



# TRANSFORMATION, EXCELLENCE AND IMPACT

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STRATEGIC PLAN 4.0  
2019-2023



**OREGON STATE UNIVERSITY**

**TRANSFORMATION, EXCELLENCE AND IMPACT**

**STRATEGIC PLAN 4.0**

**2019-2023**

**FULL VERSION**

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# EXECUTIVE SUMMARY

We began our development of this fourth strategic plan with a visioning exercise that sought to anticipate OSU's unique contributions on the higher education landscape in the year 2030. That effort assessed what we have accomplished since the launch of our first plan in 2004, refined areas of strategic focus based on changing trends and needs in Oregon and in higher education broadly, and inventoried and evaluated opportunities and challenges. The result is a set of distinctive strengths we aspire to have achieved by the year 2030 (see pages 4-6). SP4.0 identifies four goals and twenty actions that will drive us closer to achieving those distinctions.

A lot has changed over the 15-year span of strategic planning at OSU, and over the university's 150 years as the state's official land-grant institution. However, our commitment to engaging in exceptional research, discovery, innovation and engagement—and to integrating that research and engagement mission with the delivery of a high quality, globally relevant and affordable education for the people of our state and beyond—remains steadfast.

We are acutely aware of the intersecting implications of the tangible benefits of a college degree for economic mobility, of the inequity of access to higher education nationally and internationally, and of disparities in completion rates among students of different backgrounds and incomes. We know that the need for research and innovation to address humanity's greatest challenges is greater than ever. Yet, we are cognizant that some in America today are questioning the value of higher education, research, and science.

In the face of those trends, we are even more committed to the ideal that higher education is a public good and that education of the kind we provide, as a research-intensive land-grant institution with the leading scholars and infrastructure capable of exerting global impact, is uniquely important and should be accessible to all learners, not only a narrow elite.

Our 2019-23 strategic plan, *SP4.0: Transformation, Excellence and Impact*, guides Oregon State University as we conclude our 150<sup>th</sup> anniversary and lay the groundwork for success over the next 150 years.

Edward J. Ray  
President  
Oregon State University

# MISSION, VISION, AND COMMITMENTS

## WHAT WE DO

Building on 150 years as Oregon’s land grant institution, Oregon State University serves the state, the nation and the world as a premier 21<sup>st</sup>-century research university.

***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.***

We accomplish this by:

- Producing skilled graduates who are critical thinkers;
- Searching actively for new knowledge and solutions;
- Developing the next generation of scholars;
- Collaborating with communities in Oregon and around the world; and
- Maintaining a rigorous focus on academic excellence, particularly in three signature areas: the science of sustainable earth ecosystems, health and wellness, and economic prosperity and social progress.

## OUR DESTINATION

We are distinct among all other universities in *how* we pursue our mission. In ways that are highly synergistic, we conduct basic and applied research, deliver undergraduate and graduate education, pursue innovation and economic development, and engage communities in mutual learning and problem solving. Our research, teaching and engagement activities leverage and reinforce each other.

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

In this way, we produce graduates, scholarship and solutions that achieve maximum positive impact on humanity’s greatest challenges.

## OUR COMMITMENTS

The foundational pursuits of research preeminence, innovation, transformative education, outreach and engagement, global impact, access, affordability, diversity, inclusion and justice underpin Oregon State University’s mission and vision; guide our priorities and actions; and are visible in our achievements. Inclusive academic excellence is our north star. We execute our mission and pursue our vision while remaining true to the following commitments.

***With our students, we will innovate and collaborate in research to drive solutions.*** Our students will innovate with us as we pursue discoveries that are engines for improving society, the economy, and our planet. In this way, we will support a new generation of creative problem

solvers committed to critical thinking, evidence, and sound analysis. We will foster collaborations across OSU disciplines, with other institutions, the communities we serve, and with industry to solve complex problems. We will nurture our robust culture of collaboration and interdisciplinary scholarship as something that makes us distinctive among top research universities. We will be a true community of new and seasoned scholars.

***We will offer excellent education for all learners.*** We will serve learners in Oregon and across the world by offering high quality, relevant, and affordable academic credentials. We will innovate in providing educational access through varied campus, online, and outreach-based programs. We will collaborate proactively with community colleges and others to improve pathways for all learners.

***We will be leaders in the delivery of education.*** We will be creative in the development of pedagogies and delivery modes, especially digital and hybrid learning technologies and approaches. We will engage students in research and experiential learning. We will provide graduate education that prepares students for diverse careers within and beyond the academy.

***We will be welcoming and foster belonging and success for all.*** We are a diverse community, defined by the rich palette of cultures we share, and we will strive to eliminate achievement gaps among sub-groups of students and inequities in the advancement of faculty and staff. We will foster the personal success of each member of the university community and instill a commitment to serve Oregon, the nation, and the world.

***We will be visionary in our integration of the arts, humanities, sciences and engineering.*** The arts and humanities are core to the University's mission in their own right, and an education that integrates the arts, humanities, and STEM fields enables students to think critically, engage meaningfully, and successfully address contemporary challenges.

***We will be accountable leaders.*** We are accountable and act with integrity in all that we do. We lead and act in service of others.

***We will be agile and entrepreneurial.*** We will engage in public-private partnerships when they serve to advance the economy, sustain our natural environments, use resources wisely, and strengthen communities. We are responsive to our students, society, and donors. We have a prominent community-based presence across Oregon, and offer programs that are agile in serving emerging learner, economic, and community needs.

***We will be mindful of this special place and all Oregonians.*** We are Oregon's statewide university with a presence in Corvallis, in Bend at OSU-Cascades, on the coast at Newport, and in Portland, and with educational programs, extension activities, and engagement in all 36 counties. We will always serve this special place, along with its people and natural resources.

## OUR STRENGTHS IN 2030

This fourth iteration of the university's strategic plan lays out goals and actions over the period 2019 through 2023 that will drive us closer to a set of distinctive strengths achievable by the year 2030, provided we are bold and effective in our execution and investments. The strengths we envision in 2030 fall into four areas.

### INNOVATION IN EDUCATION, INCLUSION AND COLLABORATION

Our success in research, innovation, education and engagement depends on how well we value and engage the rich diversity of our entire community of internal and external stakeholders. We stake our reputation on truly transforming lives by providing access to high quality, affordable education that rests on our research and engagement missions and is inclusive of diverse people and ideas. We educate our students to think critically about a changing world and to address complex contemporary challenges. We attract students throughout Oregon and from around the world by offering globally relevant and affordable academic degrees. We are a university without walls where ideas and collaboration flow freely, and students are partners in research and scholarly endeavors. Industry-funded and alumni-based partnerships support experiential learning and internships across all disciplines for all students.

Our retention and graduation rates are in the top 10 percent among land-grant universities.

Innovative degree pathways maximize access and the readiness and success of both first-year and transfer students.

We provide affordable higher education for the underserved, and enable students to complete a high-valued bachelor's degree within four years.

There are no graduation achievement gaps among sub-groups of learners.

We are leaders in the development and deployment of technology-enhanced lifelong learning.

Our student body and faculty are diverse, and we have partnerships with select universities around the world that enable us to contribute significantly to global scholarship, education, and engagement.

We are a destination of choice for women and historically underrepresented groups in STEM.

We provide for all student-athletes' success in academics and competition by providing equitable access to academics, student support programs, and quality facilities.

### REVOLUTIONARY EARTH SYSTEMS SCIENCE

We are a global leader in research, teaching and engagement involving the world's marine and coastal environments, agricultural and forest resources, and the planet. We address issues ranging from climate change and ocean acidification to the loss of biodiversity, wildfire, resilience to natural disasters, and water resources. Our efforts sustain healthy, productive marine, freshwater, and terrestrial ecosystems.

We provide leadership for large, multidisciplinary research teams to understand ecosystems and to develop the science and solutions to steward them for future generations. We produce science-based solutions to guide sustainable use of renewable resources.

We are a global leader in blending the natural and social sciences, unique experiential learning opportunities, interdisciplinary research, and engagement to address the health and well-being of the ocean and coastal communities.

Our earth system science researchers and students operate pole-to-pole connecting science to society and improving environmental literacy.

OSU's Hatfield Marine Science Center is a global destination for research and discovery and a hub for collaborative teaching and experiential learning.

OSU-Cascades utilizes its extensive natural laboratory to address the resiliency of ecosystems and connections to health, wellness, and economic prosperity.

We are a world leader in research on energy.

We are a leading innovator in water resources research and global water conflict resolution.

We serve the world and enhance rural economies through continued discovery in the use of mass timber for multi-story buildings.

## **LEADING IN HEALTH AND WELLNESS**

Our teaching, research and outreach are at the forefront of addressing rapidly changing global health and nutrition needs. Working in urban and rural settings, we address the interdependence of the health of humans, animals and the environment with systems-based solutions. Our integrated approach to health science links human and community health and well-being to the health and resiliency of the earth's natural systems. We address health care problems and outcomes locally and globally. Our collaborative culture, the richness of our multidisciplinary and college-based programs, and our statewide reach through OSU Extension collectively address the broad challenges affecting vulnerable populations.

Our academic programs in oceanography, forestry, engineering, agricultural sciences, veterinary medicine, pharmacy, liberal arts, and public health and human sciences integrate the sciences, policy, and the humanities, and contribute to improving health and social well-being worldwide.

With partners, including Oregon Health Sciences University, we are a leader in the biomedical sciences and health care delivery.

We provide high quality health and diagnostic services for animals throughout the state of Oregon and beyond and are leaders in research on animal and human disease and food safety.

Our statewide network of public health and extension partnerships is a national model of health services delivery to serve individual and community needs.

We are global leaders in discovering new crops and protein sources, developing food safety practices, and creating and marketing high quality and healthy food products.

We advance Oregon's reputation for innovation and address the food and nutritional needs of a growing global population.

Oregon's diverse agricultural and food systems integrate our technologies into food production to combat nutrition-related health inequalities and chronic diseases.

## **ADVANCING ECONOMIC PROSPERITY AND SOCIAL PROGRESS**

Our discoveries are the engine for improving the welfare of our society, economy and planet. Innovation inspires the creation of new enterprises and investments by businesses and philanthropists while serving as a launch pad for commercialization and technology transfer. We foster sustainability, create new technologies, build new companies and train the next generation of innovators.

Our career-focused internships and entrepreneurship programs prepare students to serve as tomorrow's business innovators and community leaders.

Our arts and education complex is a technology-infused center of creativity, performance, and expression.

We are a world leader in robotics and their ethical, economic, and social implications.

We are a global center of excellence in integrating big data science and informatics in our natural resource, engineering, and health research.

We are a preferred global partner in developing marketable sources of energy that propel economic prosperity and enable carbon neutrality.

Our fermentation program is recognized internationally, and builds thriving business partnerships.

We have a strategic presence in Oregon's urban and rural areas and offer programs that serve the needs of learners, businesses, and communities.



# FOUR GOALS

**I**  
**PREEMINENCE IN RESEARCH,  
SCHOLARSHIP, AND  
INNOVATION**

**II**  
**TRANSFORMATIVE  
EDUCATION THAT IS  
ACCESSIBLE TO ALL LEARNERS**

**III**  
**SIGNIFICANT AND VISIBLE  
IMPACT IN OREGON AND  
BEYOND**

**IV**  
**A CULTURE OF BELONGING,  
COLLABORATION, AND  
INNOVATION**

**WITH THE AIM OF...**

Establishing OSU as a leader in conducting research, producing knowledge, and generating innovations that contribute to addressing global grand challenges, particularly in our signature areas; training the next generation of scholars; and contributing to the economic development and prosperity of Oregon and beyond.

Using our many locations and online learning platform to maximum advantage in delivering distinctive and affordable education via multiple pathways, integrating research and experiential learning, preparing students for successful careers, training scholars, and creating opportunities for lifelong learning at OSU.

Actively engaging with the communities we serve, ranging from rural and urban Oregon to every part of the globe, and bringing their knowledge, experiences and cultures into the university; promoting the vitality of our communities and the quality of life for Oregonians; and being of service to government and industry.

Building an organizational culture founded on the values of inclusion, mutual respect, good physical and mental health, collaboration, and humility, so that people from every background are welcomed and thrive, our community is diverse, and our leadership advances both excellence and innovation.

**SO THAT WE ARE DISTINCTIVE FOR OUR...**

- Highly collaborative and globally focused research and innovation enterprise
- Faculty actively engaged in public scholarship and outreach
- Graduate and professional education that leads to diverse, rewarding careers

- Graduates' professional success and upward economic mobility
- Graduates' preparation to work effectively in a diverse society and as global citizens
- Equity in access and achievement among learners from diverse backgrounds

- Reputation as Oregon's statewide university
- Programs that serve as learning laboratories for communities to engage with OSU's faculty and students
- Economic development impacts that originate from OSU research and innovation

- Demonstrated commitment to diversity, equity, inclusion, and justice
- Support for the long-term success of our tenure-track and non-tenure track faculty
- Support of the career progression and long-term success of our staff

- Relevant and enduring partnerships with government, industry, and other universities at home and abroad
- Policies and systems supporting innovation and entrepreneurship
- Delivery of innovative curricula by faculty who are recognized for excellence in teaching and research
- Deep integration of research and discovery in the learning experience of all majors
- Emphasis on experiential learning opportunities for undergraduates
- Inclusive partnerships that connect our scholars and students through global networks and exchanges
- Highly-engaged alumni and friends that serve as ambassadors for our educational programs and research endeavors
- Commitment to highly functioning shared governance
- Deliberate approach to developing effective administrators and leaders
- Nimbleness in the face of rapidly changing forces in higher education

# TWENTY ACTIONS

## *SELECTED TACTICS*

**Continue attracting and supporting a diverse, world class faculty**

Create a Commission on the 21<sup>st</sup> Century Professoriate ♦ Provost’s Hiring Initiative, with emphasis on areas of distinction ♦ Increased endowment support for hiring and retention ♦ Recruitment partnerships with institutions training underrepresented scholars ♦ Stronger culture of welcoming and supporting international faculty ♦ Better tracking of recruitment and retention outcomes

**Provide distinctive curricula and support innovative pedagogy to advance our mission and vision**

Reform the Baccalaureate Core ♦ Retool and invest in teaching and learning support programs ♦ Establish a teaching academy ♦ Advance OSU-Cascades’ goal to offer a more intimate learning experience within a major research university ♦ Develop a teaching professor career track ♦ Assess benefits and costs of a shift to a semester system ♦ Strategic portfolio approach to academic program development

**Diversify our research portfolio and strategically build our graduate programs**

Develop and launch an integrated research and graduate education strategy ♦ Increase strategic partnerships with external research institutes and industry ♦ Build endowment support for graduate student fellowships ♦ Build endowment support to catalyze “moonshot” research projects

**Retool the OSU experience for the 21st century learner**

Refine information and digital tools to make navigating the OSU learning experience simpler and more seamless ♦ Increase transparency around costs and career opportunities ♦ Ensure communications, policies, and programs are not biased to traditional learners ♦ Establish peer communities for transfer students

**Implement an integrated approach to recruiting and enrolling learners at all levels**

Conduct an external review of our enrollment management system to assess practices and needs for investment ♦ Rationalize central and college roles around marketing and recruitment ♦ Complete community college transfer advising pilot ♦ Develop a strategic plan for Open Campus

**Substantially improve our physical and administrative research infrastructure**

Using a combination of the new Capital Renewal Fund, other university and state resources, and philanthropy, renovate and renew our research laboratories and facilities ♦ Retool systems and increase our investment in supporting research and innovation

## SELECTED TACTICS

### Increase and ensure access to experiential learning opportunities

Formalize mechanisms for transcript visible articulation of experiential learning ♦ Expand the availability of faculty-led service learning options ♦ Build endowment and scholarship support to expand experiential learning and research opportunities for undergraduates

### Expand pathways to an OSU education

Increase need-based financial aid and scholarships ♦ Design and implement high quality accelerated learning platforms ♦ Better facilitate credit transfer and degree progression of transfer students ♦ Continue strategic development of hybrid offerings ♦ Continue development of OSU-Cascades ♦ Increase summer offerings to reduce time to degree

### Make strategic investments in interdisciplinary and transdisciplinary scholarship, teaching and engagement

Develop and launch a comprehensive interdisciplinary health sciences strategy ♦ Clarify administrative structure and budget model supporting interdisciplinary graduate programs ♦ Develop and launch a strategy to advance the integration of the arts, humanities, and STEM in research and education

### Integrate inclusive excellence principles and practices into all aspects of the university

Implement OSU's diversity strategic plan ♦ Evolve and sustain the OSU ADVANCE training program ♦ Recognize and reward integration of diversity, equity, and inclusion principles into research programs and graduate curricula ♦ Ensure that all faculty are skilled in inclusive teaching and advising practices

### Increase our retention and graduation of all students

Redesign and implement changes to support systems for students' transition from admission to the end of the first year of enrollment ♦ Increase completion and persistence grants via philanthropic and university sources ♦ Coordinated delivery system for completion grants ♦ Simplify suite of digital tools supporting teachers and advisors

### Further internationalize OSU

Develop and launch an international strategy that blends teaching, research, and engagement ♦ Diversify international student recruitment ♦ Expand global curricular and co-curricular offerings ♦ Establish strategic international partnerships

### Support interdisciplinary education, research and engagement on healthy ocean and coasts through the Marine Studies Initiative

Create an interdisciplinary Marine Studies degree offering ♦ Complete the Marine Studies Building and housing in Newport ♦ Make targeted hires to support the increased delivery of experiential learning at the Oregon coast ♦ Develop and launch a strategy for engaging private foundation support for marine-related research and engagement

## ***SELECTED TACTICS***

### **Reduce our carbon footprint**

Evaluate return on investment and develop a plan for increasing the retro-commissioning of existing buildings ♦ Complete an energy policy to guide systems installed in new facilities and the operations of existing facilities ♦ Increase visibility and support for our carbon reduction goals and plans

### **Strengthen our support system for innovation and entrepreneurship**

Review and update policies and practices supporting faculty entrepreneurship and innovation activities ♦ Establish an investment strategy and success model for supporting commercialization of OSU innovations ♦ Revise Promotion and Tenure (P&T) guidelines to support innovation and entrepreneurial activities

### **Retool our approach to university-industry and alumni, parent and friend engagement**

Implement an agreed model for aligning engagement efforts among campuses, colleges, the OSU Alumni Association, and the OSU Foundation

### **Clarify vision, communications and governance guiding our physical and digital footprint**

Develop a long-term vision for OSU's major locations (Corvallis, Bend, Portland, Newport) ♦ Complete a new framework (master) plan for the Corvallis campus ♦ Expand internal communications to more fully engage employees and students among OSU's locations ♦ Coordinate marketing and communications across onsite, digital, and hybrid learning platforms

### **Strengthen alignment within the university among our branding, marketing, communications and public affairs efforts**

Annually review marketing materials produced by all university units to best serve colleges, units and SP4.0 ♦ Expand central media relations efforts to enhance knowledge of OSU beyond Oregon ♦ Use conference services and digital media to connect faculty to external colleagues and issues of global significance ♦ Track and report results against marketing investments

### **Implement a comprehensive talent management system**

Develop and implement a comprehensive talent management approach to recruiting, retaining, and developing faculty and staff ♦ Develop and implement stronger onboarding, management, and leadership training programs at all leadership levels

### **Integrate and simplify technology systems, data practices and policies to increase our organizational agility**

Revise systems, processes, and policies to ensure all employees readily have secure access to the data they need to do their jobs and enable data-informed decisions ♦ Tightly integrate existing and future technology systems to streamline IT experiences for faculty, staff, and students, minimizing time spent in administrative activities

## OUR PROGRESS

Since 2004, we have engaged in strategic planning to deliver on our commitments to serve the state, the nation, and the world. Our 2004-2008 plan articulated the university's vision to become one of the country's top ten land-grant institutions; identified our three Signature Areas of Distinction; and outlined our core values of accountability, diversity, integrity, respect, and social responsibility. Our subsequent two plans (*Strategic Plan – Phase II 2009-2013* and *SP3.0: Focus on Excellence*) laid out actions to enhance faculty excellence, build our research enterprise, develop our signature areas, broaden and deepen the diversity of our community, better steward our resources, and capture the power of information to transform OSU's learning environment.

### PROGRESS ON 2018 GOALS

Over the past five years, we made significant strides as tracked by our metrics. We exceeded our 2018 target for total degrees awarded, and enrollment grew in all modalities at all levels, both in Corvallis and at OSU-Cascades. We met our research and development expenditures goal in 2016-17; the 2017-2018 period is projected to be another outstanding year for Research and Development (R&D) expenditures and for R&D expenditures per tenured/tenure track faculty member; and the number of PhDs we awarded grew. Our service to non-traditional, mostly adult learners exceeded expectations significantly: enrollment in Ecampus programs by degree seeking students is up 88 percent since 2014 and exceeds our target by 50 percent.

We have work to do to diversify our student population, retain our first-year students, and reduce the time to graduation for all student cohorts. Our first-year retention rates for incoming, first-time degree seeking students did not change over the SP3.0 timeframe, our six-year graduation rates increased but fell short of the target, and our junior transfer four-year graduation rate fell. While we met our SP3.0 target for the share of domestically underrepresented students at OSU, the share of international students has plateaued and fallen short of goal.

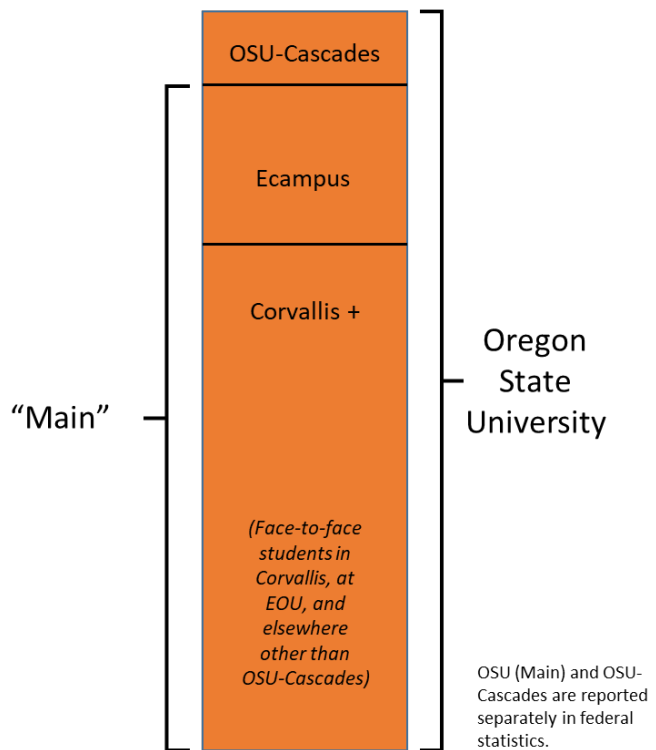
# STRATEGIC METRICS

Below are the strategic metrics the university will use to track progress on an annual basis, with most released in July of each year. They are organized into six categories: metrics mapped directly to the plan’s four goals, a set of resources and resource stewardship metrics, and several “context” metrics. The context metrics aid in the interpretation of the other metrics by providing basic information on the 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.

Where appropriate and data are available, OSU’s results are benchmarked against public R1 (Carnegie classification, very research-intensive) universities, OSU’s next tier peers, and top land grant universities. The table below also indicates how the metrics are calculated by campus.

For federal reporting purposes, OSU reports data for two campuses: the “Main” campus, which includes all activity except Cascades (including Ecampus), and the OSU-Cascades campus (see Figure 1). For planning purposes, it is often valuable to distinguish Ecampus-only enrollment and activity from traditional face-to-face enrollment and activity. Some metrics are reported for Corvallis, which excludes both Ecampus and OSU-Cascades. Where appropriate, available and informative, metrics are also presented for the university as a whole, OSU-Cascades alone, and Ecampus alone.

**Figure 1: OSU Campus Breakdowns**



Finally, some metrics are contingent on the availability of data and additional clarification of variable definitions. Those are noted in the table below under the “Notes” column.

**OREGON STATE UNIVERSITY – STRATEGIC METRICS**

| Category  | Metric   | Benchmarks |           |            | Campus     |      |             |          | Notes |         |
|---|--|------------|-----------|------------|------------|------|-------------|----------|-------|---------|
|   |  | Top LG     | Next Tier | Public R1s | University | Main | Corvallis + | Cascades |       | ECampus |
| <b>SP4.0 Goal I:<br/>Preeminence in<br/>Research,<br/>Scholarship, and<br/>Innovation</b>         | Total R&D Expenditures   | ✓          | ✓         | ✓          | ✓          |      |             |          |       | 1       |
|   | Total R&D Expenditures per Tenure Track/Tenured Faculty Member (T/TT FM) | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Federal R&D Expenditures   | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Federal R&D Expenditures per T/TT FM                                     | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | USDA, State and Industrial Research Funding                              | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | USDA, State and Industrial Research Funding per T/TT FM                  | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Doctorates Awarded   | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Doctorates Awarded per T/TT FM   | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Honors and Awards  | ✓          | ✓         | ✓          | ✓          |      |             |          |       | 2       |
|   | Honors and Awards per T/TT FM  | ✓          | ✓         | ✓          | ✓          |      |             |          |       | 2       |
|   | Publication Citations  | ✓          | ✓         | ✓          | ✓          |      |             |          |       | 2       |
|   | Publication Citations per T/TT FM  | ✓          | ✓         | ✓          | ✓          |      |             |          |       | 2       |
|   | Number of Postdoctoral Appointees  | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Number of Postdoctoral Appointees per T/TT FM                            | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
|   | Invention Disclosures  | ✓          | ✓         | ✓          | ✓          |      |             |          |       |         |
| Licensing Revenue   | ✓  | ✓          | ✓         | ✓          |            |      |             |          |       |         |
| Number of Journal Editorships/Associate Editorships   |  |            |           | ✓          |            |      |             |          | 2     |         |
| <b>SP4.0 Goal II:<br/>Transformative<br/>Education that is<br/>Accessible to All<br/>Learners</b> | First Year Retention Rate  | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |
|   | First Year Retention Rate—Pell Eligible Students                         | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |
|   | First Year Retention Rate—Historically Underrepresented Students         | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |
|   | Four-year Graduation Rate  | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |
|   | Four-year Graduation Rate—Pell Eligible Students                         | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |
|   | Four-year Graduation Rate—Historically Underrepresented Students         | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |       |         |



**OREGON STATE UNIVERSITY – STRATEGIC METRICS**

| Category   | Metric   | Benchmarks |           |            | Campus     |      |             |          |         | Notes |
|--|--|------------|-----------|------------|------------|------|-------------|----------|---------|-------|
|  |  | Top LG     | Next Tier | Public R1s | University | Main | Corvallis + | Cascades | ECampus |       |
|  | Six-year Graduation Rate   | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |         |       |
|  | Six-year Graduation Rate—Pell Eligible Students                            | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |         |       |
|  | Six-year Graduation Rate—Historically Underrepresented Students            | ✓          | ✓         | ✓          |            | ✓    | ✓           | ✓        |         |       |
|  | Junior Transfer Four-year Graduation Rate                                  | ✓          | ✓         | ✓          |            |      | ✓           | ✓        | ✓       |       |
|  | Degrees in Designated Shortage Areas (Engineering and Computer Science)    |            |           |            |            | ✓    |             | ✓        |         |       |
|  | Percent Graduating Seniors with Experiential Learning                      |            |           |            |            |      | ✓           | ✓        |         |       |
|  | Percent Graduating Seniors Satisfied with Degree/Educational Experience    |            |           |            |            |      | ✓           | ✓        |         |       |
|  | Percent High Achieving Oregon High School Graduates                        |            |           |            |            |      | ✓           | ✓        |         |       |
|  | Average Undergraduate Student Debt at Graduation                           |            |           |            |            |      | ✓           | ✓        | ✓       |       |
|  | Percent of Undergraduate Financial Need Met Through Gift Aid (All Sources) |            |           |            |            |      | ✓           | ✓        | ✓       |       |
| <b>SP4.0 Goal III: Significant and Visible Impact in Oregon and Beyond</b> | Degrees Awarded—Total  | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Undergraduate Degrees Awarded  | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Undergraduate Degrees Awarded per Lagged Enrollment                        | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Graduate Degrees Awarded   | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Dollars Leveraged per Appropriated Dollars for Statewides (SWPS) Research  |            |           |            | ✓          |      |             |          |         |       |
|  | Number of Companies with Active Contracts                                  |            |           |            | ✓          |      |             |          |         | 2     |
|  | Number of Active International Partnerships                                |            |           |            | ✓          |      |             |          |         | 2     |
|  | Percent Oregon Resident Undergraduates from Rural Counties                 |            |           |            |            |      | ✓           | ✓        | ✓       | 2     |
|  | Number of Professional and Continuing Education Courses Delivered          |            |           |            | ✓          |      |             |          |         | 2     |
|  | Student Credit Hours Delivered   |            |           |            | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Student Credit Hours Delivered at Portland Center                          |            |           |            | ✓          |      |             |          |         |       |
| Student Credit Hours Delivered at OSH Hatfield Marine Science Center       |  |            |           | ✓          |            |      |             |          |         |       |
| <b>SP4.0 Goal IV: A Culture of Belonging,</b>                              | Percent Oregon Resident Students, Undergraduate and Graduate               |            |           |            | ✓          |      | ✓           | ✓        | ✓       |       |
|  | Percent Domestically Underrepresented Students, Undergraduate and Graduate | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |

**OREGON STATE UNIVERSITY – STRATEGIC METRICS**

| Category  | Metric   | Benchmarks |           |            | Campus     |      |             |          |         | Notes |
|---|--|------------|-----------|------------|------------|------|-------------|----------|---------|-------|
|   |  | Top LG     | Next Tier | Public R1s | University | Main | Corvallis + | Cascades | ECampus |       |
| <b>Collaboration, and Innovation</b>                          | Percent Historically Underrepresented Students, Undergraduate and Graduate | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|   | Percent International Students, Undergraduate and Graduate                 | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|   | Percent Pell-eligible Students   | ✓          | ✓         | ✓          | ✓          |      | ✓           | ✓        | ✓       |       |
|   | Percent Historically Underrepresented T/TT Faculty                         | ✓          | ✓         | ✓          | ✓          |      |             |          |         |       |
|   | Percent Female T/TT Faculty  | ✓          | ✓         | ✓          | ✓          |      |             |          |         |       |
|   | Percent Female T/TT Faculty in STEM Disciplines                            |            |           |            | ✓          |      |             |          |         |       |
|   | Percent Historically Underrepresented Fixed Rank/Instructor Faculty        |            |           |            | ✓          |      | ✓           | ✓        |         |       |
|   | Percent Historically Underrepresented Fixed Term/Research Faculty          |            |           |            | ✓          |      | ✓           | ✓        |         |       |
|   | Percent Historically Underrepresented Professional Faculty                 |            |           |            | ✓          |      | ✓           | ✓        |         |       |
|   | Percent Historically Underrepresented Classified Staff                     |            |           |            | ✓          |      | ✓           | ✓        |         |       |
|   | Percent Tenured after Six Years, Underrepresented TT Faculty               |            |           |            | ✓          |      |             |          |         |       |
|   | Percent Tenured after Six Years, All/Male/Female TT Faculty                |            |           |            | ✓          |      |             |          |         |       |
| Number of Intra-institutional Faculty Research Collaborations |  |            |           | ✓          |            |      |             |          | 2       |       |
| <b>Resources &amp; Resource Stewardship</b>                   | Annual Private Giving  | ✓          | ✓         | ✓          | ✓          |      |             |          |         |       |
|   | Academic Expenditures as a Percent of Total E&G Expenditures               |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Education and Related Expenditures per Degree                              |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Average Tuition and Fee Net Discount Rate                                  |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Dollar Value of Deferred Maintenance                                       |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Dollars Invested in Capital Projects—Non-auxiliary Units                   |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Net Square Footage per Faculty Member—T/TT                                 |            |           |            |            | ✓    |             | ✓        |         |       |
|   | Net Square Footage per Student FTE   |            |           |            |            | ✓    |             | ✓        |         |       |
| <b>Context</b>  | Undergraduate Enrollment FTE   | ✓          | ✓         | ✓          |            |      | ✓           | ✓        | ✓       |       |
|   | Oregon Resident Undergraduate Enrollment FTE                               |            |           |            |            |      | ✓           | ✓        | ✓       |       |
|   | Historically Underrepresented Undergraduate Enrollment FTE                 | ✓          | ✓         | ✓          |            |      | ✓           | ✓        | ✓       |       |

**OREGON STATE UNIVERSITY – STRATEGIC METRICS**

| Category | Metric  | Benchmarks |           |            | Campus     |      |             |          |         | Notes |
|----------|---|------------|-----------|------------|------------|------|-------------|----------|---------|-------|
|          |   | Top LG     | Next Tier | Public R1s | University | Main | Corvallis + | Cascades | ECampus |       |
|          | Graduate Enrollment FTE   | ✓          | ✓         | ✓          |            |      | ✓           | ✓        | ✓       |       |
|          | Oregon Resident Graduate Enrollment FTE   |            |           |            |            |      | ✓           | ✓        | ✓       |       |
|          | Historically Underrepresented Graduate Enrollment FTE   | ✓          | ✓         | ✓          |            |      | ✓           | ✓        | ✓       |       |
|          | Headcount Total Instructional Faculty—T/TT and Fixed Term                                       | ✓          | ✓         | ✓          | ✓          |      |             |          |         |       |
|          | Pct Freshmen Not Retained that Enrolled in Following 2 <sup>nd</sup> Winter/Spring              |            |           |            | ✓          |      |             |          |         |       |
|          | Pct Freshmen Not Retained that Enrolled in Community College (DPP) in 2 <sup>nd</sup> Fall      |            |           |            | ✓          |      |             |          |         |       |
|          | New Ecampus Transfer Percent Beginning with Less than 23 credits                                |            |           |            |            |      |             |          | ✓       |       |
|          | New Ecampus Transfer Percent Beginning with More than 66 credits                                |            |           |            |            |      |             |          | ✓       |       |
|          | Ecampus Junior Transfer 4 Yr Grad Rate who completed 18 credits or less in 1 <sup>st</sup> year |            |           |            |            |      |             |          | ✓       |       |
|          | Ecampus Junior Transfer 4 Yr Grad Rate who completed 36+ credits in 1st year                    |            |           |            |            |      |             |          | ✓       |       |
|          | Headcount T/TT Faculty  | ✓          | ✓         | ✓          | ✓          |      |             |          |         |       |
|          | Average Undergraduate Financial Need  |            |           |            |            |      | ✓           | ✓        |         |       |

**BENCHMARKS**

**Top Land Grant:** Ohio State University | Pennsylvania State University | Purdue University | University of California, Davis | University of Florida | University of Illinois at Urbana-Champaign | University of Wisconsin, Madison

**Next Tier:** Colorado State University | Iowa State University | North Carolina State University | University of California, Riverside | University of Tennessee | Washington State University

**NOTES**

1. Metrics for all public R1s (e.g., median or mean value) will be incomplete for prior years and potentially for some current years, depending on the availability of data.
2. Metric is tentative and dependent on the ability to assemble reliable data sources and/or consistent series across benchmarks.