



Oregon
University
System

Oregon
University
System

Portland,
Oregon

Vice Chancellor for Academic Strategies

POSITION SPECIFICATION

May, 2010

WITT / KIEFFER

THE OPPORTUNITY

The Oregon State Board of Higher Education is seeking a new Vice Chancellor for Academic Strategies of the Oregon University System (OUS). The Board is a twelve member appointed citizen body which is responsible for setting policy for the Oregon University System. The Chancellor of the Oregon University System is the chief executive officer and carries out the policies of the Board. The Oregon University System includes seven institutions: Eastern Oregon University (La Grande), Oregon Institute of Technology (Klamath Falls), Oregon State University (Corvallis), Portland State University (Portland), Southern Oregon University (Ashland), University of Oregon (Eugene), and Western Oregon University (Monmouth). Oregon Health and Science University is an affiliated institution located in Portland. Four of the universities offer undergraduate and some master's degrees. The other three are doctoral degree-granting institutions. This position will be open in July, 2010 upon the retirement of the current incumbent, Susan Weeks.

This new Vice Chancellor will add value to the Oregon University System and its institutions by overseeing well-established and highly regarded capabilities in strategic planning, performance accountability, institutional research, and student success initiatives. In the area of academic policy, the Vice Chancellor plays a key role in coordinating the development of strategic priorities between the campuses and the Board's Academic Strategies Committee. Also, there will be increased expectations for the Vice Chancellor's support of system-wide research and industry partnership activities.

The Vice Chancellor will bring highly respected academic credentials; demonstrated experience in (or appreciation for) institutional policy design, analysis, and implementation, ideally drawn from previous executive-level experience in higher education at a system and/or campus level. He or she should be highly conversant in the cultures, changing landscapes, and emerging issues of higher education. This professional will present superior interpersonal and communications skills; a keen sense of creativity and intellectual curiosity; the ability to serve comfortably in a "counselor" role; and the eagerness to add value to Oregon University System and its institutions.

This position will place the right professional as part of an exciting system and a highly collaborative senior leadership team.

THE OREGON UNIVERSITY SYSTEM: AN OVERVIEW

History

Quality educational opportunity has been a priority for Oregonians even before Congress granted statehood. In 1856, the roots of Oregon public higher education were established when the Territorial Legislature acknowledged Monmouth College (later to become Western Oregon University) as the state's first chartered campus. A short three years later, the Legislature used federal support from the Morrill Act to establish the Agricultural College of Oregon (now Oregon State University) as the first state-supported institution of higher education.

Public higher education rapidly grew with the founding of the University of Oregon in 1876, the U of O Medical School (now the Oregon Health & Science University) in 1887, and the formal establishment of three state normal schools (Western Oregon University, Southern Oregon University, and Eastern Oregon University) in 1882.

As the state and its network of public universities grew in stature and complexity in the early 1900s, Oregonians developed a new approach to public higher education that would become a national model. On March 1, 1929, the Legislature established the Oregon State Board of Higher Education to provide oversight to the established schools and to eliminate unnecessary duplication. It took nearly two years for the Board to study curricula and reorganize a unified structure of higher education in Oregon. The task was made even more difficult when the Great Depression brought about postponed building maintenance, salary reductions and layoffs off for faculty and staff. But in 1931, the Board hired the system's first chancellor and effectively began to administer the Legislature's vision for a unified Oregon State System of Higher Education.

In the years following World War II, the demand for access to public higher education in Oregon grew rapidly as returning veterans and in-migration boosted the state's population and added to its economic growth. In 1946, two additional public institutions -- the Vanport Extension Center in Portland and the Oregon Institute of Technology in Klamath Falls -- were created to accommodate post-war students. In 1955, the growth of the Vanport Center led to the establishment of Portland State University, and in 1959 the governance of the Oregon Institute of Technology was transferred to the higher education system.

Today, the Oregon University System's seven diverse and quality-focused institutions provide higher education opportunities to all Oregonians who in turn enrich the economic and cultural base in the state. Currently, OUS enrolls almost 92,000 students and awards more than 19,000 degrees annually. Program offerings represent hundreds of academic disciplines, encompassing one of the nation's most comprehensive ranges of scholarship, service and research excellence.

Among the full-time instructional faculty of almost 2,700 are world-class scholars, scientists, researchers and teachers, many who have come to Oregon, like thousands of others, to fulfill the promise of a better way of life for this and future generations.

Vision and Mission

The Oregon University System's long-range plan is framed around a vision statement, four broad goals, and a set of guiding principles for System governance and operation. The vision, goals, and guiding principles, in turn, give rise to three broad strategic priorities that will guide the policies and actions of OUS and the Board of Higher Education for the next twenty years. The full detail of this is presented as an attachment to this document.

Oregon System Universities

The Oregon University System's seven campuses and one affiliate offer a wide spectrum of high quality programs and opportunities to students across the state. Thousands of students each year choose to go to college in Oregon to meet their educational and personal goals, prepare for their futures, and realize their dreams. Whether a student is interested in a small campus setting, an

urban experience, or the unique environment of a Pac-10 university, the Oregon University System offers a truly outstanding array of high-quality programs and student opportunities.

Name	Location	Established	Enrollment
Eastern Oregon University	La Grande	1929	3,957
Oregon Institute of Technology	Klamath Falls	1947	3,927
Oregon State University	Corvallis	1868	21,969
OSU Cascades Campus	Bend	2001	611
Portland State University	Portland	1946	27,972
Southern Oregon University	Ashland	1926	5,104
University of Oregon	Eugene	1876	22,386
Western Oregon University	Monmouth	1856	5,654

The Oregon University System is also affiliated with the Oregon Health and Science University in Portland. EOU hosts the Southwestern Oregon University Center in Coos Bay, which offers 4-year degree programs in collaboration with Southwestern Oregon Community College and OUS universities.

University Profiles

Eastern Oregon University - 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. Its 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’s Division of Distance Education, through a variety of distance learning formats, provides quality degree programs, workshops, information, and student services to adult learners in 16 educational centers which are strategically located across Oregon.

Oregon Institute of Technology - Oregon Institute of Technology, Oregon’s polytechnic university, provides degree programs and educational opportunities in the applied sciences and technologies, and related areas that prepare students to be effective participants in their professional, public and international communities. A public, polytechnic university, OIT offers superior, accessible education while promoting the application of theory to practice and a balanced education in science, communication, technology and health-related fields.

Oregon State University is a comprehensive, public, research-extensive university and a member of the Oregon University System serving as the state's land-, sea-, space- and sun-grant institution - one of only two universities with such designation in the country. OSU programs and faculty are located in every county of the state and are dedicated to investigating the state's greatest challenges. OSU considers the state of Oregon its campus and works in partnership with the P-12 school system, Oregon community colleges and other OUS institutions to provide access to high quality educational programs. Strong collaborations with industry and state and federal agencies drive OSU's research enterprise.

Oregon State University - Cascades Campus is a branch of OSU located in Bend, Oregon, one of the fastest growing communities in the state. Over 20 degree programs are offered through partnership between OSU, the University of Oregon and Central Oregon Community College.

Portland State University - Portland State University's vision is to enhance recognition of the value of higher education by continually strengthening the metropolitan environment and utilizing that strength for its own growth toward standards of excellence in accessible high-quality research, teaching, and outreach programs. As a microcosm of the global society, the metropolitan environment becomes a laboratory for Portland State in this vision. It is the vision of a university that will set the standard for institutions located in an urban setting.

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 service, 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 in the Oregon University System.

Western Oregon University - Western Oregon University is a comprehensive university that creates personalized learning opportunities, supports the advancement of knowledge for the public good and maximizes individual and professional development. Our environment is open to the exchange of ideas, where discovery, creativity and critical thinking flourish, and students succeed.

Oregon Board of Higher Education

The Oregon State Board of Higher Education, the statutory governing board of the seven-campus Oregon University System, is composed of 12 members appointed by the Governor and confirmed by the Oregon State Senate. Eight lay members are appointed for four-year terms; two faculty members are appointed for a two-year term; and two students are appointed for two-year terms.

Chancellor's Role

Chancellor George Pernsteiner is the chief executive and administrative officer of the Oregon University System and reports directly to the Oregon State Board of Higher Education. The Chancellor also serves as the agency head for the Department of Higher Education and the budgetary name for the OUS. Chancellor Pernsteiner was appointed by the Board in June 2004 and began his service with OUS in July 2004.

The Chancellor is entrusted to carry out the policies of the board and act as its administrative officer. Functions include:

- ensuring support for and carrying out the many initiatives related to the directives of the OSBHE and the Board's vision for higher education in the state;
- leading the biennial operating and capital budget process, including presenting proposals to the Legislature;
- facilitating campuses' efforts to achieve their educational missions and overall System goals;
- overseeing the overall administration, operations, and employees of the Chancellor's Office;
- responsibility for evaluating the performance of the presidents as a means of ensuring that board goals are met;
- creating partnerships among OUS campuses, community colleges and K-12 institutions; and
- working closely with the Oregon Legislature, the Governor, and other constituencies for support and investment in higher education.

The Chancellor supervises a system administration leadership team that, along with the campus leadership and councils, manages the work of the OUS.

Chancellor's Biography

George Pernsteiner is Chancellor of the Oregon University System. Before his appointment as Chancellor in September 2005, Pernsteiner served as Executive Vice Chancellor, Chief Operations Officer, and Acting Chancellor of the Oregon University System from July 2004 to September 2005. Prior to joining the OUS, Pernsteiner was a senior administrator at the University of California, Santa Barbara, and served OUS for thirteen years in both campus and Chancellor's Office senior positions related to finance, planning, and administration.

Pernsteiner's career shows a history of managing complex financial systems and a willingness to be a catalyst for positive change. He was Vice Chancellor for Administrative Services at the University of California, Santa Barbara from 2002-2004. As the chief administrative officer for UCSB, Pernsteiner served as a liaison with local government and community organizations on financial management, campus development, housing and facilities planning, and other matters.

He was Vice president for Finance and Administration at Portland State University (PSU) from 1995 to 2002. From 1989 to 1995, Pernsteiner served as Associate Vice Chancellor for

Administration for OUS where he oversaw planning, financing and facilities, and represented the System with the Oregon legislature and the executive branch.

Before his service with the Oregon University System campuses and Chancellor's Office, Pernsteiner was Director of the Department of Administrative Services for the City of Seattle, and served a number of other public administrative positions in Seattle and with the Seattle mayor's office.

George Pernsteiner holds a B.A. in Political Science from Seattle University and an M.A. in Public Administration from the University of Washington.

System Offices

It is anticipated that the Vice Chancellor for Academic Strategies will be based in Portland. However, depending on the preference of the selected candidate, this individual may chose to reside in another city which currently houses other system offices. The offices of the Oregon University System are currently distributed among the following locations:

Portland: This office houses the State Board of Higher Education office; Academic Strategies Communications; Labor Relations; Legal Services; staff in K-16 Alignment; Industry Affairs, and also staff from Internal Audit.

Eugene: This office houses Performance Measurement and Outcomes; Institutional Research; Student Success Initiatives; GEAR UP; State Board of Higher Education operations; administrative support for Legal Affairs; Capital Programs; Educational Policy and Inclusion; Human Resources; administrative support for Provosts' Council; and staff from Internal Audit.

Salem: This office houses Government Relations.

Corvallis: This office houses Finance & Administration, the Controller's division, Budget & Management, Internal Audit, and OUS archives.

More information on the Oregon University System may be found at its Web site: www.ous.edu

The Portland Region



Big city excitement and small town charm make Portland, Oregon, known as "the City of Roses", one of the favorite destinations in the West. Portland is situated approximately 70 miles from the Pacific in a magnificent setting between the sparkling waters of the Columbia and Willamette Rivers. Portland's historic old town, galleries and museums, Saturday Market, and theatre companies will keep visitors busy for weeks! Its lush green parks are perfect for a picnic or an afternoon stroll. Also, Portland is just a short distance from Willamette valley wineries, skiing at Timberline Lodge and all of the excitement and beauty of Oregon's spectacular ocean beaches.

Portland's award winning mass transit system is one of the most extensive and advanced in the U.S. The transit system includes buses, streetcars, historic trollies and the MAX, an urban light rail line. There's also a downtown transit mall and Fareless Square, the downtown free-ride zone. It's fun to take a relaxing ride on the MAX train and watch the Portland world slide by.

Portland was built with walking in mind. The short blocks, combined with public art and old fashioned statuary, fountains, bridges and parks offer opportunities for leisure and contemplation for the casual stroller. Walking tours of the downtown area focusing on the best of the city's art, architecture, urban parks and fountains are available. For the more adventuresome walker, Forest Park has over 70 miles of trails.

Nightlife in Portland is excellent and varied. This includes the world class performances of the internationally-known Oregon Symphony. Performing arts in the area offer ballet, Shakespeare, Broadway musicals, modern dance and much more. Oregon Zoo concerts are a summer treat, with music for all kinds of listeners. See art up close at the First Thursday art gallery walks in Westside Portland or in Northeast Portland galleries during Last Thursday walks. Portland has many local pubs and brewhouses, where tasting local microbrews is considered a fine way to spend an evening. The Rose City is the home of the Trail Blazers basketball team, and also has hockey and baseball for sports fans.

A splendid location, relaxed respectability, and an urban lifestyle that is unsurpassed for its livability makes Portland a city to visit and remember.

For much more information on Portland and its environs, please visit: www.travelportland.com

THE ROLE OF THE VICE CHANCELLOR

The Vice Chancellor for Academic Strategies is an executive-level position, reporting directly to the Chancellor, that fosters and encourages cross-System alignment of planning efforts, provides robust analytical support to ensure informed Board and executive-level decision-making, and promotes accountability by monitoring and communicating outcomes of Oregon University System strategic initiatives. The position is supported by several professional staff and an appropriate budget, but in support of its mandates will have access to other necessary resources within the Chancellor's Office and the Oregon University System.

The primary duties of the Vice Chancellor for Academic Strategies will be:

- 1) *Strategic Planning*: Coordinates and staffs long-range strategic planning activities of the Board, OUS presidents, and provosts, providing identification, analysis and communication of results to a broad base of constituents and stakeholders;
- 2) *Academic Policy*: Develops academic policies of the Board and initiatives to address critical program needs identified by OUS provosts;
- 3) *PK-20 Alignment*: Supports Joint Boards of Education with initiatives to promote education sector alignment and K-12 student preparation;
- 4) *Student Success*: Oversees system initiatives and recommends policies to support access, affordability, student outreach, admissions, and retention of students;
- 5) *STEM (Science, Technology, Engineering and Mathematics)*: Fosters public-private partnerships in engineering and computer science, as well as across educational sectors to support programmatic and student needs in STEM areas;
- 6) *Institutional Research*: Oversees information and data development, data analysis, and forecasting models for enrollment, faculty compensation, and tuition, and coordination and development of an integrated PK-20 database;
- 7) *Performance Measurement*: Designs and maintains the system's framework for measuring achievement of the goals of the OUS Long-Range Plan, communicating results to the Board, Governor, and Legislature;
- 8) *Council Participation*:
 - Serve as co-chair of the OUS Provosts' Council, which is comprised of academic provosts from all eight Oregon public universities. In 2004, the Oregon State Board of Higher Education charged the Provosts' Council with the review and recommendation of new academic programs and program changes. The Vice Chancellor will act as a "conduit" between the Council and the Board, regularly representing academic issues to the Board and interpreting public policy issues to the Provosts.
 - Staff the OUS Research Council, which serves as an advisory council to the Oregon State Board of Higher Education on research issues within Oregon. The Council is comprised of both public and private sector representatives and is charged with monitoring and facilitating OUS research. The Vice Chancellor will actively support the research agenda, which is centered on issues such as attracting out-of-state research support, connecting research initiatives to

economic development, and fostering a greater appreciation for the role of research.

- 9) *Board Support*: A key responsibility of the Vice Chancellor is to direct the staff support for the Board's Academic Strategies Committee. This Committee is responsible for developing the elements necessary to implement and monitor the Board's strategic interest to manage OUS as a portfolio of institutions and programs to meet Board goals. With assistance from the Board's other standing committees, the Committee develops policies on educational attainment, student access and success, objectives regarding outreach to underserved areas and groups, knowledge creation, economic development, and the academic programs necessary to meet the State's social, economic, and cultural goals as enumerated in the Board's strategic plan.

Areas of Direct Oversight

The Vice Chancellor has immediate responsibility for these system-wide areas.

Strategic Planning

In September 2005, the Oregon State Board of Higher Education began a year-long process to develop a twenty-year vision and plan for higher education in Oregon. Propelled by the need to prepare students for the global century, and facing the consequences of fifteen years of State disinvestment in the Oregon University System (OUS), the Board built a framework of goals, desired outcomes, performance metrics, guiding principles, and strategic priorities for accomplishing the vision by 2025.

The planning process was designed by a team led by Board member John von Schlegell, and staffed by the Chancellor and Vice Chancellors. The work was assisted by a consultant from Global Business Network, an international futures and scenario planning firm based in San Francisco. The full Board deliberated, debated, and developed the elements of the plan at each of its monthly meetings throughout 2005-06. Participants in the discussions included not only the Board, but also OUS institution presidents and representatives from the Oregon Student Association, Interinstitutional Faculty Senate, Provosts' Council, and Governor's Office.

The planning framework and strategic priorities presented in this document were adopted by the Board in September 2006. They guide the Board in the development of budget proposals and a broad array of higher education policies, serving as a compass for Board decision making. In February 2007, a Board standing committee on Strategic Initiatives (now the Academic Strategies Committee) was established to oversee the implementation of the long-range plan.

Institutional Research

The Institutional Research (IR) division provides in-depth information about OUS students and faculty, and provides analytic support and expertise for all units of the Chancellor's Office to aid in policy development, evaluation, and management. IR staff plays a major role in developing and maintaining analytic models for budget, student enrollment, and faculty salaries;

coordinating peer institution analysis; preparing information for the Board and legislative presentations including biennial Ways and Means hearings; and communicating quantitative information through compilation of the biennial OUS Fact Book and other reports. IR plays a key role in communicating complex quantitative information to a broad audience.

Measuring Performance, Progress and Impact

Oregon University System (OUS) closely tracks performance at its seven universities in order to monitor improvement and examine trends that may affect higher education in the state. These results are communicated to the Legislature, campuses and the public through a variety of publications.

Performance measurement is critical for providing reliable information on the performance of Oregon's public higher education sector. It allows comparisons of individual OUS institutions with their past performance and in some cases, comparisons with the performance of institutions in their approved peer groups. Monitoring performance enables institutions to benchmark their own performance against performance targets and allows for informed policy discussion and development.

Currently OUS has two distinct, but parallel, performance reporting programs:

State-Level Measures

OUS State-Level Measures are made up of indicators linked to statewide "Oregon Benchmarks." These measures are monitored and reported to the Oregon Progress Board through an Annual Performance Report and the OUS Links to Oregon Benchmarks form.

Board-Level Measures

Board-Level Measures consist of 15 OUS performance indicators, including two distinct mission-specific indicators, tracked and reported by each OUS campus annually to the State Board of Higher Education. Campuses are asked to set targets for five common indicators as well as their two mission-specific indicators. Mission-specific measures are selected by the institutions to highlight strategic initiatives, critical features, and distinct missions of each campus. Over the next one to two years, Chancellor's Office staff, in conjunction with campuses, will conduct a comprehensive review of OUS performance measurement to further pursue alignment and focus within these two distinct programs.

Student Success Initiatives

In 2008, the position of Assistant Vice Chancellor for Student Success was established to take primary responsibility for leadership and coordination of OUS student success initiatives within the university system and between OUS and other education sectors. This includes the development and analysis of policies and initiatives related to access and student outreach, affordability, university admissions, and student retention and completion; coordination and liaison with OUS councils and committees related to student affairs functions, committees and

staff of the Joint Boards of Education, and external organizations (e.g., The College Board); and overseeing development of technologies that support PK-20 alignment.

One of the current areas of oversight is Oregon GEAR UP, which supports middle schools in their efforts to set high academic expectations, promote early awareness of college opportunities, and engage students in college and career planning. The goal of GEAR UP is to increase the number of low-income students who are prepared to enter and succeed in postsecondary programs.

Industry Affairs

This department was recently added to the Vice Chancellor's portfolio, and manages several public-private partnerships that work with industry to determine their needs for educational programs that support various sectors. The Director of Industry Affairs serves as Executive Director of The Engineering and Technology Industry Council (ETIC), a public-private partnership that was launched by the Oregon Legislature in 1997. This innovative legislation successfully brought the state's universities and industry together in full collaboration with clear goals: graduate more and better engineers, computer scientists, and technologists; and expand research. The partnership is made up of executives representing a wide variety of industries from throughout Oregon as well as leadership from Oregon universities.

QUALITIES AND QUALIFICATIONS

Our assessment interviews with key members of the Oregon University System identified the following skills, experiences, credentials, and personal characteristics of the ideal candidates for the new Vice Chancellor for Academic Strategies:

Functional Competencies

- A broad knowledge of and leadership experience in developing data-driven organizational strategy, ideally in a higher education setting. Experience and other competencies may have been gained through a variety of organizations, including individual colleges/universities, university systems, national advocacy associations and policy groups, or philanthropic and non-governmental organizations.
- The intuitive ability to analyze, integrate, and clearly communicate complex thoughts, actions, and values at the conceptual, strategic, and tactical levels. This should include excellent presentation skills.
- Experience with or the ability to understand quickly the culture, language, and various components of higher education, including the major financial, business, and societal issues.
- The ability to navigate and maintain a consistent presence in the larger community of external stakeholders; and a keen appreciation for the role and importance of advocacy and public policy (in general) as co-collaborator and/or leader in changing social structures.

- Experience bringing about – or supporting efforts to bring about -- broad organizational change and the ability to focus and energize an organization to accomplish change together.
- The ability to work comfortably and confidently with highly-skilled leadership teams (both within the Oregon University System and on its campuses) and a sophisticated Board of Education.
- Advanced degree required with Ph.D. or terminal degree strongly preferred.

Values and Leadership Competencies

- *Self Confidence:* Understands his/her own strengths, weaknesses, values, and worldview. Is able to develop personally and professionally during tenure. Demonstrates humility while possessing a strong sense of self. Finds satisfaction in shared accomplishments.
- *Collaboration:* Maintains excellent relationships with colleagues. Able to support and nurture transformation of a culture. Recognizes and attends to formal and informal factors that threaten/build trust throughout the organization. Includes differing viewpoints and builds consensus but does not prolong processes or delay action to achieve unanimity.
- *Team Leadership:* Ability to build and lead effective teams, both within the OUS organization as well as external teams consisting of key stakeholders in the OUS mission
- *Communication:* Inspirational, effective, and persuasive communication style. Frank, clear, and direct in all communications – honest and yet diplomatic.
- *Integrity:* Possesses a high level of moral wholeness, soundness, fidelity, trust, and truthfulness. Recognized as a person whose actions and words are credible.
- *Personal Initiative:* Seizes opportunities to strengthen the system by stretching the parameters of conventional thought and behavior. Leverages organizational resources and influences others to elevate the level of education delivered to communities. Possesses a clear record of achieving stated goals personally and collectively. Takes firm action when needed. Can also deal well with ambiguity and is able to “roll up his or her sleeves” to get the job done. Is comfortable in the role of a “counselor” versus an administrator.

OPPORTUNITY SUMMARY

The Vice Chancellor for Academic Strategies for the Oregon University System will be presented with the opportunity to achieve the following professional and personal goals:

- ✓ Serve on the senior leadership team of an academic system with a remarkable diversity of settings and campuses that is on the “cutting edge” of formulating a new direction for higher education governance and delivery

- ✓ Play a signature role in developing high-profile initiatives whose success will make a major impact on higher education in the state of Oregon
- ✓ Serve as a senior policy advisor to the Chancellor, the Board of Higher Education, and campus Presidents/Provosts.
- ✓ Interact regularly with a diverse mix of external stakeholders in the areas of research, public policy, and economic development.
- ✓ Reside in a state with a proud tradition of a “frontier spirit” and whose natural beauty, recreational resources, and quality of life is unsurpassed.

PROCEDURE FOR CANDIDACY

Recruitment will continue until the position is filled. Nominations, expressions of interest, and applications (including a cover letter and resume) should be submitted via email to OUSVC@wittkieffer.com. Applications will be accepted until the position is filled, but ideally should be submitted by July 1, 2010. A system-level search committee has been established to review and screen candidates and make final recommendations to the Chancellor. It is hoped that an appointment will be made by late summer, 2010.

Material that cannot be sent electronically may be mailed to:

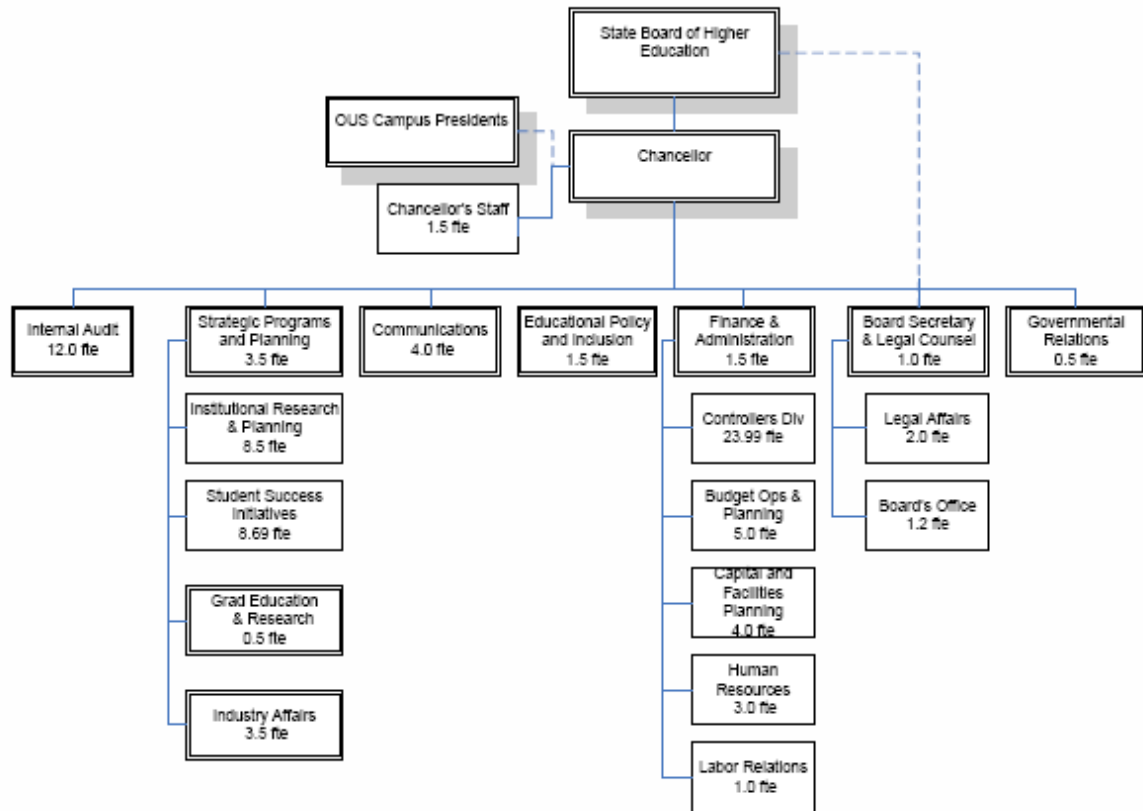
Vice Chancellor for Academic Strategies
Oregon University System
C/O WITT/KIEFFER
Attention: John K. Thornburgh
Two Gateway Center – Suite 2075
603 Stanwix Street
Pittsburgh, PA 15222

Confidential inquiries and questions concerning this search may be directed to John K. Thornburgh at 412-209-2666 or johnt@wittkieffer.com.

*The Oregon University System
is an Equal Opportunity/Affirmative Action employer.*

The material presented in this position specification should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Oregon University System documents and personal interviews and is believed to be reliable. Naturally, while every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.

Appendix 1



Organizational Chart for the OUS Chancellor's Office
April 2010

Appendix 2



VISION, GOALS, AND STRATEGIC PRIORITIES

The Oregon University System's long-range plan is framed around a vision statement, four broad goals, and a set of guiding principles for System governance and operation. The vision, goals, and guiding principles, in turn, give rise to three broad strategic priorities that will guide the policies and actions of OUS and the Board of Higher Education for the next twenty years.¹

Our vision statement provides a focus for strategic choices, and at the same time, keeps our sights set high for what Oregon can accomplish.

Vision statement: Raise the educational aspirations and achievement of all Oregonians by providing lifelong education and knowledge development through teaching and learning; inquiry and innovation; and the application of knowledge to global, national, state, and local needs.

Goals and Desired Outcomes

The Board, on behalf of OUS, seeks to accomplish four broad 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**.
4. **Contribute positively to the economic, civic, and cultural life** of communities in all regions of Oregon.

To gauge the degree to which Board goals have been achieved, a performance measurement framework has been developed, built around a few key measures for the four goals, accompanied by more detailed metrics to further support the key measures.

Guiding Principles for System Governance and Operations

To facilitate the effective accomplishment of Board goals, new assumptions and processes are needed, reflected in the following principles:

1. Manage the Oregon University System and its institutions as a portfolio, with the objective of delivering optimal overall outcomes for the benefit of all citizens across Oregon.
2. Create an adequate and sustainable financial structure.
3. Gain and provide operating and financial flexibility.
4. Facilitate the achievement of state educational goals in an integrated PK-20 learning environment.

¹ A description of the planning framework, along with the elements that will shape higher education in the future, may be found in the September 2006 Board report, *An Investment in Oregonians for Our Future: A Plan to 2025 for the Oregon University System* (http://www.ous.edu/state_board/meeting/dockets/ddoc060908-LRP.pdf).

Strategic Priorities

The priorities for achieving desired outcomes by 2025 are reflected in three broad long-term strategies designed to:

1. **Increase educational attainment—**

- Raise Oregonians' aspirations.
- Make postsecondary education affordable for Oregonians.
- Lead a statewide effort to deliver a measurable increase in higher education participation and success for underserved populations throughout the state.
- Facilitate student success and degree completion by improving the efficiency and effectiveness of PK-20 learning processes.
- Provide the educated workforce needed for the areas of healthcare, engineering and related technologies, as well as other workforce and economic development areas as they emerge.

2. **Invest in globally competitive research—**

- Attract and retain excellent internationally recognized faculty, particularly in targeted areas of existing excellence.
- Sustain existing signature research funding (ONAMI) while developing new signature research centers.
- In partnership with the Oregon Innovation Council, align targets for research funding growth and research productivity with the needs of Oregon companies and industry clusters.
- Establish at every OUS university an expectation of student engagement in research, at both the undergraduate and graduate levels.

3. **Assure the long-term financial viability of OUS and its institutions—**

- As required to achieve the Board's goals and other strategic priorities, explore governance and/or organizational models.
- Develop service models for areas of the state projected to grow significantly, especially Portland and Bend.
- Invest in faculty recruitment and retention.
- Develop the role of the Chancellor as the Oregon University System's Chief Executive Officer.
- Provide the policy support and expectation for OUS presidents to manage the academic and capital assets of their institutions.

Achieving the goals will require the dedication and creativity of students, faculty, and administrators in all of our universities; of the Governor, Legislature, and our partners in education; and of private businesses and citizens, who stand to gain the most from a stronger, more nimble, and student-centered higher education system.

Mission Statement

The Legislative Assembly declares that the mission of all higher education in Oregon is to:

1. Enable students to extend prior educational experiences in order to reach their full potential as participating and contributing citizens by helping them develop scientific, professional and technological expertise, together with heightened intellectual, cultural and humane sensitivities and a sense of purpose.
2. Create, collect, evaluate, store and pass on the body of knowledge necessary to educate future generations.
3. Provide appropriate instructional, research and public service programs to enrich the cultural life of Oregon and to support and maintain a healthy state economy.

ORS 351.009 [1993 c.240 §5]



Oregon University System

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