Oregon faces formidable challenges in the coming decades: the globalization of the knowledge economy, the need for a bachelor’s degree to compete for family wage jobs, and a dramatically changing demographic landscape, which combine to create a set of new and compelling demands. The Oregon University System’s long-range plan is based on several critical forces shaping higher education in the future, and framed around a vision statement, four broad goals, a set of performance metrics, and principles for System governance and operation.

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 a 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.

OUS 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.

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]

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.

The Oregon State Board of Higher Education’s planning framework is built on a vision that encompasses teaching, learning, inquiry, and service to improve educational attainment for Oregonians and economic, civic, and cultural benefits for Oregon.
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 (e.g., Oregon Nanoscience and Microtechnologies Institute) 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.

OUS Campuses and Centers

Excellence is exemplified in the accomplishments of our students and faculty, in the quality of our academic instruction, through innovations in research and the scope of public service at our seven diverse, high-quality institutions: Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. Dedicated top faculty, students and staff join to effect excellence in numerous programs and in diverse disciplines, becoming more widely recognized nationally and internationally as leaders in specialized fields in the arts, sciences, and professions.

University Center
www.ous.edu/ucsw
1988 Newmark Ave, Tioga 318
Coos Bay, OR 97420
p.(541) 888-1518

The Southwestern Oregon University Center in Coos Bay provides services to place-bound residents of the South Coast and advising support for school counselors and potential transfer students. Forty-five different certificate, baccalaureate, and graduate degree programs are provided by the Oregon University System’s universities and several private colleges. Most are distance delivered and offered through the University Center on the campuses of Southwestern Oregon Community College in Coos Bay, Gold Beach, or Brookings, or at the Oregon Institute of Marine Biology in Charleston.
Eastern Oregon University (EOU)  
www.eou.edu  
One University Blvd  
La Grande, OR 97850-2899  
Dr. Dixie Lund, Interim President  
p.(541) 962-3672  

Serves its regional mission through programs in the liberal arts; professional programs in business, education, and community service; and cooperative programs in agriculture, dental, and nursing.

Oregon Institute of Technology (OIT)  
www.oit.edu  
3201 Campus Drive  
Klamath Falls, OR 97601-8801  
Dr. Christopher Maples, President  
p.(541) 885-1000  

The Northwest’s only polytechnic institution, OIT serves the state with programs in business, engineering and health technologies, and a cooperative program in dental and nursing.

Oregon State University (OSU)  
www.oregonstate.edu  
104 Kerr Administration Bldg  
Corvallis, OR 97331-2106  
Dr. Edward Ray, President  
p.(541) 737-0123  

A land, sea, sun, and space grant university with programs in the liberal arts and sciences and professional programs in agricultural sciences, business, education, engineering, forestry, health and human sciences, oceanography, pharmacy, and veterinary medicine. OSU-Cascades Campus in Bend opened in fall 2001 as a branch campus on the site of its major partner, Central Oregon Community College (COC). OSU and its collaborating program providers offer a wide array of student services and a growing number of degree programs in arts and sciences, business, education, natural resources, and recreation.

Southern Oregon University (SOU)  
www.sou.edu  
1250 Siskiyou Blvd  
Ashland, OR 97520-5005  
Dr. Mary Cullinan, President  
p.(541) 552-7672  

Provides liberal arts and sciences programs; professional programs in business, education, and performing arts; and a cooperative program in nursing.

University of Oregon (UO)  
www.uoregon.edu  
1217 University of Oregon  
Eugene, OR 97403-1217  
Mr. Dave Frohnmayer, President  
p.(541) 346-1000  

A major liberal arts and sciences university with professional programs in architecture and allied arts, business, education, journalism, law, music and performing arts, and planning and public policy.

Western Oregon University (WOU)  
www.wou.edu  
345 N. Monmouth Avenue  
Monmouth, OR 97361-1394  
Dr. John Minahan, President  
p.(503) 838-8000  

Provides programs in liberal arts and sciences and professional programs in education, business, and public services; and a cooperative program in nursing.

Oregon Health & Science University (OHSU)  
www.ohsu.edu  
3181 SW Sam Jackson Park Road  
Portland, OR 97239-3098  
Dr. Joseph E. Robertson, President  
p.(503) 494-8311  

As an affiliated institution, OHSU is a major center for instruction, research, and public service in the fields of medicine, dentistry, nursing, and related health programs. Science and engineering programs are offered through a merger with Oregon Graduate Institute (OGI).
## Board Roster 2008-09

<table>
<thead>
<tr>
<th>Member</th>
<th>Term Expires</th>
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<tbody>
<tr>
<td>Paul Kelly, Jr., President</td>
<td>2011</td>
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<tr>
<td>James L. Francesconi, Vice President</td>
<td>2012</td>
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<tr>
<td>Tony C. Van Vliet, Vice President</td>
<td>2009</td>
</tr>
<tr>
<td>Donald W. Blair</td>
<td>2008</td>
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<tr>
<td>Kirby A. Dyess</td>
<td>2008</td>
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<td>Hannah R. Fisher</td>
<td>2009</td>
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<tr>
<td>Brian Fox</td>
<td>2009</td>
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<tr>
<td>Dr. Dalton Miller-Jones</td>
<td>2010</td>
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<tr>
<td>Dr. Rosemary Powers</td>
<td>2009</td>
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<tr>
<td>Dr. Preston Pulliams</td>
<td>2012</td>
</tr>
<tr>
<td>John E. von Schlegell</td>
<td>2009</td>
</tr>
<tr>
<td>David V. Yaden</td>
<td>2012</td>
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</tbody>
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## Board Committees 2008-09

### Executive Committee
- Paul Kelly, President
- Jim Francesconi, Vice President
- Tony Van Vliet, Vice President
- Hannah Fisher
- Dalton Miller-Jones

### Finance & Administration Committee
- Don Blair, Chair
- Kirby Dyess
- John von Schlegell
- Tony Van Vliet

### Oversight Committee on Sexual Assault
- Dalton Miller-Jones
- Rosemary Powers
- Tony Van Vliet

### Portland Higher Education Committee
- Jim Francesconi, Chair
- Don Blair
- Hannah Fisher
- Preston Pulliams

### Research Council
- Kirby Dyess

### Student Participation and Completion Committee
- Dalton Miller-Jones, Chair
- Rosemary Powers
- Brian Fox

### Sustainability Initiatives Committee
- David Yaden, Chair
- Hannah Fisher
- Jim Francesconi

### Representatives to the Joint Boards' Unified Education Enterprise
- Dalton Miller-Jones
- Preston Pulliams
- Tony Van Vliet

### Representatives to the Joint Boards' Working Group on Budget Alignment
- Brian Fox
- Rosemary Powers

### Representative to OHSU Board of Directors
- Kirby Dyess

### Representative to the Oregon College Savings Board
- Kirby Dyess
Partnerships between institutions enable students to enroll at both a community college and an OUS campus at the same time, or to follow pathways that make it easier to transfer between institutions.

**Eastern Oregon University**
- Blue Mountain Community College
- Chemeketa Community College
- Mt. Hood Community College
- Oregon Health & Science University
- Oregon Institute of Technology
- Portland Community College
- Treasure Valley Community College
- Umpqua Community College

**Oregon Institute of Technology**
- Chemeketa Community College
- Columbia Gorge Community College
- Eastern Oregon University
- Klamath Community College
- Oregon Coast Community College
- Oregon Health & Science University
- Portland Community College
- Rogue Community College
- Tillamook Bay Community College

**Oregon State University - Corvallis**
- Blue Mountain Community College
- Central Oregon Community College
- Chemeketa Community College
- Clackamas Community College
- Clatsop Community College
- Columbia Gorge Community College
- Hawaii Community College (Hawaii)
- Klamath Community College
- Lane Community College
- Leeward Community College (Hawaii)
- Linn-Benton Community College
- Mt. Hood Community College
- Oregon Coast Community College
- Portland Community College
- Rogue Community College
- Southwestern Oregon Community College
- Umpqua Community College
- Western Oregon University
- Chemeketa Community College
- Clatsop Community College

**Oregon State University - Cascades**
- Central Oregon Community College

**Portland State University**
- Chemeketa Community College
- Clackamas Community College
- Clark College (Washington)
- Clatsop Community College
- Columbia Gorge Community College
- Mt. Hood Community College
- Oregon Coast Community College
- Portland Community College
- Tillamook Bay Community College

**Southern Oregon University**
- Blue Mountain Community College
- Central Oregon Community College
- Chemeketa Community College
- Klamath Community College
- Linn-Benton Community College
- Oregon Health & Science University
- Rogue Community College
- Southwestern Oregon Community College
- Umpqua Community College

**University of Oregon**
- Lane Community College
- Southwestern Oregon Community College

**Western Oregon University**
- Chemeketa Community College
- Clatsop Community College
Access and Opportunities

Students in Oregon have more higher education options than ever before. They can earn college credit in high school. They can attend one of the OUS institutions, branch campuses, or private colleges. They can earn a transfer degree at a community college and finish their bachelor’s degree at an OUS university. They can pursue their studies through distance education or international programs. Following are some of the opportunities available to students that bring education within everybody’s reach.

Early Options for High School Students
A number of options such as Advanced Placement and International Baccalaureate programs are available to students who wish to receive college credit while still in high school. Students should ask their high school counselor which early options programs their school participates in.

Community College Partnerships
Many community college programs enable college students to enroll at both a community college and an OUS campus at the same time. This allows the student access to student services, courses, and financial aid at both institutions. Primary benefits include the ability to take courses at both institutions simultaneously, and to follow defined course pathways to reduce the loss of credit allowing a seamless transition to the university.

Transfer Opportunities
In recent years, OUS institutions and Oregon community colleges have been working together to make the transfer of credit between institutions easier. The Oregon Transfer Module (OTM) is available to students who have completed a minimum of one year (45 credits) in an approved set of general education classes. This module fully transfers to any Oregon community college or OUS institution. The Associate of Arts/Oregon Transfer (AA/OT) degree is a two-year, 90-credit general education credential that is similarly transferable to any institution. Even without packaging courses into an OTM or AA/OT, the Oregon ATLAS initiative is an online course database which allows students to see how individual courses or entire transcripts transfer between and fulfill degree requirements at many Oregon institutions.

Distance Education
Whether for a single class or an entire program, distance education enables Oregonians to participate in OUS courses offered anywhere in the state without leaving their family or career. OUS distance education courses are accredited, and usually appear no differently on your transcript than an in-person course. Most distance education courses are taught using internet resources, but other formats are available. Following are links to OUS campus distance education websites:

EOU  www.eou.edu/dde
OIT  www.oit.edu/dist
OSU  ecampus.oregonstate.edu
PSU  www.extended.pdx.edu/online.shtml
SOU  www.sou.edu/distancelearning
UO  de.uoregon.edu
WOU  www.wou.edu/provost/extprogram

Accelerated Baccalaureate
www.sou.edu/abp/index.shtml
Why take four years to earn a degree when you can do it in three? Southern Oregon University offers an accelerated baccalaureate degree for students who have the motivation, maturity, time-management skills, and academic strengths necessary to finish a degree in three years. Advantages include financial savings, a focused undergraduate program, and an earlier entry into the job market. Visit the website for a listing of the participating degree programs.
Access and Opportunities

OUS International Programs

The Oregon University System (OUS) offers a wide range of international study opportunities to students at all the OUS universities. International programs are designed to offer academic, cultural, and personal learning opportunities in a structured academic setting at partner universities abroad. OUS international programs are available in:

- Australia
- China
- Denmark
- Ecuador
- France
- Germany
- Japan
- Korea
- Mexico
- Thailand

Individual OUS institutions have numerous additional exchange programs around the world. Coursework taken through OUS international programs are awarded academic credit on the student’s home campus in Oregon. Not all programs have language prerequisites.

Students wishing to participate in an international education program are encouraged to begin planning early in their college career. Information is available from the OUS International Education office at (541) 737-3006 or by contacting the international programs office on the individual campuses.

IE3 Global Internships

IE3 Global Internships was created by the Oregon University System to provide university students with an improved understanding of global issues and equip them with professional experience and international competence. Since the beginning of the program in 1995, over 1,200 interns have been placed in at least 82 countries worldwide.

Students earn academic credit on their home campuses while abroad on their internship. IE3 Global Internships arranges placement and provides pre-departure orientation, international health insurance, learning tools, monitoring and support. A program fee is charged in lieu of tuition. The program fee includes academic credit (up to 12 quarter credit hours the first term). Most forms of financial aid can be applied toward the costs of an internship.

Western Undergraduate Exchange

The Western Undergraduate Exchange (WUE) program allows students in member states to enroll in many two- and four-year college programs at a reduced tuition level (usually 150 percent of the institution's regular resident tuition). Some member institutions have opened their entire curriculum on a space-available basis, while others offer only designated programs. Some institutions require evidence of academic performance, such as ACT/SAT test scores or high school GPA, or place limits on WUE enrollment. If interested, students must apply for admission and WUE tuition status directly to the institution(s) of their choice.

The most current information on programs can be found in the updated WUE bulletin from the WICHE website. For further information, contact the WICHE Office, (303) 541-0200; or OUS Enrollment Services, (541) 346-5725.