirby (IFS).

Others: Emma Kallaway (OSA).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 3:07 p.m.

2. Approval of May 2012 Minutes

   ACTION: Directors Brianna Coulombe made the motion to approve the minutes and Jim Francesconi seconded. Motion carried.

3. Academic Program Approvals

   OSU, BA/BS in Social Science
   Chair Francesconi called upon Sabah Randhawa, Provost & Executive Vice President at Oregon State University to provide background on the proposed program. Discussion centered on enrollment numbers at OSU-Cascade Branch Campus, and OSU’s intent to design a program that meets the demand for a Social Science program in Central Oregon.

   ACTION: Directors Emily Plec the motion to approve the BA/BS in Social Science program and David Yaden seconded. Motion carried.
DISCUSSION ITEMS

4. Achievement Compact Targets

Chair Francesconi called upon Sona Andrews to provide an overview of the Achievement Compact Target setting and next steps. On June 2\textsuperscript{nd} the full board approved actuals for 2010-11, and projections for the 2011-12 and 2012-13 year. It was noted that the projections were developed from a baseline that assumes there is no change in funding, as well as that trends in student behavior do not change.

In early September, OUS is required to give targets for the 2013-2015 biennium. The System Office will work with institutions to set targets based on activities that will impact their completion rates. It was pointed out that the quality section of the Compacts will remain blank until the Employer and Alumni Surveys are initiated. It is anticipated that the 2013-2015 targets will be brought to the full board with the caveat that the Chancellor may make slight modifications based on any changes recommended by the funding teams in August or September.

**NEXT STEPS:** The Achievement Compact Targets may be brought to the Academic Strategies Committee on July 12\textsuperscript{th} pending completion. Targets will be brought to the full board on August 3\textsuperscript{rd}.

5. Update on Legislative Budget Proposals

Chair Francesconi opened the discussion on Legislative Budget Proposals noting that the Academic Strategies Committee provided a recommendation to the Finance & Administration Committee and that those recommendations were subsequently approved by the full board approval on June 2\textsuperscript{nd}. It was pointed out that a handful of the proposals will also be heard by the Jobs and Economy committee, and that the Education funding team will be meeting later in June to discuss proposals. Chair Francesconi called upon Sona Andrews to discuss the timeline with the committee noting that feedback is anticipated in late June, with the hope that that there will be enough time to revise the work being done on the budgets for proposals. The July Academic Strategies Committee meeting was designed to look at the feedback from the funding teams and provide guidance as to which ideas and proposals will move forward.

**NEXT STEPS:** Pending Buying Team feedback, the proposals may be brought to the July Academic Strategies Committee meeting for review before being heard by the full board on August 3\textsuperscript{rd}.

6. Discussion of Future Academic Strategies Committee Priorities

Chair Francesconi opened the discussion by surveying committee members for their thoughts on the success of the current work plan, and what should be accomplished in the coming year. After a lengthy discussion, it was decided that the following priorities should be categorized for the Academic Strategies Committee work plan.
**Existing/Continuing Work:** *grey box indicates linked concepts*

- Mission Alignment- would like to go deeper and broader into this topic and explore potential overlap with the work of other committees.
  - How can we link this to 40-40-20, and really get into the financial future, market for students, and character of the institutions?
- Performance reporting to link up with compacts and mission alignment
- Academic Program Approvals

- Diversity : faculty, staff and students (Jim will speak with Jill about this effort)
- Faculty satisfaction and career flexibility (Emily Plec to lead effort)

- Student success, access, and affordability- look into Shared Responsibility model, etc.
  - (David volunteered to lead effort)
  - Linking cost drivers to the cost of education, legislative initiatives and expectations, and cross committee work
- Academic efficiency, quality, and affordability (Emily & Lynda were asked to lead effort)

**Positive Response:**

- Teacher Preparation and in-service professional development changes
- 2013-2015 Legislative budget strategies, guidelines, and policy packages

**New Items:**

- Learning Outcomes & Assessment
- 40-40-20 capacity planning- greater integration with mission, metrics etc. for each institutions
- Faculty Compensation- development of framework and guidelines for campuses to set own faculty compensation—each campus has different mission, and market varies). Develop by October meeting

**Question Marks:**

- HB 3418- Task Force on Student & Institutional Success, pending recommendations
- Economic Development and Strategies, Value of Research
ACTION ITEMS

7. Joint Boards Work

 Rogue Community College Dual Credit Program Approval

Chair Francesconi called upon Karen Marrongelle, Assistant Vice Chancellor for Academic Standards and Collaborations to provide background on the work of the Oregon Dual Credit Oversight Committee and its recommendations to the United Education Enterprise (UEE) to approve dual credit program at Rogue Community College. Discussion centered on syllabi alignment, student learner outcomes, and grading timelines for faculty qualification. It was noted that the program would typically move through the Joint Boards of Education, however due to its dismantle, programs must approved by the State Board of Education and State Board of Higher Education separately.

ACTION: Directors Jill Eiland made the motion to approve the Rogue Community College Dual Credit Program and Emily Plec seconded. Motion carried.

 Advanced Placement/International Baccalaureate (AP/IB) Statewide Alignment Policy Revisions

Chair Francesconi called upon Karen Marrongelle, Assistant Vice Chancellor for Academic Standards and Collaborations to provide background on the Statewide Advanced Placement and International Baccalaureate policies. It was noted that each year the AP/IB working group review the polices in light of curricular changes. The Oregon University System, the Oregon Department of Community Colleges and Workforce Development, and high school teachers collaborate to produce the revisions. It was noted that the program would typically move through the Joint Boards of Education, however due to its dismantle, programs must approved by the State Board of Education and State Board of Higher Education separately.

ACTION: Directors Brianna Coulombe made the motion to approve the AP/IB Policy Revisions and Emily Plec seconded. Motion carried.

 Associate of Science Oregon Transfer Degree in Business (ASOT-Business) Revisions

Chair Francesconi called upon Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives to provide background on the ASOT-Business Revisions proposal. It was noted that revisions are need to align ASOT-Business with the 2010 revisions to the Associate of Arts Oregon Transfer Degree (AAOT), and recognize lower division coursework. The Joint Boards Articulation Commission (JBAC) approved the revisions in the fall of 2011 and the UEE workgroup approved the revisions in March of 2012.
ACTION: Directors Jill Eiland made the motion to approve the ASOT-Business program and Brianna Coulombe seconded. Motion carried.

8. Reverse Transfer

Chair Francesconi called upon Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives to provide an overview of the work currently being done on Reverse Transfer. It was noted that stakeholders are currently exploring options based on legislation (HB 3421), and that reverse transfer may aid the state in reaching the 40-40-20 goal. In addition, OUS and CCWD have partnered to support reverse transfer by applying for a grant from the Lumina Foundation, Credit When It’s Due.

ACTION: Directors Jim Francesconi made the motion to endorse the work of OUS and CCWD for the Credit When It’s Due Lumina Foundation grant and Jill Eiland seconded. Motion carried.

9. Adjournment

With no further business, the meeting was adjourned at 4:50 p.m.
Eastern Oregon University seeks Board approval to offer an instructional program leading to a Low Residency Master of Fine Arts in Creative Writing.

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

In keeping with Eastern Oregon University’s (EOU) long-standing role as the educational, cultural, and economic engine of eastern Oregon, the literary arts at EOU have remained a vital community and cultural presence in eastern Oregon since the early 1960s. The literary arts at EOU provide stable, continuous, essential programs and resources to assure educational and cultural access throughout the region. Creative writing at EOU has been a programmatic feature of the English/Writing degree since the mid-1970s and became a concentration within the degree program in the early 1990s. The EOU literary lecture series Ars Poetica, founded in the early 1960s, has continued to raise the visibility of the writing program in the region, hosting as many as a dozen visiting writers every academic year. The undergraduate literary magazine, Oregon East, the only literary magazine of undergraduate writing continuously published east of the Cascades in Oregon since 1950, continues to provide a forum for EOU’s more gifted writers and visual artists. In keeping with EOU’s determination to offer high quality professional programs that serve students where they are, assure rural access in eastern Oregon, and make excellence inclusive, the EOU on-line/on-site MFA in Creative Writing will provide students with an academically and creatively rigorous, but also personal, student-centered curriculum. The on-line/on-site program will allow them to work one-on-one and in small groups with mentors using EOU’s proven mixture of on-line coursework and on-site residencies. Students will work closely with mentors to develop and implement demanding individualized study plans, while also pursuing service-learning, arts-related opportunities in their communities.

EOU has long served as a cultural center for eastern Oregon. EOU and La Grande are not only a center of literary arts in eastern Oregon, there is a tremendous synergy of local arts programs and organizations – the award-winning publisher WordCraft of Oregon, the new national literary magazine Phantom Drift, Blue Mountain Writers, Oregon Writing Project, Eastern Oregon Arts, the Union County Cultural Trust, the ongoing historic Liberty Theater restoration effort, the Eastern Oregon Film Festival, and a rich assortment of contemporary music venues, web designers and multi-media publishers, many of these run by young entrepreneurs. These local businesses often work closely in partnerships with EOU faculty to promote the popular literary arts lecture series, Ars Poetica, the student magazine Oregon East, and the EOU international literary journal basalt. The same to varying degrees
is true in other rural communities the on-line/on-site MFA program will serve. The curricular flexibility of the program allows for the continued synergy of these many efforts to boost local economies through the arts. The EOU Low Residency MFA in Creative Writing, thus, would enhance EOU’s educational and cultural mission by offering rural access to quality education, while making excellence inclusive for under-served rural residents of eastern Oregon, while also encouraging economic development in the arts. The strong and productive faculty links to the undergraduate creative writing program at EOU, as well as *Ars Poetica*, *Oregon East*, and *basalt*, create the added potential of offering the most accomplished undergraduate students access to an advanced degree where they live in rural Oregon, while simultaneously attracting others from around the region and beyond the potential to become a part of the region’s economic development in the arts. The degree will offer a needed, affordable, and accessible alternative to the state’s selective public residential and private low residency MFA programs, assuring rural access and inclusive educational excellence throughout rural eastern Oregon.

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

Low Residency programs continue to spring up all around the country. As the MFA degree is less and less seen as a vocational degree, and more and more as a means of exploring a love of creativity and an aptitude for writing, EOU can look for this kind of program to remain popular. No opportunity exists, currently, for students to pursue this kind of degree anywhere in the Northwest east of the Cascades.

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

There are three traditional, residential MFAs at the University of Oregon, Oregon State University, and Portland State University. They are highly selective and enroll upwards of 60 or more students. There is only one private low residency MFA program at Pacific University, which is the most highly selective program in the State of Oregon (5% acceptance rate), enrolling upwards of 95 students, and having a faculty of 25 mentors.

Collaborative arrangements are being explored with the Umatilla Confederated Tribes. Although the concept of a low residence MFA is currently being spoken of elsewhere in the state, this program is ahead of the curve and will not soon be duplicated within the System.

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 Pierce Library has a willing staff and soon will have a newly remodeled, attractive, and welcoming facility. Classrooms will be available and are certainly adequate. In its minimal model, the program is revenue-neutral, funded by tuition and fees; in its maximal model, it
is a significant revenue stream for the University, funded by tuition and fees. Because low residence programs do not traditionally offer students a great variety of financial assistance options, loans, of course, will be available to those who qualify. However, any scholarship opportunities, especially those aimed as underrepresented student populations, would be beneficial. Scholarships and assistantships are not currently in place.

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 Eastern Oregon University to establish an instructional program leading to a Low Residency Master of Fine Arts in Creative Writing, effective Summer 2013. With Committee approval, a five-year follow-up review of this program will be conducted in 2018-19.

(Committee action required.)
Rationale:
The Northwest Commission on Colleges and Universities (NWCCU) new accreditation standards, adopted in 2010, require that each institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission and collectively encompass its mission. Additionally, Eligibility Requirement 3 of the new standards requires that the mission and core themes adopted by an institution are approved by its governing board. OUS institutions were not aware that core themes needed to be approved by the Board.

All institutions have developed their core themes based on currently approved State Board of Higher Education institutional mission statements and mission alignment. All institutions have had their first year review by NWCCU and the Commission has approved the institutional core themes as listed below.

Staff Recommendation:
State Board of Higher Education to approve institutional core themes for EOU, OIT, OSU, PSU, SOU, UO and WOU.

Eastern Oregon University

Mission Statement:
Eastern Oregon University guides student inquiry through integrated, high-quality liberal art 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 enhances the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state. (Approved by the State Board of Higher Education October 2008)

Core Themes:
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.

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 education technologies.

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.

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

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**Oregon Institute of Technology**

**Mission Statement:**
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. *(Approved by the State Board of Higher Education January 2011)*

**Core Themes:**

1. **Applied Degree Programs:** This core theme emphasizes Oregon Tech's commitment to a hands-on learning environment with a focus on the application of theory to practice. In order to achieve this, the University provides a project learning culture.
2. **Student and Graduate Success:** Oregon Tech strives to provide academic support services to facilitate students’ personal and academic development. This not only includes supportive faculty and advisers but supportive staff in all areas of student interaction from admission through graduation.

3. **Statewide Educational Opportunities:** Oregon Tech offers statewide educational opportunities to all Oregon citizens. In addition to its main campus in Klamath Falls it has a campus Wilsonville Oregon; partnership programs with Eastern Oregon University and ODS, Chemeketa CC, and PSU and PCC at PCC’s Willow Creek campus. Oregon Tech also has an active distance education program.

4. **Public Service:** Oregon Tech makes its information and technical expertise available to regional, state, national and international publics. Students, faculty and staff are encouraged to perform as much public service as possible.

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**Oregon State University**

**Mission Statement:**

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. *(Approved by the State Board of Higher Education January 2011)*

**Core Themes:**

1. **Undergraduate Education:** A fundamental pursuit of the university is to provide outstanding undergraduate academic programs that prepare its graduates to successfully compete in a global economy. To achieve this, the university strives to provide an excellent teaching and learning environment achieving student access, persistence and success through graduation and beyond.

2. **Graduate Education and Research:** As a comprehensive research university designated as a Carnegie research university with very high research activity graduate education and research are essential components of Oregon State’s mission.
3. Outreach and Engagement: Oregon State engages with communities beyond the main campus to provide educational opportunities using a variety of face-to-face, distance and technology-based programs. As land-grant institution it serves Oregon’s people and communities by making positive impacts on community livability, economic vitality, natural resources and people’s health and well-being.

Portland State University

Mission Statement:
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. (Approved by the State Board of Higher Education December 1999)

Core Themes:
Portland State embraces its role as the public university located in the state’s largest metropolitan area, providing educational opportunities to meet the needs of a diverse population and by conducting globally-significant, locally-relevant research that creates new knowledge and contributes to the economic, social and cultural development of the region and beyond. Four Core Themes align with the University’s mission. They are:

1. Community Engagement and Civic Leadership: This theme reflects Portland State’s practice of engaging the community in its educational and research activities and its role as a civic leader, working with local and regional communities to “enhance the intellectual, social, cultural and economic qualities of urban life” and provide “community service that ... reflect(s) issues important to the region.”

2. Student Success: Portland State “values intellectual inquiry in its undergraduate and graduate programs” and maintains “a welcoming and stimulating environment that is conducive to success for students...”
3. **Innovative Research and Scholarship**: Portland State “conducts research...that support(s) a high quality educational environment and reflects issues important to the region.

4. **Educational Opportunity**: The University provides “access throughout the lifespan to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs” and “promotes the development of a network of educational institutions to serve the community.”

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**Southern Oregon University**

**Mission Statement:**
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.

*(Approved by the State Board of Higher Education 2008)*

**Core Themes:**

1. **Student Success**: SOU students will be prepared for personally rewarding vocations and satisfying personal lives by developing the intellectual and practical skills of communication, critical/creative thinking, and information literacy.

2. **Intellectual Growth**: Students and faculty will extend and refine broad-based general knowledge in the arts and humanities, social sciences, and the sciences, and develop specialized knowledge in one or more specific discipline(s).
3. Responsible Citizenship: Through academic and student affairs, students will be prepared for personal and social responsibility by developing an appreciation and acceptance of others and a commitment to solving local and global problems through ethical application of knowledge and skills.

University of Oregon

Mission Statement:
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

(Approved by the State Board of Higher Education December 1999)
Core Themes:

1. Providing the teaching and mentoring and supporting the learning and intellectual growth that are the heart of excellent undergraduate education.
   The University of Oregon has as its first core theme the provision of an excellent undergraduate program replete with the strengths inherent from intellectual and demographic diversity, the strengths of situating undergraduate learning in a context of an internationally renowned research institution, and the strength of individual attention to the needs of the student learner and the potentials of the teacher.

2. Preparing future leaders, scholars, and teachers through graduate and professional education.
   The provision of an outstanding graduate and professional education is the second core theme of the mission of the University of Oregon. Graduate education involves an apprenticeship in the methods, skills, practices, history, and current state of a particular discipline or field. A graduate education should also teach citizens to think analytically, critically, creatively, and cooperatively. It is in the combination of these two crucial aspects of our mission that position the UO to prepare future leaders, scholars, and teachers to address the problems, complexities, and conflict in our communities from the local to the global scale.

3. Shaping the future through research and artistic creation.
   A third primary mission and core theme of the University of Oregon, as a leading public research university, is to sustain and transform society through the creation and dissemination of scientific and humanistic knowledge that addresses the economic, social, and environmental needs of Oregon, our region, our nation, and our world.

4. Providing service to society and humankind.
   As a public research university, the University of Oregon’s mission includes a core theme of service to the people of Oregon through significant contributions to the economic, cultural, and political environment of the state and the world. The state’s economy will become increasingly knowledge-based, and will be driven by a strong high-technology industry and by traditional industries that effectively apply research and technology. This economy will be increasingly global in nature, requiring an effective integration of diverse cultural and societal perspectives, and will be dependent on the work force having access to lifelong learning opportunities for specialized training and retraining. Finally, the health of the state cannot be based solely on the workplace skills of its citizens the university must enrich and broaden the perspectives of all Oregonians through humanistic, culture-based education and experience.
Western Oregon University

Mission Statement:
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 our educational, financial, and environmental sustainability.

(Approved by the State Board of Higher Education June 2011)

Core Themes:

1. **Effective Learning**
   Learning is the primary mission of the university; it is not only what we do, but what we do best. To accomplish this, WOU sets and implements rigorous standards and assessment measures to evaluate the quality of teaching, learning experiences, and student success. We encourage and support distinctive and innovative programs and delivery methods, which respond to the changing needs of students and society. We create an environment in which student success is paramount and a shared responsibility of everyone at the university. WOU supports learning with a coordinated system of academic and non-academic programs, processes, and resources. We ensure that student advising is consistent, accurate, timely, personalized, and collaborative. We encourage greater participation in programs that facilitate understanding and the exchange of people and ideas in international, multicultural, and cross-cultural arenas.

2. **Supports Diversity**
   By providing a multicultural campus community, WOU offers students the knowledge, attitudes, and skills to function effectively within and beyond their cultural boundaries as required in today’s global society. To accomplish this WOU has developed active communities of learning representing diverse populations and perspectives. We provide access to an array of diverse and inclusive populations to foster a quality workforce and well-educated citizens. WOU has developed and maintained partnerships that broaden our vision, increase our potential, and enhance our professional relationships. These include academic and non-academic programs to promote diversity and meet the needs of all constituencies, especially non-traditional and racial/ethnic minority students and staff.

3. **Sustainable Institution**
   WOU understands that the university is a living organism that must maintain its stability and sustainability through good educational, financial, and environmental practices. To accomplish this WOU has developed a systematic and inclusive approach to improving
the campus infrastructure, facilities, and services. We continue to create a working environment that fosters open communication and recognizes individual and collective contributions. WOU ensures the rigorous application of ongoing evaluation to improve all aspects of campus life, assure quality, and make decisions predicated on reliable, valid, peer-reviewed data. We nurture connections with our alumni that engender pride, loyalty, and good will, and we enhance technology strategies and capacities to improve teaching, learning, communication, management, and cooperation.
### Oregon University System Institutions

#### Accreditation Cycle

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OUS CONTRIBUTIONS TO 40-40-20

1) Mission Alignment
2) Aligning Performance Measurement Initiatives
3) Capacity Planning
4) Diversity/Rural
5) Critical Degrees That Serve the Economy
6) Program Approvals Supporting 404020
7) Excess Credits

2013-2015 STRATEGIC PRIORITIES

1) Teacher Preparations Initiative
2) Collaborative Education Initiatives
   a. Eastern Promise
   b. P20 Education Research Unit (longitudinal data systems)
   c. Common Core State Standards
3) Research Connected to Oregon’s Economy
   a. 21st Century Collaboratory
4) Others

DIVERSITY

1) Diversity Incentive Funding (Enrollment Funding, $5.0M Set Aside)
2) Student Diversity Initiatives
3) Faculty & Staff Diversity Initiatives

LEARNING OUTCOMES

1) How to Measure
2) Areas of Improvement

ONGOING ACTIVITIES

1) Academic Program Approvals
Background
American higher education is confronting significant challenges and opportunities. Rapidly evolving information technologies are changing the ways in which knowledge is created and disseminated, and challenging the paradigm of the instructional credit hour and the concept of the “classroom” itself. Some of the newest developments present the potential to expand access to knowledge and allow students to reduce their time to degree. Whether learning happens through free MOOCs (massively open online classes), in the workplace or in the military, many students are asking how these educational experiences can contribute toward their academic degrees.

The challenges and opportunities that modern innovations represent have significant implications for educational policy and practice nationally, and in Oregon. Two national organizations – ACE (American Council on Education) and CAEL (Council for Adult and Experiential Learning) have advanced systems for granting “credit for prior learning” (CPL) gained through the MOOCs or other alternative venues. Here in Oregon, stakeholders are asking how our public institutions should respond to the credit for prior learning movement, and specifically, whether we can find a way to allow students to receive credit – or credentialing – for prior learning that takes place outside of the traditional, credit-bearing classroom. In some states, institutions have led the way to create campus-level solutions for CPL, or its cousin, “proficiency-based learning.” Other states have adopted policy at their system office so that learning certified through prior learning is easily transported between their universities and other institutions of higher education. Some of our public universities have made steps in the credit for prior learning movement, and one independent university (Marylhurst) has a long-standing system for assigning credit for prior learning. Given this movement, the offering of CPL can certainly provide a competitive edge to institutions offering it, helping to drive enrollment by students for whom this is a way to obtain a degree in a shorter, less expensive way; and which recognizes a student’s existing skill set by providing credit or credentialing for prior learning.

Benefits
Oregon has set an ambitious target for college attainment through the 40-40-20 goal. This plan, which aims to increase higher education attainment to 40% or more by 2025, suggests it is time for Oregon public universities to provide educational solutions for students that allow their prior, college-level learning to advance their progress toward degree. Developing a solution to prior
learning can enhance the student experience, reduce the cost of a degree, increase access, and shorten the time to degree for many of our students. Proposing an Oregon solution that advances quality learning is the charge of this Task Force.

**Next Steps in Oregon**

A variety of stakeholder groups in Oregon is interested in CPL policy. Two legislative initiatives may influence the 2013 legislative session on this topic, and our academic expertise and input will be needed to help shape state-level policy decisions regarding CPL. The Higher Education Coordinating Commission (HECC) was charged in HB 4059 with making annual credit for prior learning recommendations by December 31 of each calendar year. The recommendations produced by the HECC’s Advisory Committee may influence possible measures in the 2013 legislative session. Additionally, the Higher Education Task Force on Student and Institutional Success, created by HB 3418 (2011), whose report is due to the legislature On October 15, 2012, may also influence CPL by mapping out recommendations that create or further open pathways for student access to CPL in Oregon. Chancellor Pernsteiner is forming this Ad Hoc Task Force in order to generate campus input and faculty perspective on CPL policy deliberations and to make recommendations regarding the tools needed for CPL, in keeping with a desire for Oregon to reach 40-40-20. **The Task Force will produce for the chancellor a final report in June 2013 that provides a recommendation for how to assess CPL and how to map the proficiencies so assessed into degree pathways for our students.**

**Specifics**

- Provosts select two instructional faculty members to serve on the Task Force.
- Two individuals from the Learning Outcomes & Assessment Task Force will also be asked to serve.
- Names should be submitted to Anna Teske by October 2, 2012.
- Meetings will be monthly through June 2013; some will be located in the Portland OUS offices and others will be held by videoconference.
- As the Task Force creates a format for robust conversation, it will maintain communication with IFS and other stakeholder groups as needed.
- The Task Force will provide the Board of Higher Education a progress report of initial findings by the January meeting of the Academic Strategies Committee, and the Vice Chancellor for Academic Strategies will make a final report by June 15, 2013.
- Vice Chancellor Melody Rose will convene and co-chair the Task Force in partnership with a faculty member.

**Questions to be addressed by the Task Force**

The Task Force’s final report will map out a recommendation for the public universities to provide CPL, and will articulate how the proficiencies identified will result in progress toward degree. In the report, the Task Force will address the following questions/topics:

1. A campus-by-campus inventory of existing CPL policy and practice, number of students already served, etc.
2. An assessment of the two most common external CPL vetting systems (CAEL and ACE).
4. Some guidance on whether/how OUS should engage the issue: what are the implications of institution-level solutions vs. system solutions?
5. Cataloguing faculty concerns/warnings about CPL.
6. A common lexicon of sorts, including definition of: prior learning, competency-based learning, and forms of learning that come through military, life/work experience, etc.
7. A policy recommendation for CPL.

For More Information
For more information on the Task Force, please contact:
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Anna Teske, Policy Coordinator, Oregon University System, 503-725-5707 or anna_teske@ous.edu

Enrolled

House Bill 4058

Introduced and printed pursuant to House Rule 12.00. Preession filed (at the request of House Interim Committee on Higher Education)

CHAPTER ........................................

AN ACT

Relating to higher education textbooks; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Higher Education Coordinating Commission shall convene a work group to examine and recommend adoption of strategies for making textbooks more affordable for students at all post-secondary institutions in this state.

(2) The work group shall analyze the success and shortcomings of ORS 337.290 to 337.296 and the textbook affordability provisions of the federal Higher Education Opportunity Act of 2008 regarding textbook bundling and price disclosure for textbooks and shall:

(a) Identify and examine textbook cost-savings strategies, including:

(A) Statewide bulk purchasing of textbooks;

(B) Statewide used book exchanges;

(C) Use of lower cost instructional materials, such as open source textbooks and other open source materials;

(D) Promotion of instructor-created open source textbooks by Oregon faculty or teams of Oregon faculty;

(E) Use of statewide licenses for textbooks;

(F) Use of shared online materials;

(G) Creation of a statewide central repository allowing instructors to locate and use free or low-cost materials;

(H) Use of textbook rentals;

(I) Facilitation of peer-to-peer textbook sales;

(J) Use of print on demand services for book publishing; and

(K) Partnering with other state, regional and national organizations in adopting textbook cost-savings strategies; and

(b) Recommend implementation strategies and, through the State Board of Higher Education and the State Board of Education, recommend how community colleges and institutions of higher education may implement the strategies.

(3) The work group shall solicit significant participation in its analysis from:

(a) Students, faculty and bookstore managers at community colleges and institutions of higher education; and

(b) Publishers that provide books and other materials to bookstores at community colleges and institutions of higher education.

Enrolled House Bill 4058 (HB 4058-A)
(4) Upon receiving the work group’s recommendations, the Higher Education Coordinating Commission shall deliberate upon the recommendations. The commission shall forward the recommendations to the interim committee of the Legislative Assembly with subject matter authority over higher education before November 1, 2012.

(5) Any strategies recommended by the work group must respect the principles of academic freedom, maintain quality of instruction, foster student success and respect copyright law.

(6) The recommendations must identify strategies that require rule adoption by the State Board of Higher Education and the State Board of Education, and strategies that require additional legislation.

(7) The work group shall hold at least three public meetings during the preparation of its recommendations to solicit additional participation from students, faculty and the general public.

(8) The work group may accept technical assistance from any source in preparing its recommendations.

SECTION 2. Section 1 of this 2012 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. Section 1 of this 2012 Act takes effect on July 1, 2012.