

Strategic Plan 4.0 Implementation Update

BACKGROUND

Approved by the OSU Board of Trustees in October 2018, the university's strategic plan – [Transformation, Excellence and Impact](#) – guides OSU's work over the five-year period 2019 through 2023 in pursuit of four institutional goals:

1. Preeminence in research, scholarship, and innovation;
2. Delivery of transformative education that is accessible to all learners;
3. Significant and visible impact on Oregon and beyond; and
4. An institutional culture of belonging, collaboration, and innovation.

In Academic Year (AY) 2018, the Office of the Provost engaged stakeholders throughout the university and the OSU Foundation to assess accomplishments under the prior plan; identify current opportunities, challenges, and aspirations in light of trends in higher education, Oregon, and the U.S.; revise the university's vision and goals; and identify actions in pursuit of the goals. Part of that effort included development of [Vision 2030: Distinction, Access, and Excellence](#), which articulates what OSU seeks to achieve in distinction among land grant research universities by 2030.

This briefing provides a high-level summary of overall progress on implementing the plan and updates the briefing provided to the Board in January 2021. It does not provide a comprehensive list of accomplishments. Those are described in domain briefings, the provost's update to the Academic Strategies Committee, and other updates to the Board throughout the year.

IMPLEMENTATION APPROACH

Implementation of Strategic Plan 4.0 (SP4.0) is led by the Office of the Provost under the direction of the vice provost for faculty affairs, who chairs an implementation steering committee comprised of leaders for each of the plan's 20 actions (see Appendix I for the complete list).

Action leaders are not exclusively responsible for a given action. Rather, they are charged with:

- Convening relevant university stakeholders, being mindful of shared governance norms, and the value of bringing diverse perspectives to the table;
- Working with those stakeholders to develop and refine the given action; and
- Identifying recommended tactics and projects under the action.

It is fully expected that actions, tactics, and projects will change as new opportunities or challenges arise. Action leaders collaborate with the vice provost for faculty affairs, provost, and steering committee to recommend shifts in priorities or revisions to the plan. In this way, SP4.0 continues to evolve as a strategic guide for OSU.

The implementation committee reviewed its role and guiding principles in November 2021 and confirmed the following tenets:

- This group's role extends beyond reporting; it is a space for counsel and collaboration amongst the leaders of each action;

- Action leaders are empowered and expected to engage stakeholders and partners in the implementation process; and
- The strategic plan is a living document. Tactics are malleable. Priority projects, especially, may need adjustments as the implications of the pandemic become clearer.

UNIVERSITY STRATEGIC METRICS

Approved by the Board of Trustees in January 2020, data for the strategic metrics are updated annually by the Office of Institutional Research (IR). IR has created a [comprehensive dashboard](#) with metrics mapped directly to the plan's four goals, a set of resources and stewardship metrics, and several "context" metrics. The context metrics aid in the interpretation of the other metrics by providing basic information on characteristics of the university. For the most part, the metrics are "lagging" indicators in that they focus on strategic outcomes, rather than "leading" indicators that measure the administrative actions and tactics behind the pursuit of the university's goals.

IMPLEMENTATION PROGRESS

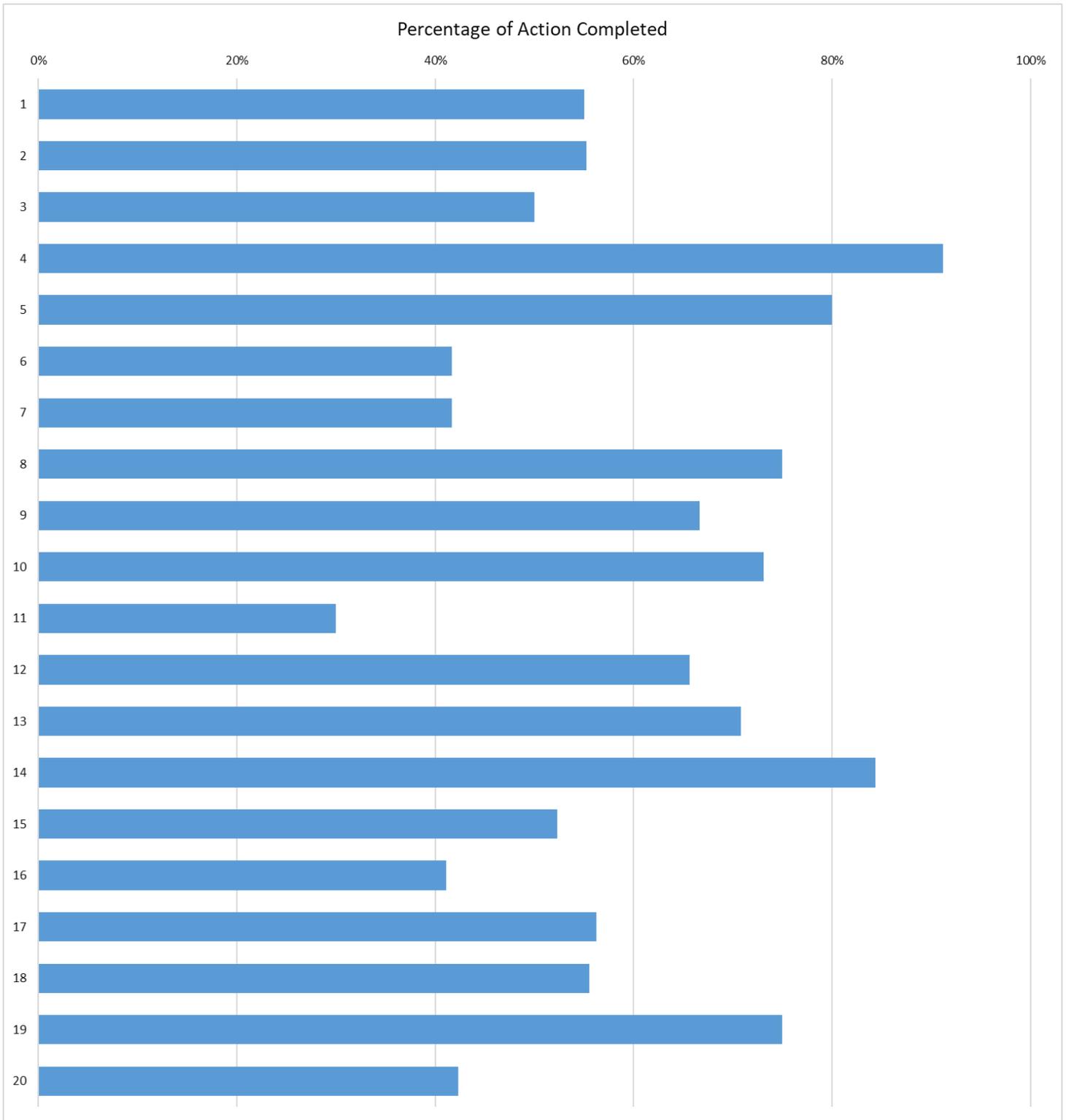
January 2022 marks the start of the fourth of five years under SP4.0. Because actions, tactics and projects continue to evolve, it is difficult to provide a fixed measure of progress on implementation. However, action leaders provide qualitative assessments of progress on each project and those are used to calculate a simple summary measure of the completion status of each of the 20 actions as shown in Figure 1.

Recognizing that timelines and priorities for each action (and their associated tactics and projects) fluctuate and will not proceed uniformly, the 20 actions are **on track overall**. New projects may be added, or projects may be reprioritized and/or rescheduled as conditions continue to change. Therefore, the implementation metrics are useful for gaining a broad sense of implementation progress at a point in time.

Despite the continuing challenges of the pandemic over the past year, OSU has made good progress on many actions. Where progress has slowed, it has not stopped; and where projects have been delayed, they have not been abandoned. As of November 2021, average completion progress across the 20 actions is 60%, which is generally where we expect to be at this point in the plan timeline. Fourteen (14) of the 20 actions are at least halfway finished. Importantly, 94% of projects that had a planned start date prior to November have been started – which confirms that the planning and launch of expected deliverables is appropriately tracked.

Most actions fall within the expected range at this point in the plan. For some actions a large number of priority projects were completed in the past year, such as Action 4 (retool the OSU experience for the 21st century learner), due to necessary prioritization of key projects in response to pandemic conditions. Other actions, such as Action 11 (increase student retention and graduation), remain a priority but some of the projects that make up the action had to be delayed. Given the engagement and commitment of the action leaders, priority projects are frequently evaluated to ensure progress on implementation goals.

Figure 1: SP4.0 Implementation Progress, by Action (as of November 2021)



Note: [The 20 Actions are listed by name in Appendix I.](#)

Although the four goals and 20 actions of SP4.0 have remained unchanged since the launch of the plan, projects under each action have been adjusted as the landscape has shifted. Unsurprisingly, the last two years of the pandemic have had a significant influence on the university's implementation:

- Some projects have been delayed, although university priorities have remained strong and stable;
- Innovation and efficiencies in operations have been prompted by the shift to remote teaching, learning, and work;
- Learning pathways for students—already expanding—accelerated, especially the development of additional online learning options;
- New ways of collaborating among faculty and staff have emerged;
- Rapid, effective communication became even more important as a component of supporting faculty, staff, and external stakeholders and the community; and
- The pandemic has led to some systematic introspection about the university's reach and impact, bringing clarity to priorities and practices.

SELECTED HIGHLIGHTS

All 20 actions remain critical to the successful advancement of the university's four strategic goals. As noted above, a new set of conversations has emerged as the needs and interests of students, faculty, and staff are shifting in the domains of teaching, learning, research, and engagement. These conversations will aid the process of anticipating the vision and mission of the university in a post-pandemic era and laying the groundwork for SP5.0. Several SP4.0 actions are particularly important in this regard. We have chosen to highlight progress on three topics: (1) student pathways and learning experiences, (2) faculty success in research and teaching, and (3) inclusion, caring, and social interconnectedness.

I. Student pathways and learning experiences

The pandemic brought into focus the critical importance of faculty and student support systems. Weekly communication between the central administration and the academic associate deans in all colleges (plus the Graduate School and OSU-Cascades), as well as among a cross-section of academic leadership, helped address ongoing pandemic-related issues. To provide distinctive curricula and support for innovating pedagogy suited to OSU's mission and vision (Action 2), some tactics, such as retooling and investing in teaching and learning support programs and establishing a teaching academy, progressed precisely because of the pandemic's demands. The Academic Readiness program (academic primer lectures before the fall 2021 term) offered students opportunities to get prepared after more than a year of remote learning.

The pandemic also pinpointed the importance of providing faculty even more tools and support to better serve students, which includes staying in front of new technology to support teaching. To better support faculty, it became apparent that information must be shared regularly and clearly. Project management, networking, and communication modes have been expanded. The university has undertaken a process shift to a single CRM (Customer Relationship Management) system in 2022. Once fully implemented, this tool will significantly improve communications with students. Work on alternative instructional modalities is also underway to assess future options for delivery of academic programs. The Faculty Senate is also accelerating its work on Baccalaureate Core reform.

To increase experiential learning opportunities and access (Action 7), the university has implemented transcript-visible experiential learning. Also in active discussion are mechanisms for curriculum integration for education abroad courses and expanding the availability of faculty-led service-learning options, including a proposed university-wide Center for Experiential Learning and the development of domestic “study away” options and a recurring scholarship fund for experiential learning.

The university is proactively envisioning learners in a post-pandemic era, repositioning itself to better respond to learners of a wider range of ages, life statuses, and needs (Action 4). The university must understand the perceptions of students, families, communities, and workplaces regarding what 21st century learners want and need from higher education and their expectations for a residential campus experience.

To implement an integrated approach to recruiting and enrolling learners at all levels (Action 5), the university is continuing to test price sensitivities via alternate pricing approaches. The scholarship budget process is being redesigned to make more funds more easily expendable and to ensure good donor stewardship. In addition, a single pre-enrollment process is being created for undergraduates via the Slate CRM and web portals. For newly enrolled students, the START program is being reconceptualized and the new admissions welcome center is being designed and launched. A new enrollment planning model will aid the university in combining forecasts with aspirations, budgets, and resource allocation and the development of a more centralized data and reporting function within the Division of Enrollment Management.

To expand pathways to an OSU credential (Action 8), the university has made strides in developing proactive advising tools, including a Transfer Equivalency Self Service (TESS) tool implemented for prospective students to evaluate their transfer credit. To engage faculty, the Writing Intensive Curriculum (WIC) Program is developing written materials and graphics to help faculty understand pathways for WIC classes and tap into students’ past writing education and experiences to engage them as learners in WIC classes. The pandemic has reinforced the need to develop additional online and hybrid program offerings (Ecampus student credit hours grew 20% during the pandemic). “Microcredentials” have been developed, with [six approved at OSU](#) for launch in winter 2022. OSU’s collaboration with Guild Education has resulted in the enrollment of 115 new students in Ecampus who receive tuition support from their Guild-affiliated employer. In addition, work is underway with Ecampus and the OSU Foundation to identify possible new online education and tuition benefit collaborations with corporations with connections to OSU.

To foster the retention and graduation of students (Action 11), work has been done to engage the first-year experience and transition coordinators with advisors. Writing Intensive Curriculum (WIC) is a high-impact practice that fosters confidence and self-efficacy in writing and is key to retention and graduation, especially for students from underrepresented groups. An effort to repurpose college funds to target student retention has resulted in the Provost’s Office contributing \$200,000 to foster completion and retention grants of the Student Success Initiative. Several colleges (science, business, and honors) are implementing their own completion and retention grants.

To strategically build graduate programs (also part of Action 3), a request for proposals for a new interdisciplinary graduate program resulted in five proposals from faculty, and program development is now underway for two programs. A new project, “OSU Grad Advantage,” surveyed graduate programs to find training opportunities (both credit and non-credit) in five broad areas of transferrable skills and is now developing an online self-assessment tool to help

graduate students identify key skills they want to develop and connect them with opportunities to do so. The Graduate School is expanding the Accelerated Masters Platform, implementing the Guild partnership with select graduate programs, developing 3+2 and 4+1 programs both within and beyond OSU, and exploring a dual JD/MPH degree program with Willamette University as well as the cross-enrollment of MBA students between OSU and Willamette.

II. Faculty success in research and teaching

To strengthen signature research areas (part of Action 3), university-wide “Ignite” sessions were designed to gather faculty around high-impact themes, create a space for introductions, and spark collaborations. These well-attended seminars focused on (1) equity, inclusion, and social justice in the US and the world; (2) interdisciplinary health sciences; and (3) COVID-19.

With the resumption of many kinds of research, the university is rigorously exploring new funding streams to support the growth and success of research. Two groups of faculty and researchers were charged to develop strategies for funding research through the National Oceanic and Atmospheric Administration (NOAA) and the National Institutes of Health (NIH). These two workgroups produced detailed plans for the university’s consideration, parts of which will be piloted this year. Targeted support was also provided to efforts to develop large complex proposals and, as a result, several major center and institute awards have been secured. In 2021-22, OSU will facilitate support for large grants through the launch of the Research Impact Advancement Academy, as well through government relations to help relevant funding agencies better understand the faculty’s expertise. The pandemic underscored the importance of research and innovation in health sciences, which will be prioritized both to increase OSU’s impact and leverage federal and private funding opportunities.

Efforts to strengthen compliance have been part of improving physical and administrative research infrastructure (Action 6), including improvements to the Human Research Protection Program (HRPP), Research Conflict of Interest (COI), export controls and responsible conduct or research. The move from one electronic research administration system (iRIS) to another (Cayuse) will permit major programmatic changes. COI is a complex issue that encompasses research-specific financial conflicts as well as broader conflicts of interest and commitment (COC) due to the outside engagements of faculty. During the pandemic, the research COI program was prioritized, given its urgency. The larger COI/C program – which will be a collaborative effort between the Office of Faculty Affairs, University Human Resources, and the Research Office – will be prioritized this year, once the transition to Cayuse is implemented.

The prior section described some efforts to better equip faculty in the realm of teaching, particularly amid the pandemic. One other noteworthy effort to foster the skills of faculty is that the Center for Improvement in Mentored Experiences in Research (CIMER) at the University of Wisconsin was contracted to roll out a system of mentorship training for faculty. In May 2021, a group of 24 faculty were trained in the program and they are now in turn training faculty at OSU. Signups for the training opportunities began in October and the demand and response have been strong.

III. Inclusion, care, and interconnectedness

The pandemic has left us acutely aware of how interconnected humanity is worldwide, and that major challenges facing the world – especially related to public health, equity, and climate change – demand intercultural understanding and a capacity to act effectively at the local, national, and international scales. It is the university’s commitment that no student should

graduate from OSU – from any program, at any level – without an enhanced understanding of global interconnectedness.

To integrate inclusive excellence principles and practices into all aspects of OSU (Action 10), university partners contributed significantly toward implementation of the university's [diversity strategic plan](#). Even under the challenging circumstances of the past year+, significant progress was made in creative and ambitious university-wide efforts to advance and embed inclusive excellence. Some of these accomplishments were profiled in this year's [State of Diversity at OSU Address](#).

Several units launched or are developing unit-level diversity strategic plans or initiatives, including the College of Science, Ecampus, the College of Agricultural Sciences, and the Division of Finance and Administration. The Office of Institutional Diversity (OID) supports these efforts. OID also collaborated with Institutional Analytics and Reporting to develop and launch a suite of interactive data dashboards allowing leaders to access, visualize and synthesize data related to progress towards strategic diversity goals.

The *Leading Change for Diversity, Equity and Inclusion* seminar, an in-depth professional development seminar designed to increase capacity among senior academic and administrative leaders to lead equitable organizational change, was launched in summer 2020 and is now held every fall and spring term. By the end of fall 2021, 94 participants from more than 30 units will have completed the Leading Change seminar, including more than 50 leaders and senior leaders.

During the pandemic, all OID education and professional development programs transitioned to remote or hybrid delivery, which expanded opportunities for OSU community members across the state and country. The Equity Leaders Consortium (ELC) was launched to convene OSU employees with FTE allocated to advancing unit-level inclusive excellence efforts. OID is working with university partners and stakeholders to refine community diversity relations portfolio and re-scope the director of community diversity relations role. OID is also stewarding a framework to guide existing president's affinity commissions and will support efforts to create new affinity-based commissions. They are also building capacity to support individuals and communities with other social identities, including disability, veteran status, trans and non-binary identities, and language access.

The pandemic provided many opportunities to reflect on the importance of the university's efforts related to inclusive excellence. In the 2021-22 academic year, the university is incorporating or building on the benefits and insights of remote-operation, including remote-delivery of professional development opportunities, broader engagement with university partners outside of the Corvallis campus, co-location of positions in OSU locations outside of Corvallis, and universal-design and accessibility in technology.

The internationalization of higher education is becoming more important (Action 11), and OSU's model for internationalization is one of striving to achieve tangible internationalization goals in *all* mission areas: education, research, and engagement. OSU's approach to internationalization embraces international partners as core university thought partners. Progress on internationalization goals has been slowed by the pandemic and by turnover in the senior international officer role (now held by Vice Provost for Faculty Affairs Rick Settersten). A more robust rollout of the university's International and Global Engagement (IGE) strategy, which was released December 2019, is underway. A full briefing on internationalization is being provided for the January 2022 meeting of the Board of Trustees as a separate docket item.

PLANNING FOR THE NEXT STRATEGIC PLAN

DEVELOPMENT OF STRATEGIC PLAN 5.0



OUR MISSION:

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
- Promoting Economic Growth and Social Progress

OUR SP4 VISION:

Leadership among land grant universities in the integrated creation, sharing and application of knowledge for the betterment of humankind.

OUR SP3 VISION:

To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.

IN 2030, WE WILL BE ABLE TO DEMONSTRATE THAT WE:

- Offer an affordable, excellent education for all learners.
- Are thought and action leaders in innovative education delivery.
- Innovate and collaborate in research that drives solutions.
- Are welcoming and foster belonging and success for all.
- Are visionary in our integration of STEM, arts, and humanities.
- Are accountable leaders, acting in service to others.
- Are nimble and entrepreneurial.
- Are mindful of this special place and all Oregonians.
- Achieve specific outcomes under each of three “healthies.”

With development of the university’s next strategic plan (SP5.0) on the horizon, the provost and other senior leaders have been working to reestablish a shared understanding of the vision, goals, and actions articulated in SP4.0, both to drive continued progress in implementation of the current plan and to lay the groundwork for engagement and visioning for SP5.0. This has included revisiting the prioritization of actions based on lessons learned during the pandemic as well as a more effective model for communicating priorities and progress.

A detailed workplan and timeline for development of SP5.0 will be established early in the new year.

Appendix I. Summary of actions and leads

**TRANSFORMATION, EXCELLENCE, AND IMPACT
STRATEGIC PLAN 4.0 (2019-2023)**

ACTION		LEADER
1	Continue building and supporting a diverse, world class faculty	Vice Provost, Faculty Affairs
2	Provide distinctive curricula and support innovative pedagogy suited to our mission and vision	Vice Provost, Academic Affairs
3	Diversify our research portfolio and strategically build our graduate programs	Vice Provost and Dean, Graduate School
4	Retool the OSU experience for the 21st century learner	Vice Provost, Student Affairs
5	Implement an integrated approach to recruiting and enrolling learners at all levels	Vice Provost, Enrollment Management
6	Substantially improve our physical and administrative research infrastructure	Vice President, Research
7	Increase experiential learning opportunities and ensure access	Vice Provost, Academic Affairs
8	Expand pathways to an OSU credential	Associate Provost, Ecampus
9	Make strategic investments in interdisciplinary and transdisciplinary scholarship, teaching and engagement	Associate Vice President, Budget and Resource Planning
10	Integrate inclusive excellence principles and practices into all aspects of the university	Interim Vice President, Chief Diversity Officer
11	Increase our retention and graduation of students	Vice Provost, Academic Affairs
12	Further internationalize OSU	Vice Provost, Faculty Affairs
13	Support interdisciplinary education, research and engagement on healthy ocean and coasts through the Marine Studies Initiative	Executive Director, Marine Studies Initiative
14	Reduce our carbon footprint	Vice President, Finance and Administration
15	Strengthen our support system for innovation and entrepreneurship	Vice Provost, Faculty Affairs
16	Retool our approach to university-stakeholder engagement	Dean, Honors College
17	Clarify vision, communications and governance guiding our physical and digital footprint	Vice President, University Relations and Marketing
18	Strengthen alignment within the university among our branding, marketing, communications, and public affairs efforts	Vice President, University Relations and Marketing
19	Implement a comprehensive talent management system	Associate Vice President, Chief Human Resources Officer
20	Integrate and simplify technology systems, data practices and policies to increase our organizational agility	Vice Provost, Information and Technology

Appendix II. Action alignment with SP4.0 goals

	Implementation Metrics	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6	Action 7	Action 8	Action 9	Action 10	Action 11	Action 12	Action 13	Action 14	Action 15	Action 16	Action 17	Action 18	Action 19	Action 20
SP 4.0 Goal Alignment	% of Projects Contributing to Goal 1	70%	8%	76%	6%	0%	100%	33%	25%	100%	15%	0%	75%	28%	38%	91%	29%	42%	33%	14%	32%
	% of Projects Contributing to Goal 2	40%	96%	53%	82%	100%	100%	100%	65%	67%	8%	100%	75%	56%	13%	91%	14%	42%	22%	14%	45%
	% of Projects Contributing to Goal 3	90%	75%	82%	59%	57%	58%	67%	100%	67%	69%	40%	75%	89%	38%	82%	93%	83%	67%	100%	58%
	% of Projects Contributing to Goal 4	100%	58%	41%	100%	43%	67%	67%	60%	67%	100%	100%	63%	72%	100%	82%	100%	75%	78%	57%	92%
BOT Priority Relevance	% of Projects in Education	50%	92%	47%	59%	43%	0%	100%	55%	67%	31%	100%	75%	50%	13%	9%	14%	42%	22%	14%	44%
	% of Projects in Research/Entrep.	80%	8%	65%	6%	0%	100%	33%	25%	100%	38%	0%	38%	50%	38%	73%	14%	42%	33%	14%	31%
	% of Projects in Operations	60%	46%	82%	71%	86%	100%	67%	100%	100%	85%	100%	50%	67%	100%	91%	100%	100%	100%	100%	100%

The figure above shows the percentage of identified projects within each Action that contribute to each of the four SP4.0 goals. For example, for Action 1 (which has a total of 10 identified projects), seven projects (70%) contribute to Goal 1, four contribute to Goal 2, nine contribute to Goal 3, and all contribute to Goal 4. (The moon image is a visual indicator at 0, 25, 50 and 75% and does not represent an exact percentage.) In addition to considering how actions and projects advance SP4.0 goals, the implementation steering committee considers how they align with and advance the priority areas of education, research and entrepreneurship, and operations as identified by trustees at the October 2019 Board retreat.