

Preparing for  
the Future

*Strategic*

*Planning at*

*Oregon State*

*University*

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*September 1987*

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Dear Oregon State colleagues and friends,

Some time ago, Oregon State University started an ambitious task, that of setting its course for the next five to ten years. Faculty, students, staff, alumni, and friends all took active roles in a complex long-range planning process. Together, we assessed the university's changing external environment, evaluated its institutional capabilities, articulated the university's mission, examined special topics, prepared unit plans, and helped refine this planning document. All this was guided by the President's Long-Range Planning Commission. To its members, Pete Fullerton, Kinsey Green, Warren Hovland, Steve Lawton, and Bud Weiser, we are indebted.

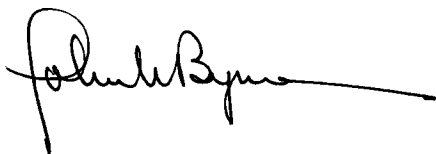
Publication of this planning document marks the close of the first phase of a continuing planning process. It also marks the opening of the second phase, that of executing our plans. Achieving each of the goals and objectives of the four broad challenge areas expressed here will be the responsibility of Oregon State's vice presidents. The deans and directors who head the 23 individual planning units will carry out the plans they and their colleagues developed.

For most of us who participated in the planning process, the dynamic nature of this comprehensive research university has been driven home. Even as we assessed our capabilities, some of those capabilities changed; even as we published this document, some of its objectives were already met. Planning is not finite; it is dynamic and must be continuing. We are committed to vigorous biennial review and to updating of our plans. We will designate staff whose job it will be to monitor progress toward our goals and to advise on what we must do to assure steady progress.

This document is not a catalog of all that Oregon State will do. Instead, it deals primarily with broad issues affecting more than a single college or planning unit and for which we anticipate change. The excellence for which Oregon State is known in science, technology and natural resources will be enhanced. Men and women educated here enter a world in which scientific and technical knowledge is necessary, but it is not sufficient. Oregon State University must also help all to understand and appreciate our humanity, our arts, our history, and the ethics and morality essential to the decisions they will make. To that end, we intend to strengthen our university.

Together, our energy and commitment to excellence will determine how well OSU carries out its mission in the years ahead. As always, your ideas, your suggestions, and your efforts are welcome.

Sincerely,

A handwritten signature in black ink, appearing to read "John V. Byrne", with a long horizontal flourish extending to the right.

John V. Byrne

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## INTRODUCTION

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Oregon State's strategic planning process has been the focus of more than a year of concentrated effort throughout the University. These activities, coordinated by the University's Long-Range Planning Commission, have resulted in a number of key planning documents:

- a statement of mission
- an assessment of the external environment
- an evaluation of institutional capabilities
- a list of basic planning assumptions for Oregon State
- detailed college and service unit management plans
- task force analyses of broad University issues

The planning process developed by the Long-Range Planning Commission has called for wide-ranging participation in the plan's development and continuing refinement of its content. *Preparing for the Future* provides a basic foundation for such planning. Derived from the above planning activities, this document presents the goals, objectives, and action plans serving as the framework for Oregon State's strategic plan. It is the first step of a dynamic planning process that will continue into the future.

*Preparing for the Future* is a guide for change and a call to action. It provides the framework for a long-range strategic plan. Over the next six months, as priorities are refined and goals are reflected in University budget items and in unit management plans, it will become Oregon State's strategic plan. This document addresses institution-wide concerns; the more detailed unit-specific goals are presented in the individual college and service unit management plans. It does not include everything done at the University, nor does it identify the magnitude of resources required for implementation. The document seeks to emphasize areas needing special attention in the near future.

Planning at Oregon State will be a dynamic and continuing process. It will involve constant participation by OSU's faculty, staff, students, and external clientele. Each of the university's vice presidents will be responsible for detailed development and achievement of specific goals of the strategic plan. Deans will be responsible for implementing their college's management plan. Progress in each unit of the University will be reviewed twice each year, and the entire plan will be thoroughly reviewed and revised every two years.

The Long-Range Planning Commission has provided the leadership in development of this planning process for Oregon State University. They have worked individually with planning unit leaders to refine the college and service unit management plans and have developed the goals, objectives, and action plans for the University's strategic plan. Their dedication to this task and deep sense of concern for the University is evident in this document. The commission members are Conrad "Bud" Weiser, Kinsey Green, Dwight "Pete" Fullerton, Warren Hovland, and Steve Lawton. Stefan Bloomfield assisted the commission as liaison from the President's Office.

In carrying out its planning responsibilities, the commission relied upon studies from a number of special committees and task forces. Appendix A presents the chronology of the planning process and identifies the many individuals who contributed to the plan's development. Appendix B presents the planning assumptions underlying the commission's report.

## PREPARING FOR THE FUTURE

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Preparing for the future is a fundamental obligation for Oregon State University. It is Oregon State's responsibility, through instruction, to prepare students for unknown challenges ahead. It is Oregon State's responsibility, through research, to create new knowledge for the economic, social, and intellectual development of our society. It is Oregon State's responsibility, through service, to put such knowledge in the hands of those who can use it.

Oregon State today is a university of great diversity. It has particularly strong programs of research and public service in the sciences and resource-based disciplines, reflecting its Land Grant/Sea Grant missions. Its curriculum in the arts and letters provides the educational opportunities of a small liberal arts college, while its program of sponsored research rivals that of considerably larger universities. Although OSU is a single-campus university, it provides service through offices and research sites at more than 60 locations throughout Oregon, and sends students to affiliated campuses from Europe to Asia and Australia. For a public, comprehensive university its enrollment is modest, approximately 15,000 students, yet it awards more than 200 distinct undergraduate and graduate degrees. Although it is a major research university, it has maintained a long-standing reputation as a friendly and caring campus of strongly motivated students, faculty, and staff.

Oregon State's mission guides its programs and its planning. Initially charged with "promoting the liberal and practical education of the industrial classes in the several pursuits and professions in life," Oregon State has seen its mission successively broadened with the addition of responsibilities for research and service. OSU today recognizes the following statement of mission:

OREGON STATE UNIVERSITY serves the people of Oregon, the nation, and the world through education, research, and service.

Oregon State extends its programs throughout the world, and is committed to providing access and educational opportunities to minorities and to disabled and disadvantaged persons.

Oregon State has an inherent commitment to provide a comprehensive array of high-quality educational programs in the sciences, liberal arts, and selected professions. The University encourages students, both on and off campus, to develop an enriched awareness of themselves and their global environment.

Through research, Oregon State extends the frontiers of knowledge in the sciences, liberal arts, and in all aspects of natural, human, and economic resources. Oregon State contributes to the intellectual development and the economic and technological advancement of humankind.

As a Land Grant and Sea Grant university, Oregon State has a special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources. Unique programs of public service throughout Oregon supplement campus-based university teaching and research.

## The Challenges Ahead

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This mission provides the foundation for strategic planning—a foundation encompassing four major challenges for Oregon State University.

- The first challenge is to foster the intellectual and social growth of each of the persons served by Oregon State. Such human development is the fundamental concern of the University, representing its primary contribution to society.
- The second challenge is the creation of knowledge and beauty. While educated and enlightened students constitute the University's immediate contribution to society, newly created knowledge and artistry is an enduring legacy.
- The third challenge is effective use of the University's educational and creative talents to assist in the social and economic development of Oregon. Oregon State must offer its talents and skills beyond the traditional campus boundaries, extending its services to citizens throughout the state.
- The fourth challenge is to provide an environment within the university for successfully meeting the teaching, research, and service challenges. Establishing an environment for success is essential for Oregon State to fulfill its mission.

Oregon State University has identified twenty-one goals that respond to these challenges. Some of the goals deal directly with the fundamental programs of the University; others propose improvements in OSU's internal operations.

Focused action is the key to Oregon State's long-range planning. Goals are of little use if not accompanied by an action plan for their achievement. The plan must include tangible objectives assuring achievement of the goals and specific actions designed to accomplish the objectives. The following pages describe the goals, objectives, and actions developed in response to OSU's four major challenges.

## Human Development

Oregon State focuses on the future, and the future depends on people. Fostering human development, therefore, is our prime challenge. As a University, our first concern in human development will be for students—for their social development as individuals and intellectual development as informed participants in a democratic society.

The University is responsible for providing students with both the fundamental tools for their careers and with the ethical, moral, and humanizing philosophies with which to use these tools. A broad, well rounded education is essential for a student's intellectual development. Exposure to the breadth of human achievement helps students develop a perspective with which to understand and address complex societal problems. The University must assist students to think critically—to question and be skeptical without being cynical. Students must learn to write and speak clearly and with style, to master the principles of science and modern technology, and to appreciate artistic creativity and scholarly accomplishment.

A student's personal development is influenced also by events outside the classroom. It is important that students understand cultures other than their own, and that they have access to co-curricular social, cultural, and athletic opportunities that promote their growth as individuals.

In support of this challenge to foster human development, Oregon State will pursue the goals and objectives shown in Table 1. These goals focus on refining and developing the University's curriculum and improving its environment for learning and personal growth.

Oregon State's primary focus will continue to be on the provision of a high-quality undergraduate education for all students who qualify for admission. All students graduating from OSU should possess an appreciation of the intellectual life and a desire to pursue knowledge as a life-long activity.

High priority will be given to the review and revision of the University's total academic and co-curricular program. The resulting curriculum will acknowledge the vital role of the professions even as it provides a broad introduction to the letters, arts, and the sciences. A revitalized General Education program will emphasize integrative and interpretive learning as it challenges all students to develop critical thinking and communication skills. We will enhance programs that provide opportunities for the brightest students, and strengthen the international and cross-cultural dimensions of the University's curriculum.

Table 1

### GOALS FOR HUMAN DEVELOPMENT

#### **Enhance the university environment for learning, creativity, exchange of ideas and personal development.**

- Stimulate intellectual pursuit and foster the desire to pursue knowledge as a life-long activity.
- Strengthen and enlarge co-curricular offerings.
- Enable faculty to function more effectively and with a sense of academic freedom and collegiality.
- Increase opportunities for cultural experiences, cultural diversity, and student-faculty contacts.
- Enhance the physical infrastructure that facilitates student learning and study.
- Encourage personal awareness and responsibility for maintenance of health and physical well-being.

Table 1 continued.

**Develop curricula that are responsive to change.**

- Establish continuing review procedures for existing curricula.
- Modify General Education requirements to emphasize critical thinking skills.
- Strengthen the curriculum.
- Establish procedures for evaluating contributions of each unit and for recommending either growth or curtailment of programs.
- Determine whether needs of society and the professions are being adequately met.

**Strengthen the critical thinking and communication skills of students.**

- Strengthen curricula to support communication and critical thinking.
- Enhance the resources that are devoted to helping students develop critical thinking and communication skills.
- Emphasize critical thinking and communication skills by integrating them into University requirements and activities.
- Grant degrees only to those students demonstrating skills in critical thinking and communication.

**Strengthen the humanities, social sciences, and the arts.**

- Strengthen the quality and increase the scholarly productivity of the College of Liberal Arts.
- Provide additional curricular opportunities that expose all students to the arts, humanities, and social sciences.
- Enhance the co-curricular offerings in the liberal arts.
- Increase exposure of College of Liberal Arts students to concepts in technological and professional fields.
- Establish graduate programs of unique strengths.

**Broaden the University's international perspective and focus its activities.**

- Strengthen the international dimensions of the University's curriculum.
- Expand the international perspective of the University's faculty.
- Enlarge and consolidate University services that support international activities.
- Expand and strengthen the University's liaison with its international constituents.

**Improve student retention and increase the enrollment of outstanding students.**

- Improve the retention rate of students by enhancing the quality of student life.
- Develop a coordinated and University-wide recruitment program.
- Strengthen and expand the recruitment of undergraduate students.
- Increase the enrollment of outstanding graduate students.
- Expand financial aid available to students.

**Strengthen advising and support services for students.**

- Increase efficiency of academic records management in order to increase advising effectiveness.
- Provide professional development experiences for faculty to increase competence in advising and counseling roles.
- Establish systems for encouraging personal student/faculty relationships.
- Improve programs to help students adjust to University life.
- Emphasize advising and counseling services for all students, and especially for special student populations: international, older-than-average, minorities, female, disabled, transfer, and gifted students.

The University's optimal enrollment, with current staff and facilities, is about 16,200 students. Recruitment efforts will be strengthened to increase the enrollment of outstanding students, both undergraduate and graduate. Their study at Oregon State will be enhanced through improved programs to help students adjust to University life and a renewed emphasis on personal student/faculty relationships throughout the University.

## Creation of Knowledge and Beauty

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Increasing and perfecting the world's knowledge and adding to its beauty and culture is a challenge fundamental to Oregon State's role as a university. As the Land Grant/Sea Grant university of the state of Oregon, OSU has a particular mandate to create knowledge useful to the citizen. Society also benefits as faculty and students reach their creative potential through scholarly research and through the creation and production of art, music, literature, and drama. Creative activities in the University contribute to the future growth of the collective wisdom that defines our civilization.

In support of the challenge to create knowledge and beauty, Oregon State will pursue the goals and objectives shown in Table 2. These goals focus on strengthening and sustaining the research and scholarly activities of the University, including the graduate programs that are an intrinsic part of University research, scholarship, and creativity.

Oregon State will foster creativity by giving high priority to resources and facilities needed to accelerate the quest for knowledge and the creation of beauty. In research, the University will pursue excellence by building on its strengths. Particular attention will be given to opportunities in interdisciplinary areas of research in the environmental, biological, material, marine, and economic sciences.

Graduate program development will receive special priority, building upon the University's strong research base. Existing programs will be reviewed for refinement or restructuring. Expanded graduate enrollment will be pursued to achieve optimum student levels in existing programs, and new programs will be initiated to meet OSU's mission as a comprehensive university. Particular consideration will be given to new interdisciplinary graduate programs in areas for which Oregon State already possesses special faculty expertise.

Table 2

### GOALS FOR CREATING KNOWLEDGE AND BEAUTY

#### **Sustain and expand research excellence and artistic creativity.**

- Strengthen the foundations of research and artistic creativity at the University.
- Enhance the University's visibility and reputation in research and artistic creativity.
- Sustain research excellence in the sciences.

#### **Expand the frontiers of knowledge by strengthening interdisciplinary activities.**

- Analyze the University's academic structure from the perspective of strengthening interdisciplinary activities.
- Stimulate and reward interdisciplinary scholarship.
- Refine administrative policies to improve interdisciplinary cooperation.
- Establish new graduate programs in established fields of study where there are qualified faculty in two or more colleges, and in evolving interdisciplinary fields of scientific and human advancement, institutional strength, or societal need.

#### **Improve the quality of graduate education, develop new programs, and increase graduate enrollment.**

- Strengthen existing graduate programs.
- Combine or eliminate some graduate programs.
- Establish new graduate programs
- Increase graduate enrollment in selected areas, and improve recruitment of outstanding graduate candidates.

## Assistance to Oregon's Social and Economic Development

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Since its establishment, Oregon State University has addressed the challenge of directly serving the citizens of Oregon. The concept of such service is inherent to the Land Grant tradition; federal laws assert this challenge and help provide resources to meet it.

Over the years this challenge has become specific, emphasizing applied research and the direct dissemination of knowledge through extension. By making the talents and skills of faculty available beyond the traditional campus, we effectively extend the University to all citizens of the state.

Through the individualized activities of OSU's Extension Service and other service units, and via more formal instruction provided through continuing education, OSU contributes in a direct manner to the social and economic development of Oregon citizens.

In support of the historic challenge to assist in the social and economic development of Oregon, Oregon State will pursue the goals and objectives shown in Table 3. These goals will improve the University's ability to recognize and address the basic needs of the state, and increase the effectiveness of its outreach through extension and continuing education programs.

Table 3

### GOALS FOR ASSISTING THE ECONOMIC AND SOCIAL DEVELOPMENT OF OREGON

#### **Contribute to the social and economic development of Oregon.**

- Provide students with the knowledge and skills required to participate in the social and economic development of Oregon and the region.
- Conduct basic and applied research that addresses Oregon's social and economic potentials.
- Focus the University's continuing education and extension programs on the social and economic needs of Oregon citizens and businesses.
- Strengthen instruction, extension, and research programs that relate to the social needs of Oregon citizens.

#### **Extend research-based knowledge to Oregon citizens through Extension and service programs.**

- Implement interdisciplinary program focus areas in addition to strengthening the substance of existing programs.
- Establish a system for regularly evaluating the impact of Extension programs.
- Develop a plan for future funding of Extension to provide continuity and assure adequate support for high priority programs.
- Enhance the quality of Extension faculty.
- Encourage faculty and students to extend research-based knowledge and services to Oregon residents.

#### **Focus the University's continuing education efforts.**

- Promote the mission of OSU continuing education as a life-long learning program for citizens with at least a baccalaureate degree, with emphasis on special capabilities of the University.
- Expand the number and diversity of upper division off-campus and evening courses, professional programs and workshops, and degree programs offered by the University for nontraditional students.
- Increase the use of nontraditional delivery methods to reach adult learners throughout the region.
- Develop a new model for OSU continuing education based in the academic units, with central provision of support services, publicity, and venture capital.
- Encourage a strong partnership of continuing education with OSU Extension and the private sector.

In recognition of their fundamental contribution to Oregon's economic base, OSU's programs in agriculture, engineering, and forestry will continue to receive high priority. Similar priority will be extended to programs in business, and those that draw upon Oregon State's extensive expertise in international trade and development. Special attention will also be given to specific programs in the social sciences, health, and education that directly serve the social development needs of Oregon.

The University's extension and continuing education programs will focus strongly on the social and economic needs of individual citizens and organizations within Oregon. Continuing education will emphasize programs drawing upon the special expertise within the University, offering courses to augment the knowledge and skills of Oregonians already possessing a baccalaureate degree. Traditional areas of assistance to the state will be augmented through development of interdisciplinary programs in economic development, human development, natural resources conservation and management, and leadership development.

## An Environment for Success

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The foregoing challenges relate directly to the mission of Oregon State University. The University can meet these challenges only if it has adequate and appropriate human, financial, and physical resources. OSU's faculty and staff must be exceptional; its facilities, equipment, and libraries must be suitable for the task; its administrative support systems must increase the effectiveness of faculty, staff, and students.

The challenges must also be met in a manner reflecting the character of Oregon State University. Faculty and staff should reflect the ethnic and gender composition of the society they serve; services should be provided in creative and cost-effective ways; the efforts of faculty and staff should be multiplied through imaginative partnerships and cooperative ventures with other appropriate organizations.

As we look to the future, resources will no doubt be limited. Innovative approaches to instruction, research, and service are needed to extend the benefits of available resources. The citizens of Oregon need a renewed understanding and appreciation of OSU's mission and the services it renders if they are to further support us in these endeavors.

In support of the challenge to create an environment that promotes continued fulfillment of the University's mission, Oregon State will pursue the goals and objectives shown in Table 4. The goals address the human and physical resources required to fulfill OSU's mission, and identify improvements in the University's organization and operations that will establish an environment for success.

Table 4

### GOALS FOR ESTABLISHING AN ENVIRONMENT FOR SUCCESS

#### **Attract, develop, and retain faculty and staff committed to excellence.**

- Increase faculty salaries to a competitive level, bringing OSU into the top 35 percent of institutions by 1995.
- Strengthen programs and rewards focused on improvement of teaching quality.
- Develop and implement a University-wide system for faculty development, with primary responsibility in the academic and support units.
- Recognize faculty excellence in all its forms.
- Clarify and strengthen personnel policies.
- Recruit nationally and internationally known scholars to accept faculty positions.
- Expand educational and job options for classified and management service employees.

#### **Expand educational and professional opportunities for members of minorities, women, disadvantaged and disabled persons.**

- Enhance the university environment to accommodate the curricular, co-curricular, and professional needs of women, minority, disadvantaged and disabled students, faculty, and staff.
- Expand efforts to sensitize members of the University community to the special needs of women and minority and disabled students, faculty, and staff.
- Intensify efforts to attract women and minority faculty and staff members within all University departments.
- Intensify efforts to recruit and retain women and minority students to all undergraduate and graduate programs of the university.

#### **Develop responsive leadership and streamline administrative procedures.**

- Encourage and reward administrative behavior that demonstrates concern, courtesy, responsiveness, and flexibility.
- Continue the development of new University-wide budgeting and planning procedures.
- Improve internal communications to make them more effective, more timely, and more efficient.
- Analyze and streamline procedures involved in routine University activities.

Table 4 continued.

**Improve facilities and equipment to enhance institutional capabilities.**

- Allocate space and facilities in accord with approved academic plans.
- Establish priorities for capital construction and renovation.
- Replace out-of-date equipment.
- Improve services of the University's physical plant.
- Develop alternative funding sources for new capital construction.

**Improve the library to enhance the University's capabilities.**

- Identify content areas and collections of greatest deficiency and begin to correct them systematically.
- Increase the level of support for the library in order to qualify for membership in the Association of Research Libraries (ARL).
- Increase financial support for the library in order to strengthen collections and extend service to users.
- Coordinate efforts with other libraries both within and outside the Oregon State System of Higher Education.

**Strengthen University computing.**

- Restructure University computing and strengthen its organization.
- Enrich the University's general access computing resources.
- Emphasize the integration of computing into the University's academic programs.

**Emphasize cooperation with other institutions and agencies.**

- Develop cooperative graduate degree-granting programs with sister institutions.
- Articulate a strong OSU commitment to cooperative programs.
- Provide objective analyses and impact assessments on public policy issues in areas of OSU expertise to Oregon citizens and governments.
- Expand appropriate working relationships with the private sector to serve Oregon industries and businesses.

**Improve the University's public relations and development activities.**

- Develop a strong promotional program to market OSU and its programs.
- Enhance the University's ability to provide information to external constituencies.
- Enhance competitiveness and visibility of OSU's intercollegiate athletics program as a member of the Pac-10 Conference.
- Improve the quality and effectiveness of all University publications and radio and television broadcasts.
- Strengthen and coordinate the University's diverse development efforts.
- Broaden the base of alumni participation and support of University activities.
- Enhance the visibility of the University by increasing the scope of OSU conference services.

The highest priority among these environmental factors will be given to further development of the University's faculty and staff. The University will do all it can to attract and retain outstanding faculty and staff. Reward systems will be reviewed to assure they provide appropriate incentives for the full range of faculty and staff duties; special attention will be given to enhancing the University environment for women and members of ethnic minorities.

The maintenance and improvement of University facilities requires priority attention. New construction will be sought for such projects as the Agriculture II building, a new wing for the Kerr Library, and a major building for the College of Liberal Arts. Legislative appropriations will be requested for buildings most appropriately funded by the state. A major capital campaign will be initiated to finance buildings less likely to receive state funding.

Priority in academic support will be given to the enhancement of library holdings and services, and to the provision of computing services on a campus-wide basis so that all faculty, staff, and students will have access to computers. Replacement of laboratory and classroom equipment is likewise a high priority in support of basic University programs.

All of these challenges must be met. Although emphasis may shift over time, no goal can be overlooked; all are essential for the full discharge of the University's mission.

Oregon State's mission reflects both state and federal mandates for education, research, and service. As the state's Land Grant/Sea Grant university, its programs are tightly woven into the social and economic fabric of the state. Accordingly, high-quality education for Oregon citizens and assistance in the wise and effective use of human and natural resources dominate the priorities of the University.

The demands to improve our University are great; the resources are limited. Oregon State's strategy has been to develop a plan that transcends the shifting political and funding priorities of the state by anticipating the need to reallocate internal resources and to search for new sources of external funding. We must do whatever we can to improve Oregon State now.

Taken together, the objectives and action plans establish an ambitious agenda of decision making, resource allocation and reallocation and, in some cases, reorientation of institutional priorities, concept and ethic. Their implementation will require further detailed elaboration and oversight by appropriate executive officers, academic leaders, and members of University committees and commissions; their ultimate success will require the support and active participation of all members of the University's faculty and staff.

As we do this, we must preserve the character of this University. Oregon State is justifiably proud of its reputation for integrity and dignity. Above all, OSU is noted for its attitude of caring—caring for its students and for all others whom it serves. Our recognition in Oregon as the people's university has not come lightly. That recognition must be maintained and enhanced as we prepare for the future.

## **1. ENHANCE THE UNIVERSITY ENVIRONMENT FOR LEARNING, CREATIVITY, EXCHANGE OF IDEAS AND PERSONAL DEVELOPMENT**

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A primary goal of the university is the creation of an environment that fosters and rewards excellence, promotes the desire for life-long learning, stimulates the search for creative thought, provides the opportunities and resources for the discovery and exchange of ideas and nourishes the personal growth of individuals.

Oregon State University seeks to provide students with the skills, understanding, and attitudes that enable them to participate effectively in a democratic society. This requires curricula that motivate and encourage students to enlarge their understanding of themselves, the physical world, and the social, political, economic, and cultural world of ideas. The University provides a variety of instructional experiences that enable students to think critically, solve problems, and analyze and evaluate a broad range of issues. It aims to reduce provincialism, foster openness, and encourage the free flow of ideas which can be explored, challenged, debated, and refined. It also seeks to provide a balanced co-curricular program which includes student activities, sports programs, convocations, guest lectures, concerts, theater performances and art exhibits. These activities are designed to help the individual gain self-awareness, self-knowledge, and self-confidence.

An effective faculty requires an environment that is conducive to creativity and productivity in research, and where teaching excellence and service to the University and community is recognized and rewarded. Opportunities for interdisciplinary dialogue and research facilitate the exchange of ideas and create a spirit of collegiality.

An administrative structure responsive to the needs of faculty and students will seek also to assure that University decisions are both equitable and humane. The role of the staff in supporting faculty, students, and the general public will be recognized as a vital part of the University community. An attractive, functional physical environment is essential. Appropriate facilities will be provided for all units.

Oregon State University aims to be a university of distinction which is recognized for the quality of life experiences here by being a scholarly, attractive, and friendly campus.

## OBJECTIVES AND ACTION

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1. **Stimulate intellectual pursuit and foster the desire to pursue knowledge as a life-long activity.**
  - Review and restructure the Honors Program.
  - Stimulate interest in the academic life by increasing the number of Presidential Scholarship students.
  - Offer small seminars for freshmen taught by top faculty.
  - Create college awards for undergraduate research and scholarly activity.
  - Establish a Provost's prize for outstanding student achievement in the arts.
2. **Strengthen and enlarge co-curricular offerings.**
  - Increase the number of students participating in co-curricular activities.
  - Increase the number of forums on social, political, and international issues involving foreign students and participants from off-campus.
  - Establish special lectureships and an artists-in-residence program designed to bring nationally recognized individuals to OSU.
  - Strengthen student participation in University governance and support a strong and active student association.
3. **Enable faculty to function more effectively and with a sense of academic freedom and collegiality.**
  - Clarify promotion and tenure guidelines and policies and inform people about them.
  - Respond to faculty needs for libraries, computing facilities and space allocation. (See also Goals 17, 18, and 19.)
  - Reward faculty for service on councils and committees and for service to the university community.
  - Provide support for a University Club.
  - Increase faculty development opportunities. (See also Goal 14, objective 3.)
  - Clarify faculty grievance procedures.
  - Provide access to child-care services.
4. **Increase opportunities for cultural experiences, cultural diversity, and student-faculty contacts.**
  - Increase student and faculty involvement in international programs, foreign student activities, and exchange programs.
  - Encourage school and department faculty-student meetings and retreats.
  - As part of General Education, encourage attendance at art exhibits, concerts, conferences, theatrical performances, and university-wide lectures.
  - Employ additional qualified women and minority faculty and staff to broaden students' experience and provide role models.
  - Increase university-community contacts through internships, community service activities, and utilization of community residents as instructional resources.
  - Encourage faculty involvement with student living groups and establish houses organized around academic themes.
  - Strengthen interaction between ASOSU and Faculty Senate senators.
5. **Enhance the physical infrastructure that facilitates student learning and study.**
  - Provide increased access for students to computers.
  - Increase the study areas available for student use.
  - Expand the number of hours the library is open.
6. **Encourage personal awareness and responsibility for maintenance of health and physical well-being.**

## 2. DEVELOP CURRICULA THAT ARE RESPONSIVE TO CHANGE

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The State Board of Higher Education has charged Oregon State University with the following mission:

“To provide a general education for its students so that they will acquire the knowledge, skills and wisdom for: (a) personal development and enrichment, particularly through arts and letters; (b) responsible participation in a democratic society; (c) an understanding of the scientific methodology which has wrought a revolution in the ways of knowing and the extent and application of knowledge; and (d) an understanding of other cultures and natures as well as our own.”

The heart of a student's experience at the University is the content of the curriculum each pursues. As its central responsibility, the faculty continually monitors, evaluates, and adapts curricula to developments in the disciplines and to the dynamic socio-economic environment.

Programs of study generally reflect the strengths of individual units but the university must provide a mechanism for reviewing and reevaluating the educational experience of *all* students. The General Education core of the curricula needs thorough review and revision. Given the limited and shifting nature of resources, new curricular initiatives may require discontinuing or curtailing marginal programs, consolidating overlapping programs or both.

## OBJECTIVES AND ACTION

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1. **Establish continuing review procedures for existing curricula.**
  - Examine actual programs of both present students and recent graduates to assess the effectiveness of General Education requirements.
  - Redefine the role of the Curriculum Council of the Faculty Senate in determining policy issues.
  - Review current procedures used in curriculum coordination.
  - Require program reviews of all departments on a regular basis.
  - Assure participation by external reviewers in all program reviews.
  - Distribute program review reports to all affected units.
2. **Modify General Education\* requirements to emphasize critical thinking skills.**
  - Appoint an ad hoc General Education review council responsible to the vice president for academic affairs and to the Faculty Senate.
  - Emphasize moral and ethical dimensions in the General Education program.
  - Include ethnic and cross-cultural studies in the General Education program.
  - Insure that faculty members who contribute significantly to the General Education program are suitably rewarded in promotion and tenure decisions.
  - Review upper-division course offerings in General Education.
  - Strengthen existing laboratory courses and facilities.
3. **Strengthen the curriculum.**
  - Establish small seminars for freshmen.
  - Develop courses in information retrieval.
  - Provide opportunities that will enable all faculty and students to employ computing tools effectively.
  - Strengthen the Honors Program.
  - Encourage development of the international dimension in relevant curricula.
  - Emphasize preparation for participation in a democratic political system.
  - Include ethical issues in the required curricula of each of the professional colleges.
4. **Establish procedures for evaluating contributions of each unit and for recommending either growth or curtailment of programs.**
5. **Determine whether needs of society and the professions are being adequately met.**
  - Encourage use of advisory councils for all colleges.
  - Review job placement records and services to students and colleges.
  - Use alumni surveys to evaluate graduates' educational experiences.

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\*General Education is the set of curricula required for and common to all baccalaureate degrees.

### **3. STRENGTHEN THE CRITICAL THINKING AND COMMUNICATION SKILLS OF STUDENTS**

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Oregon State University seeks to ensure that each graduate will have developed the capabilities of an educated person, namely:

- to read and listen with understanding;
- to reason logically;
- to make informed, discriminating judgments; and
- to communicate orally and in writing with precision, accuracy, and effectiveness.

A university's curriculum and its teachers must emphasize the development of these traits among students. Our society needs individuals who can express ideas clearly and persuasively, who can solve problems, and who can manage people and resources. Not only are these traits important in all fields, but they are critical for effective citizen participation in a democracy.

## OBJECTIVES AND ACTION

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1. **Strengthen curricula to support communication and critical thinking skills, including weighing evidence, constructing arguments for or against a disputed proposition, detecting mistakes in reasoning (including one's own), clarifying issues, and solving problems.**
  - Reevaluate the requirements in writing, speech communication, critical thinking, logic, and mathematics as part of the General Education curricular review.
  - Eliminate use of remedial courses for satisfying communication skills requirements in General Education.
  - Articulate curriculum requirements with community colleges to assure that transfer students will possess adequate communication and critical thinking skills when they enter the University.
  - Develop masters degree program in technical-professional communications.
  - Encourage library staff to develop and teach courses on information retrieval.
2. **Enhance the resources that are devoted to helping students develop critical thinking and communication skills.**
  - Increase staff and resources for self-learning centers that help students develop skills in critical thinking.
  - Strengthen the English Language Institute programs to assure that international students have adequate skills, especially those who will be teaching assistants.
  - Assure faculty skills in these areas by providing development opportunities such as workshops and clinics.
3. **Emphasize critical thinking and communication skills by integrating them into University requirements and activities.**
  - Emphasize critical thinking in all University courses.
  - Institute a "Writing Across the Curriculum" plan.
  - Provide—in all colleges—courses that emphasize speaking skills.
  - Emphasize critical thinking and communication skills in college internship programs.
4. **Grant degrees only to those students demonstrating skills in critical thinking and communication.**
  - Provide diagnostic testing upon admission for all students entering the university.
  - Establish departmental certification requirements for writing and speaking competencies for upper-division standing.

#### **4. STRENGTHEN THE HUMANITIES, SOCIAL SCIENCES, AND THE ARTS**

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The humanities, social sciences, and the arts, together with the sciences, are the central disciplines of the University and constitute the core of General Education.

In an increasingly technological society, studies in the humanities provide an essential perspective about what it means to be a human being. Scholarship in the humanities encourages students to raise questions about values, to gain historical perspective, to engage in analysis and criticism, to enlarge their understanding of other peoples and cultures, and to explore ethical and religious issues. The social sciences offer insights and analyses of human behavior, social organizations, and trends. Anthropological, social, economic, and psychological analyses are essential components of education in all professions and programs of study. The arts provide spiritual experiences for the individual, foster self-expression and personal growth, and develop esthetic appreciation and enjoyment. In addition, the arts often serve as means of social commentary and critique. Design and esthetics are dimensions of people's lives everywhere. All three areas emphasize communication and critical-thinking skills.

Historically the humanities, social sciences, and arts have been underdeveloped and deemphasized at Oregon State University. It is one of the few Land Grant universities that does not have major graduate programs in the liberal arts. To effectively fulfill its mission, the University must strengthen these areas of education and scholarship, especially in areas of unique relevance to OSU students and programs. In addition, students in the liberal arts need courses in science, natural resources, technology, and computing to be adequately prepared for contemporary life. A new and vital dialogue between College of Liberal Arts students and faculty with the students and faculty of the College of Science and the other professional colleges is fundamental to OSU's Long-Range Plan.

Most of the work in the humanities, social sciences, and the arts is done in the College of Liberal Arts and therefore strengthening that unit is basic to achieving this goal. It should be noted, however, that several other colleges offer work in these areas and support for the social sciences is especially needed throughout the University.

## OBJECTIVES AND ACTION

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1. **Strengthen the quality and increase the scholarly productivity of the College of Liberal Arts.**
  - Selectively reduce teaching loads to allow more time for research, grant seeking, and scholarship.
  - Increase university and external funding for research in liberal arts.
  - Increase starter grants to foster research.
  - Increase grants for participation in professional meetings.
  - Convert fixed-term positions to tenure-track positions.
  - Provide faculty released time for scholarly activity by using graduate students from other colleges as teaching assistants.
  - Construct at least one major CLA facility during the next three to six years.
2. **Provide additional curricular opportunities that expose all students to the arts, humanities, and social sciences.**
  - Implement the "Writing Across the Curriculum" proposal in conjunction with curriculum reform. (See also Goal 3, objective 3.)
  - Encourage in all professional colleges written assignments that emphasize dimensions of humanistic, ethical, and esthetic values.
  - Strengthen courses that emphasize the liberal arts in colleges other than the College of Liberal Arts.
  - Encourage a greater proportion of students to seek the Bachelor of Arts degree.
  - Develop minors in Chinese and Japanese languages and a certificate program in Asian-Pacific Rim studies.
  - Expand course offerings in Peace Studies and international programs.
  - Establish graduation requirements through which students are exposed to a full range of ethnic diversity.
  - Establish language programs and strengthen area studies programs that complement the University's international role.
3. **Enhance the co-curricular offerings in the liberal arts.**
  - Encourage attendance at convocations and cultural performances. (See also Goal 1, objective 4.)
  - Provide additional resources for concerts, art exhibits, theater performances, and for establishing guest artists-in-residence, especially for women and minorities. (See also Goal 1, objective 2.)
4. **Increase exposure of College of Liberal Arts students to concepts in technological and professional fields.**
  - Include faculty members from professional schools as team teachers in General Education courses.
  - Develop cross-disciplinary courses that relate the humanities to science and the professions, with special consideration of moral and ethical concepts.
  - Provide opportunities for liberal arts students to work with professors in the technological disciplines.
5. **Establish graduate programs of unique strengths.**
  - Develop proposals for graduate programs which relate to professional colleges.
  - Refine Master of Arts in Interdisciplinary Studies programs by identifying areas of mutual interest with professional colleges.

## **5. BROADEN THE UNIVERSITY'S INTERNATIONAL PERSPECTIVE AND FOCUS ITS ACTIVITIES**

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Oregon State University reflects the trend of global interdependence in serving not only the people of Oregon but the people of the world. The University has a tradition of international involvement in teaching, research, and extension. The University's diverse international community is enriched by nearly 80 foreign scholars among its faculty and by more than 1,400 students from 90 nations. These international students and faculty bring to other members of the University community a broader vision of world cultures, problems and opportunities. The University participates in international endeavors that are mutually beneficial to the citizens of Oregon and our foreign collaborators.

The numerous opportunities for Oregon State University's international involvement dictate a policy of focusing efforts, building on OSU's strengths, and capitalizing on benefits to Oregon. Oregon borders the Pacific Rim. Approximately 80 percent of Oregon's international trade is with our Asian trading partners and nearly two-thirds of the University's international students are from this region. Oregon State University will continue to participate in the introduction and application of technology and in development programs that reflect our unique Land Grant and Sea Grant missions. As the University strengthens and coordinates this focused international dimension, it will share this important resource with the citizens of Oregon.

## OBJECTIVES AND ACTION

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- 1. Strengthen the international dimensions of the University's curriculum.**
  - Develop global perspectives within existing courses.
  - Strengthen the foreign study and exchange programs.
  - Include educational experiences for foreign students that are relevant to conditions in their home countries.
  - Emphasize cultural diversity in co-curricular activities for all students.
  - Establish additional linkages for domestic and international graduate students to conduct part of their thesis research in foreign countries.
  - Develop international cooperative education and internship programs.
- 2. Expand the international perspective of the University's faculty.**
  - Provide faculty with opportunities to study in foreign institutions and to attend international conferences.
  - Increase library holdings and services that serve the international and cross-cultural needs of faculty research and teaching.
  - Establish a distinguished visiting foreign scholar program.
  - Recognize and reward faculty excellence in international activities.
- 3. Enlarge and consolidate University services that support international activities.**
  - Improve the services that assist international students, scholars, and their families.
  - Establish computer data bases that consolidate information on University international resources and agreements, and international alumni and friends.
  - Recruit outstanding international students and selectively increase the international student population.
  - Develop an administrative system that is responsive to the uniquenesses of overseas operations.
  - Strengthen English Language Institute programs.
  - Provide pre-departure training for faculty and students involved in overseas programs.
  - Expand and increase the frequency of the "OSU International" publication.
  - Market actively OSU educational programs to international audiences.
- 4. Expand and strengthen the University's liaison with its international constituents.**
  - Build enduring relations with development organizations, international businesses, and state and federal agencies whose roles include international responsibilities.
  - Develop selectively international projects and programs where there are complementary areas of expertise and mutual benefits.
  - Initiate foreign alumni and student recruitment programs located in home countries.

## **6. IMPROVE STUDENT RETENTION AND INCREASE THE ENROLLMENT OF OUTSTANDING STUDENTS**

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Oregon State University's enrollment peaked at 17,689 in 1980, declined, and has stabilized at about 15,100 students. Enrollment changes have resulted from increased competition for fewer students and cyclical shifts in students' values and career interests. The pool of college-age youth in Oregon and the United States will decline until the late 1990s, but a higher proportion of American youth is pursuing collegiate education than ever before.

The current enrollment is 82 percent undergraduate and 18 percent graduate. Graduate enrollment should increase to take advantage of Oregon State University's strong research base. In 1986 one-third of new OSU students were transfer students. This shift towards an upper-division emphasis at OSU is likely to continue as more college-bound students interrupt their training with periods of work and begin their studies at nearby community colleges for economic reasons.

Eighty-two percent of incoming freshmen are graduates of Oregon high schools. A higher proportion of out-of-state students would enhance the University's educational environment. Oregon's relatively high out-of-state tuition rate makes out-of-state recruiting difficult.

Nine percent of the current students are international students, primarily from Asia. International student enrollment has grown and could continue to grow steadily. About 40 percent of students that enroll at OSU do not complete degrees for a variety of reasons. These include problems in social and academic adjustment and changing career objectives.

To achieve an optimum enrollment level of 16,200, Oregon State University faces the formidable challenges of recruiting and retaining more students, especially good students, in the face of a declining student-age population and intense competition.

## OBJECTIVES AND ACTION

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- 1. Improve the retention rate of students by enhancing the quality of student life.**
  - Strengthen personal counseling and academic advising.
  - Develop extensive peer assistance and group counseling programs.
  - Increase the awareness of Student Health Center programs and services with an emphasis on health maintenance.
  - Expand seminars on such subjects as stress management, substance abuse, time management, and money management.
  - Strengthen channels of communication between students and administrators.
  - Improve orientation programs for minority, older-than-average, transfer, and international students.
  - Expand opportunities for health promotion through both curricular and extracurricular programs.
  - Improve the quality of life in residence halls, cooperatives, and family housing.
  - Increase OSU family housing.
  - Develop a viable, University-sponsored, child-care program.
  - Provide counseling education for classified staff who interact regularly with students.
- 2. Develop a coordinated and University-wide recruitment program.**
  - Establish an enrollment planning council to develop a plan and evaluate recruitment activities and strategies.
  - Reorient University recruitment activities to make greater use of the office of the vice president for university relations.
  - Establish a recruitment office in Portland.
  - Consolidate and strengthen recruitment using professional marketing skills.
  - Implement a rapid turn-around policy for processing graduate and undergraduate admission applications.
  - Encourage greater involvement by faculty, students and staff in recruitment.
- 3. Strengthen and expand the recruitment of undergraduate students.**
  - Emphasize OSU's balanced and comprehensive educational programs.
  - Implement an alumni phone campaign to identify and recruit potential students.
  - Use OSU juniors and seniors to contact newly admitted students.
  - Sponsor campus workshops for high school teachers with their students.
  - Intensify contacts with high school counselors and teachers and promote the annual Principal-Counselor Day.
  - Increase summer programs and workshops that serve high school students.
  - Develop summer programs for high school science and math teachers.
  - Expand on-campus visitation for prospective students.
  - Intensify an articulated recruitment program with community colleges.
  - Develop educational programs to serve the upper quartile of students.
  - Establish a local chapter of Phi Beta Kappa.
- 4. Increase the enrollment of outstanding graduate students.**
  - Recruit for increased enrollment consistent with program review recommendations. (See also Goal 10.)
  - Increase the funds available to strengthen national graduate recruitment activities.
  - Develop competitive stipends for graduate students.
  - Expand on-campus visitation interviews for outstanding prospective students.
  - Encourage and strengthen the Graduate and Professional Students Association.
- 5. Expand financial aid available to students.**
  - Increase merit-based financial aid for outstanding students.
  - Establish new sources for student grants and loans.
  - Increase the number of graduate stipends, merit-based grants, awards to National Merit scholars, Presidential Scholarships, and college-based financial awards.
  - Increase the part-time employment opportunities for students.

## **7. STRENGTHEN ADVISING AND SUPPORT SERVICES FOR STUDENTS**

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An effective advising system is a key element in attracting and retaining both undergraduate and graduate students. Quality academic advising and personal and career counseling is critical to student success.

Effective support services for students, including job placement information, health services, housing, food service, socialization experiences, leadership education and financial aid are essential components of the academic experience.

The University must continually assess the effectiveness of its advising, counseling, and support services to assure:

- a good match of services to student needs,
- services that are accessible to students,
- a continuity of services over time, and
- personal dimensions in student-faculty relationships.

## OBJECTIVES AND ACTION

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1. **Increase efficiency of academic records management in order to increase advising effectiveness.**
  - Develop and implement a full on-line computer-based academic advising support system to serve the campus.
  - Articulate curriculum requirements and transfer agreements with community colleges.
  - Evaluate decentralized registration systems and implement fall and summer preregistration.
2. **Provide professional development experiences for faculty to increase competence in advising and counseling roles.**
  - Commit resources to professional education for faculty in advising and counseling skills.
  - Provide regular educational seminars for advisers on student stress and personal counseling topics.
  - Provide accurate and timely published information regarding curriculum and course requirements, academic regulations and student conduct policies.
3. **Establish systems for encouraging personal student/faculty relationships.**
  - Identify motivated, skilled faculty for advising roles.
  - Reward faculty for achievement in advising and counseling through the promotion and tenure process and through workload assignments.
  - Encourage faculty to be mentors for both undergraduate and graduate students..
  - Encourage the close association of faculty members with specific living groups to provide adult role models.
  - Decentralize advising to the department level, including the assignment of one individual per department whose primary responsibility is advising.
  - Treat academic advising and personal/career counseling as an integrated process.
4. **Improve programs to help students adjust to university life.**
  - Conduct seminars for new students to help them understand and adjust to the culture of the University.
  - Provide an off-hours hotline, staffed by peers, for student advising and referral.
  - Strengthen the role of support services in improving students' success in academic programs, retention, and personal growth.
  - Evaluate the role and function of the University Exploratory Studies Program.
5. **Emphasize advising and counseling services for all students, and especially for special student populations: international, older-than-average, minorities, female, disabled, transfer, and gifted students.**
  - Sharpen Honors Program to provide additional incentives for faculty and students to participate and to assure small faculty-student ratios that will promote mentoring.
  - Subsidize and promote counseling services for special student populations.

## **8. SUSTAIN AND EXPAND RESEARCH EXCELLENCE AND ARTISTIC CREATIVITY**

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Research and creativity are integral parts of a comprehensive university. The form in which creativity is expressed varies among the arts, humanities and social sciences as well as in the sciences and professional fields. Oregon State University is Oregon's leading research university and a major United States research institution. OSU's \$80 million annual research budget is derived from federal (65%), state (25%), and private sources (10%). In 1986, it ranked 38th in research funding among the top 91 United States research universities. More than 70 percent of OSU's 2,600 faculty members are actively participating in funded research. In addition, a broad spectrum of independent and unfunded research is conducted by OSU faculty and students.

Research programs directly influence the social and economic development of Oregon and the quality of the University's education, research, and service programs. Programs at OSU are especially extensive in agriculture, oceanography, and the sciences. Many individual scientists are preeminent in their fields of research and scholarship internationally. Several programs and departments are ranked high among their peers nationally.

The University recognizes the importance of artistic creativity and should support activities that foster the creation of beauty.

Sustaining research excellence requires continuous support and strengthening of the research foundations of the University: its facilities, its faculty, its graduate programs, and its reputation.

## OBJECTIVES AND ACTION

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1. **Strengthen the foundations of research and artistic creativity at the University.**
  - Hire new faculty with proven performance in research or artistic creativity. (See also Goal 14.)
  - Expand internal University funding for faculty research and artistic creativity.
  - Encourage faculty sabbatical leaves to develop proficiencies in new areas of research and artistic creativity.
  - Establish a revolving central loan fund to facilitate acquisition and repair of major equipment.
  - Refine procedures for equitable and expeditious assignment and reassignment of space and facilities. (See also Goal 17.)
  - Expand Research Office programs that provide orientation for new faculty and “alert services” for established faculty.
  - Link international research and development to the needs of Oregon.
  - Strengthen department and college efforts to assist faculty members to procure extramural resources.
  - Increase availability of media services to improve publications, research presentations, and artistic performances.
2. **Enhance the University’s visibility and reputation in research and artistic creativity.**
  - Assess departmental strengths in relation to their regional, national and international stature.
  - Utilize outstanding scholars from other research institutions as outside reviewers of graduate programs, OSU centers and institutes, doctoral theses, departments, and promotion nominations.
  - Recognize outstanding career contributions in research and artistic creativity by establishing Distinguished OSU Professorships.
  - Sponsor more national and international conferences and symposia at OSU.
  - Promote the OSU Press as a vehicle for enhancing the University’s reputation in scholarly and artistic creativity.
  - Invite more visiting scholars to the University.
  - Strengthen and expand partnerships with the private sector.
3. **Sustain research excellence in the sciences.**
  - Increase public awareness, understanding and appreciation of OSU’s accomplishments in science, both within the state and nationally.
  - Expand start-up equipment funding for new faculty.
  - Award honorary doctorates to distinguished scientists.

## **9. EXPAND THE FRONTIERS OF KNOWLEDGE BY STRENGTHENING INTERDISCIPLINARY ACTIVITIES**

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Universities are agents of change, but the world invariably changes faster than universities. Discoveries, new technologies, and ideas create alternatives for meeting societal needs. They generate new bodies of knowledge. Many significant advances occur in interdisciplinary areas of inquiry that transcend traditional fields of study at universities.

Universities are in the idea business—in generating and using new knowledge, and in transmitting it to students and society as a whole. At the individual level, lack of time and good ideas are two primary constraints to productivity and progress. Good university scholars find the time to promptly incorporate new ideas and technologies into their thinking, their classes, their research, and the service they perform within their areas of specialization. Almost inevitably, creativity and progress are slower where disciplines meet. Still, the opportunities and needs are great, for example, in disciplines like biology and ethics, psychology and medicine, sociology and engineering, and natural resource management and economics.

Outstanding universities find ways to accelerate progress by encouraging interdisciplinary studies and research among students and faculties who have different interests and expertise. OSU is noted for its “low walls” between programs. Further advances will require an additional special effort because of the inherent constraints that inhibit interdisciplinary interactions. These constraints include: faculty evaluation and reward systems (promotion, tenure, and salary) that recognize performance within traditional organizational units and defined disciplines; the additional time and effort required to interact and cooperate in joint programs with colleagues in divergent disciplines; and institutional organization, policies, and procedures that can discourage cooperation.

OSU is committed to creating incentives that foster interdisciplinary scholarship at individual and institutional levels. The special efforts required will pay large dividends in the future effectiveness of the University and the quality of its programs.

## OBJECTIVES AND ACTION

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1. **Analyze the University's academic structure from the perspective of strengthening interdisciplinary activities.**
  - Evaluate and modify the academic structure to increase effectiveness, encourage interdisciplinary interaction, and institutionalize evolving areas of scholarship.
  - Review centers and institutes and formalize their evolution or termination.
  - Use strength and size of graduate faculties as prime criteria in determining when and whether to establish new colleges, centers, institutes, or interdisciplinary programs.
  - Consider combining or eliminating existing graduate programs in the process of considering new graduate programs—beginning with intensive reviews of programs with small faculties serving few students.
2. **Stimulate and reward interdisciplinary scholarship.**
  - Specifically recognize interdisciplinary contributions in promotion, tenure, and salary adjustments—including full recognition of co-author, co-teacher, and co-advisor contributions in cooperative programs.
  - Encourage students to take classes outside of their major field of study. Minimize specific course requirements at university, college and department levels.
  - Draw upon faculty with well-established disciplinary programs and interdisciplinary skills to provide program development leadership in important interdisciplinary fields.
  - Place high priority on interdisciplinary scholarship and skills in hiring departmental chairs, creating endowed chairs, and awarding distinguished professorships.
3. **Refine administrative policies to improve interdisciplinary cooperation.**
  - Clearly articulate a strong institutional commitment to interdisciplinary programs and participation by faculty, staff and students.
  - Establish written understandings establishing who is responsible for hiring, evaluating, and recommending salary adjustments and promotion for personnel with joint appointments.
  - Refine current policies on course prefixes and encourage cross listing of co-taught courses to help remove perceived disincentives to develop interdisciplinary courses.
  - Provide budget support, via the Graduate School, to chairs of interdisciplinary graduate programs for merit fellowships, secretarial assistance, released time for the chair, outside seminar speakers, and recruitment brochures.
4. **Establish new graduate programs in established fields of study where there are qualified faculty in two or more colleges, and in evolving interdisciplinary fields of scientific and human advancement, institutional strength, or societal need.**
  - Evaluate the merits of establishing interdisciplinary graduate programs in fields such as: ecology, plant breeding, technical communications, biotechnology, marine science, farming systems, and computer modeling.
  - Generate funding for graduate merit fellowships and graduate assistantships.
  - Stimulate and strengthen graduate recruiting by selectively assigning Graduate School Fellowships (\$2000 annual supplements to normal GRA and GTA stipends) to high-priority graduate programs.

## **10. IMPROVE THE QUALITY OF GRADUATE EDUCATION, DEVELOP NEW PROGRAMS, AND INCREASE GRADUATE ENROLLMENT**

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Outstanding comprehensive universities characteristically have excellent research and graduate education programs. The linkage is not coincidental because the quality of research and of graduate education are strongly interdependent. A research university provides a uniquely fertile environment for learning when the atmosphere of discovery, new ideas, and objective inquiry is transmitted to undergraduate and graduate students.

Graduate students are the lifeblood of a strong university because much of the new knowledge and technology generated arises from graduate thesis research. Graduate candidates function as part-time faculty members during their intensive programs of study. Their highly focused scholarship brings an infusion of new ideas and perspectives to research, extension, and teaching programs, and provides the mechanism for faculty advisors to explore and develop new areas of inquiry—especially in interdisciplinary fields.

Superior graduate candidates are attracted by outstanding research programs, nationally respected major professors, and the availability of financial support—most often in the form of half-time graduate assistantships or fellowships and special merit fellowships to supplement basic stipends.

OSU has well-established and respected research and graduate education programs that compete nationally and internationally for a proportionate share of top students and scarce research funds. There are opportunities for strengthening graduate education at OSU by improving the quality of existing programs, eliminating weak programs, and establishing new programs with existing faculty, facility, and funding resources. Graduate programs do not exist, or are underdeveloped, in several strong areas of scholarship at OSU. Strengthening graduate education at OSU will require a commitment to quality and fuller utilization of existing institutional capabilities. It will markedly enhance research productivity and institutional effectiveness in teaching and service.

## OBJECTIVES AND ACTION

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1. **Strengthen existing graduate programs.**
  - Raise University requirements for appointment to the graduate faculty—particularly for doctoral-level supervision.
  - Hire new faculty members who have strong credentials in graduate education and research.
  - Reward superior graduate advising through faculty salary adjustments, promotion, tenure, and university awards.
  - Encourage and facilitate strong and selective student recruiting efforts at the graduate program and graduate faculty level.
  - Encourage and establish procedures for using “outside” thesis reviewers on doctoral graduate committees.
  - Modify the process of appointing members to ensure that outstanding graduate educators serve on the Graduate Council.
  - Increase graduate enrollment in selected strong areas of scholarship.
  - Expand the role of the Graduate School in reviewing, recommending, and funding interdisciplinary graduate programs and university graduate merit fellowships and assistantships.
2. **Combine or eliminate some graduate programs.**
  - Conduct frequent and intensive reviews of OSU’s 74 graduate programs—utilizing outside reviewers.
  - Restructure or eliminate programs that are overspecialized, outdated, or lack adequate faculty expertise or student enrollments.
3. **Establish new graduate programs.**
  - Develop new graduate programs in selected areas of the humanities, social sciences and arts, and in other fields where OSU has strong scholarship. In designing new graduate programs, emphasize interdisciplinary opportunities and newly evolving areas of scholarship.
  - Reduce teaching loads in selected disciplines to provide time for effective scholarship, graduate advising, and graduate course development.
  - Provide support for graduate assistantships and merit fellowships in new and existing programs of high priority.
4. **Increase graduate enrollment in selected areas and improve recruitment of outstanding graduate candidates. (See also Goal 6.)**
  - Increase stipend levels to be competitive with comparable institutions.
  - Expedite the process of accepting and offering financial assistance to outstanding applicants.
  - Expand the number of graduate assistantships and merit fellowships available to superior candidates by shifting resources and raising funds from private and public sources.
  - Improve success in recruiting minority students. (See also Goal 15.)
  - Evaluate the markets for graduates as part of the regular graduate program review process.
  - Expand the dissemination of information about OSU graduate programs nationally and internationally.
  - Target the recruitment of outstanding students—including international students.

## **11. CONTRIBUTE TO THE SOCIAL AND ECONOMIC DEVELOPMENT OF OREGON**

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As Oregon's Land Grant and Sea Grant institution, OSU is responsible for developing new knowledge and technology through research and for delivering this knowledge to users through its teaching and extension education programs. To fulfill these statutory missions, the University is involved in partnerships with federal, state, and local government. Through its research- and experience-based educational programs, OSU is committed to equipping people with the skills, knowledge, and information they need to make informed decisions and improve the management of human, community, and natural resources.

Oregon's economy is based on its natural resources. The major economic sectors of agriculture, forestry, and fisheries have been depressed during the 1980s. Oregon's economy continues to lag behind the national economy in growth and employment. The economy is shifting from manufacturing to services employment with continued growth in the tourism industry. Given the state's accessibility to Pacific Rim nations in Asia and its commerce with Japan, Oregon's role in international trade will increase. With the University's breadth and depth in natural resources, the mandate and opportunities are clear. OSU must continue to provide leadership in the areas of natural resources, public policy, economics and trade, pest and disease control, new crops, biotechnology, food processing, resource management, environmental protection, and the like.

Oregon is faced with a turbulent environment resulting from economic, demographic, family and societal changes:

- The population of Oregon is aging.
- The Willamette Valley and Portland are the fastest growing population centers, but Oregon population growth lags behind the national average.
- More women, particularly married women, are entering the work force at faster rates than any other population group.
- The composition of households continues to change with a decrease in family size and an increase in single-parent families and persons living alone.
- Many families continue to struggle with financial resources, family relationships, stress, and drug abuse.
- The minority population of Oregon is growing.

## OBJECTIVES AND ACTION

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- 1. Provide students with the knowledge and skills required to participate in the social and economic development of Oregon and the region.**
  - Provide a broad university education that will foster life-long learning and personal and professional development.
  - Strengthen emphasis on interpretive and integrative skills of students.
  - Include consideration of social and economic development and natural resources concepts in the General Education program.
  - Expand instruction and co-curricular activities dealing with political processes and effective participation in policy-making at local, state, federal, and international levels.
  - Broaden the opportunities for students to gain practical experience through internships.
  - Strengthen programs in international marketing with an emphasis on natural resources.
- 2. Conduct basic and applied research that addresses Oregon's social and economic potential.**
  - Inventory the needs of the state's major economic sectors and identify those that may be addressed by OSU research and Extension programs.
  - Support long-term, interdisciplinary research endeavors.
  - Organize task forces which include Extension personnel that address immediate socioeconomic problems of shorter duration.
  - Provide research-based information to assist in resolving the conflicting demands of natural resource utilization and environmental protection.
  - Encourage faculty on sabbatical leave to explore social and economic issues in Oregon.
  - Expand research and Extension efforts in international and domestic marketing of Oregon products.
- 3. Focus the University's continuing education and extension programs on the social and economic needs of Oregon citizens and businesses.**
  - Improve public access to the University's expertise through extension and continuing education programs.
  - Establish a statewide telephone hotline for assistance in areas of the University's expertise.
  - Develop programs designed to help people and families become self-reliant managers of their personal and family affairs.
  - Offer on- and off-campus credit courses to meet adult education needs to upgrade skills and prepare for new careers.
  - Help Oregonians understand and appreciate the place and potential for the state's natural resources in the world community.
  - Implement new communications technologies to expand the scope and accessibility of the University's educational programs.
  - Develop a series of conferences and seminars for professionals that explore applications of emerging technologies.
  - Create multidisciplinary action teams to develop and deliver Extension programs for small businesses.
- 4. Strengthen instruction, extension, and research programs that relate to the social needs of Oregon citizens.**
  - Accord priority to the problems of selected populations: the elderly, the very young, the poor, and selected minority groups.
  - Include concepts of community development, public policy participation, and leadership education in instructional programs.
  - Address the problems of out-migration and unemployment within Oregon.

## **12. EXTEND RESEARCH-BASED KNOWLEDGE TO OREGON CITIZENS THROUGH EXTENSION AND SERVICE PROGRAMS**

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Extension is the mandated and vital outreach component of the Land Grant university. In response to local needs, it delivers research-based educational programs through a network of community-based agents and volunteers. Funded by federal, state, and local appropriations and private sources, Extension helps Oregonians solve problems and develop leadership and life skills related to personal growth, family, community, agriculture, forestry, energy, and marine resources.

All of the following factors will affect the content and delivery of Extension programs in Oregon in the next three years:

- an increasing proportion of elderly in the population;
- an increasing number of minority persons and immigrants;
- a natural resource-based economy, but with economic stressors in the agriculture, forestry, and fishing sectors of the economy;
- internal shifts in population with modest net growth for the state;
- an increasing percentage of farm family income derived from off-farm sources;
- decreasing federal support for education and human services programs;
- increasing internationalization of Oregon's economy.

To maintain a vital and effective Extension Service, Extension must continually review its content focus and delivery systems. Special challenges are the elimination of artificial boundaries, reduction of unreasonable workloads for some personnel and adequate use of the expertise of the institution.

## OBJECTIVES AND ACTION

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- 1. Implement interdisciplinary program focus areas in addition to strengthening the substance of existing programs.**
  - Reallocate resources and personnel and direct support to such focus areas as economic development, human development, natural resources conservation and management, and leadership development
  - Reward those who develop and deliver interdisciplinary educational programs.
  - Establish Extension specialist positions in health and physical education, business, pharmacy, engineering, tourism, and social sciences.
  - Shift agents away from single-county, broad-content responsibilities to cross-county, content-focused assignments where appropriate.
  - Shift certain specialists to multi-state assignments.
  - Encourage Extension partnerships with OSU continuing education and with the private sector.
- 2. Establish a system for regularly evaluating the impact of Extension programs.**
  - Design an efficient system for collection of program impact data, including measurement of economic and sociological changes of individual program participants, families, businesses and communities.
  - Evaluate the potential for new audiences and select those with the greatest return on investment (potential for change in economic and/or sociological behavior).
- 3. Develop a plan for future funding of Extension to provide continuity and assure adequate support for high priority programs.**
- 4. Enhance the quality of Extension faculty.**
  - Demonstrate integration of Extension with instruction and research through participation of campus and county faculties in college and department faculty development, policy decisions and reward system.
  - Use individualized position descriptions as a basis for annual performance evaluations.
  - Clarify promotion and tenure guidelines for campus and county faculty by defining scholarly activity in an Extension context.
  - Establish systematic faculty development programs.
  - Increase the number of split appointments between Extension and research and/or instruction and consider applied research as a normal Extension function in order to better integrate the research and instructional programs.
  - Provide opportunities for Extension faculty to participate in internationally focused programs in Oregon and abroad.
- 5. Encourage faculty and students to extend research-based knowledge and services to Oregon residents.**
  - Establish Graduate Extension assistantships.
  - Reward the full range of service activities performed by faculty.
  - Involve students in extension activities by means of internships, practica and field experiences.

### 13. FOCUS THE UNIVERSITY'S CONTINUING EDUCATION EFFORTS

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Oregon State's Land Grant responsibility includes extending educational opportunities throughout Oregon. There are incentives for fulfilling this responsibility more intensively and extensively:

- economic development and employment are closely tied to continuing education and life-long learning;
- the pool of traditionally college-age students will not grow for several years;
- the pool of 35- to 55-year-old Oregonians will increase during the planning period;
- the University has expertise relevant to Oregonians who are seeking continuing professional development and those who are making career changes; and
- continuing education is emerging as a likely cornerstone for the University's relationships with its alumni.

All of these factors argue for a coordinated continuing education program whose standards are high and carefully maintained, and which is conducted throughout the state in response to high priority needs of its residents.

## OBJECTIVES AND ACTION

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1. **Promote the mission of OSU continuing education as a life-long learning program for citizens with at least a baccalaureate degree, with emphasis on special capabilities of the University.**
  - Assess educational needs and target audiences for continuing education among Oregon residents.
  - Negotiate with community colleges and Extension to delineate unique services of OSU continuing education.
  - Offer programs, including summer term offerings, through academic units in areas such as: new employment skills for the unemployed and underemployed, mid-career change, family stress, financial management in times of economic hardship, and recertification or licensing requirements for pharmacists, dietitians, teachers, foresters, engineers, home economists.
2. **Expand the number and diversity of upper-division off-campus and evening courses, professional programs and workshops, and degree programs offered by the University for non-traditional students.**
  - Encourage OSU academic units to increase their continuing education activities.
  - Strengthen continuing education marketing activities throughout the region.
  - Develop on-campus workshops to train OSU faculty in the most effective teaching techniques for mature learners.
  - Provide budget incentives for colleges, departments, and faculty to encourage their participation in continuing education.
  - Provide registration and career counseling services for students of OSU continuing education programs.
3. **Increase the use of nontraditional delivery methods to reach adult learners throughout the region.**
  - Use the University's leadership in microwave-delivered courses to reach new audiences.
  - Explore the use of satellite transmission to reach adult learners in sparsely populated areas in Oregon.
4. **Develop a new model for OSU continuing education based in the academic units, with central provision of support services, publicity, and venture capital.**
  - Reassess funding mechanisms to establish a stable financial base for OSU continuing education.
  - Expedite the logistics of continuing education, including registration and records.
  - Establish a venture capital pool to develop innovative continuing education activities.
  - Vest in the academic units more responsibility and authority for the substance of the University's continuing education programs.
  - Insure adequate library resources for all off-campus continuing education courses and programs.
  - Develop, market and broker continuing education programs.
  - Encourage departments and colleges to contract, in conjunction with the continuing education office, to offer complete educational packages required by professional and trade associations for continued licensure or certification.
5. **Encourage a strong partnership of continuing education with OSU Extension and the private sector.**
6. **Recast summer term to serve primarily continuing education needs instead of regular academic-year students.**
  - Expand the number and diversity of upper division summer term day and evening courses, professional programs, and workshops and degree programs offered for continuing education and graduate students.
  - Increase the funding base for summer term through mechanisms such as more aggressive marketing, coupled with greater discrimination in offerings; continued lobbying for the Legislature to restore state support; subsidy from central University for certain offerings; increased student tuition rates; contracts with employers for selected offerings and employee fees.

## **14. ATTRACT, DEVELOP, AND RETAIN FACULTY AND STAFF COMMITTED TO EXCELLENCE**

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A competent and challenged faculty and staff are a university's most valuable assets. If the University is to recruit, retain, reward, and develop its human capital, it must insure adequate and competitive salaries, a system for faculty and staff development, clear promotion and tenure criteria, equitable workloads, and adequate facilities, equipment, and other resources to effectively perform faculty and staff responsibilities. The University must make changes in each of these critical areas if it is to have and cultivate the kind of people it seeks as faculty and staff. Recognizing constraints on salaries and working conditions imposed by rules, regulations, and bargaining agreements beyond its immediate control, the University is committed to providing positive and rewarding employment for members of the classified staff.

### **OBJECTIVES AND ACTION**

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- 1. Increase faculty salaries to a competitive level, bringing OSU into the top 35 percent of comparable institutions by 1995.**
  - Provide data to decision-makers regarding inequities and losses attributable to faculty salaries.
  - Procure extramural funding to augment faculty compensation.
  - Award a predominant share of salary increment monies on the basis of merit.
- 2. Strengthen programs and rewards focused on improvement of teaching quality.**
  - Encourage promotion and tenure committees at all levels to recognize and reward outstanding teaching and advising.
  - Recognize and reward teaching excellence and increase the visibility of such teaching excellence.
  - Reassess teaching evaluation processes, encouraging the increased use of faculty peer evaluations and the revision of the student course evaluation form.
  - Offer an orientation program for all new faculty that focuses on teaching, advising, and student retention.
  - Evaluate, in each department, the English-language competency of all teaching assistants for whom English is a second language.

- 3. Develop and implement a University-wide system for faculty development, with primary responsibility in the academic and support units.**
  - Conduct a needs assessment and design a faculty development model that takes into account stages of faculty competence and confidence.
  - Allocate central and unit resources for a sustained faculty development program.
  - Provide funding for faculty to participate in national and international conferences.
  - Provide faculty development opportunities for interdisciplinary program faculties. (See also Goal 9.)
  - Facilitate faculty exchanges among Oregon institutions of higher education.
  - Create ways to transmit the “culture” of the institution to new faculty and staff.
  - Establish a formal mentor/protege system for faculty, staff, and administrators.
- 4. Recognize faculty excellence in all its forms.**
  - Clarify the role of artistic and other scholarly accomplishments in promotion and tenure decisions.
  - Clarify and implement criteria for rewarding outstanding service, interdisciplinary contributions, and advising.
  - Emphasize outstanding individual performance through a broad-based awards and recognition program.
  - Coordinate and synchronize University and college faculty awards programs.
- 5. Clarify and strengthen personnel policies.**
  - Create awards to recognize staff excellence.
  - Provide staff development opportunities regarding counseling competencies, use of campus resources, organizational participation, and management skills.
  - Make equitable workload assignments for faculty and staff.
  - Develop and publish workload criteria for implementing differential assignments.
  - Clarify grievance procedures.
  - Improve maternity leave policies.
- 6. Recruit nationally and internationally known scholars to accept faculty positions.**
  - Create endowed chairs in selected departments to be supported by extramural funds.
  - Integrate minority persons and women into both the faculty and the administration;
  - Acknowledge market factors and reallocate resources to attract outstanding faculty.
  - Create a substantial fund within the University budget for start-up monies for new faculty members.
  - Provide graduate assistants, post-doctoral scholars, and international scholars to work with selected faculty members.
- 7. Expand educational and job options for classified and management service employees.**
  - Encourage continued education by providing opportunities for employees.
  - Provide financial support for off-campus, job-related educational or professional development.
  - Develop an extra-meritorious reward system for employees at the top of their pay scale.
  - Promote campus-wide flex time.
  - Create professional improvement programs.
  - Design a comprehensive development program for classified staff.

## **15. EXPAND EDUCATIONAL AND PROFESSIONAL OPPORTUNITIES FOR MEMBERS OF MINORITIES, WOMEN, DISADVANTAGED AND DISABLED PERSONS**

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Oregon State University is committed to creating a pluralistic environment wherein individuals of every race, religion, cultural background, and life-style can feel comfortable and be productive. The University seeks to provide the opportunity for a satisfying and productive learning and working experience to all individuals regardless of physical disability. These guiding principles apply not only to the study programs and co-curricular activities available to students, but also to the employment conditions and professional advancement opportunities available to faculty and staff.

Existing activities such as the Educational Opportunities Program and Disabled Student Services provide special assistance to minority, disadvantaged, and disabled students. Now needed are renewed efforts to recruit more such students and to examine routine campus procedures and services to assure that they also recognize the particular needs of these students.

The University's commitment to pluralism also requires that further efforts be made to recruit faculty and staff that reflect the diversity of the nation's population. Programs must be established to assist the careers of such individuals so they can continue to grow professionally and serve as role models for the students they serve.

## OBJECTIVES AND ACTION

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1. **Enhance the University environment to accommodate the curricular, co-curricular, and professional needs of women, minority, disadvantaged and disabled students, faculty, and staff.**
  - Establish an Office of Minority Affairs.
  - Seek recommendations from the Board of Visitors for Minority Affairs.
  - Evaluate access to child care as an employee benefit option.
  - Seek recommendations from the President's Commission on Women and publicize its role as a clearinghouse for women's issues.
  - Include pictures of women and minority and disabled students in University publications.
  - Encourage inclusion of minority issues in curricula.
  - Emphasize awareness of ethnic minority needs in University operations such as food services.
  - Strengthen Women's Center programs.
2. **Expand efforts to sensitize members of the University community to the special needs of women and minority and disabled students, faculty and staff.**
  - Develop workshops for University departments.
  - Continue special programs and events focused on issues related to women, minority, and disabled persons.
  - Assess affirmative action efforts as part of all periodic reviews of administrators.
3. **Intensify efforts to attract and retain women and minority faculty and staff members within all University departments.**
  - Establish a visiting scholars program and an artist-in-residence program to bring women and minority faculty to OSU.
  - Develop a mentor program for junior faculty and a special fund to help departments hire women and minority faculty.
  - Develop a system in which departing faculty will be interviewed and their suggestions, criticisms, and recommendations considered in institutional decision making.
4. **Intensify efforts to recruit and retain women and minority students to all undergraduate and graduate programs of the university.**
  - Increase the number of recruiters dedicated to recruiting students from minority groups.
  - Develop appropriate written materials for distribution to potential minority students.
  - Establish active recruitment programs in community colleges and four-year institutions having substantial minority enrollments.
  - Encourage appropriate lay organizations to help recruit potential minority students to OSU.

## **16. DEVELOP RESPONSIVE LEADERSHIP AND STREAMLINE ADMINISTRATIVE PROCEDURES**

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Oregon State University has been engaged in an unprecedented restructuring of its top administration, resulting in the establishment of a new vice presidential cabinet and appropriate new administrative support. At the same time, major institutional procedures such as budget development and the mechanisms for granting promotion and tenure have been subject to renewed examination and change. The challenge now facing the University is to extend this spirit of administrative change and procedural evaluation to all levels of the institution, emphasizing efficiency in process and flexibility and responsiveness in approach.

Change is both attitudinal and mechanical. Part of the challenge to be addressed is attitudinal. The University must work to foster a spirit of responsiveness, care, and concern among all its faculty and staff. Other parts of the task are more mechanical in concept: procedures must be reviewed and streamlined, and technological advances must be exploited to allow more effective use of the time and talent of University personnel. Although much of the impetus for such changes will come from OSU's central administration, fundamental changes in procedures and outlook must ultimately permeate all elements of the institution if this goal is to be achieved.

## OBJECTIVES AND ACTION

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1. **Encourage and reward administrative behavior that demonstrates concern, courtesy, responsiveness, and flexibility.**
  - Implement a system of renewable appointments for university management positions, with mandated periodic reviews of performance.
  - Develop a management training program for department chairs, directors of service units, and other mid-level managers.
  - Require managers to communicate decisions and the results of other administrative actions to pertinent constituents in a complete and timely manner.
  - Create a visible ombudsman position.
2. **Continue the development of new University-wide budgeting and planning procedures.**
  - Use approved long-range plans as the basis for University-wide budgeting.
  - Improve routine budgeting and accounting procedures to increase the quality and timeliness of management information.
  - Assign appropriate budgetary authority to each of the vice presidents as a means of expediting allocation decisions.
  - Create a University office of planning and budget, reporting to the vice president for finance and administration.
  - Appoint a presidential Planning Commission every two years to oversee the biennial planning process.
3. **Improve internal communications to make them more effective, more timely, and more efficient.**
  - Regularly revise faculty and student handbooks and other University manuals.
  - Increase the efficiency of administrative procedures by utilizing new electronic technologies and eliminating paperwork.
  - Improve the OSU Staff Newsletter.
4. **Analyze and streamline procedures involved in routine University activities.**
  - Analyze and streamline procedures for such administrative activities as: graduate and undergraduate admissions; financial aid awards; affirmative action searches; immigration and nonresident alien paperwork; purchasing, contracting, and other business office responsibilities; and remodeling and space assignment.
  - Coordinate, for greater effectiveness and efficiency such functionally related but organizationally dispersed activities as: fund development, information services, international affairs, continuing education and Extension, safety and security.
  - Clarify procedures for promotion and tenure reviews, including timing of dossier preparation, dossier content, and the review processes.
  - Develop mechanisms for assuring financial solvency of OSU's intercollegiate athletics program while keeping student fees as low as possible.

## **17. IMPROVE FACILITIES AND EQUIPMENT TO ENHANCE INSTITUTIONAL CAPABILITIES**

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Modern research and teaching equipment and facilities are essential for academic and research excellence. Unfortunately, the situation is so critical that, in individual long-range plans, every academic unit cited limiting situations and major needs for facilities, space and equipment.

Facilities and equipment needs manifest themselves in various ways:

- the University's building program has lagged well behind recent growth in research and teaching,
- procedures for space allocation among units have been ineffective,
- Physical Plant services have been slow and often more expensive than from private contractors,
- many classrooms need repair and there are not enough mid-size classrooms,
- certain computer resources and much laboratory equipment for teaching and research laboratories are outdated and inadequate,
- modern audiovisual classroom equipment is lacking, and older equipment often is in serious need of repair.

## OBJECTIVES AND ACTION

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- 1. Allocate space and facilities in accord with approved academic plans.**
  - Develop clearly defined space allocation guidelines and procedures.
  - Review the role of the Office of Facilities Planning in regard to space allocation.
  - Recommend changes in the space entitlement system currently used at OSU and throughout the State System of Higher Education.
- 2. Establish priorities for capital construction and renovation.**
  - Develop a plan for refurbishing and renovating existing University facilities.
  - Upgrade classrooms to improve their acoustics, heating/cooling, and aesthetics.
  - Develop criteria to be used in establishing priorities for capital projects.
  - Establish a fund for replacement and repair of fixed equipment.
- 3. Replace out-of-date equipment.**
  - Develop a plan for the purchase and replacement of equipment.
  - Establish an interest-free loan fund to permit instrument purchases.
  - Assess and prioritize current equipment and instrument needs throughout the campus.
  - Increase resources for purchase of modern research and instructional equipment.
- 4. Improve services of the University's physical plant.**
  - Evaluate the efficacy of the current distributed system of physical plant operations, and consider alternatives.
  - Emphasize safety and security for people who live, work, and study at the campus, and for those who visit it.
- 5. Develop alternative funding sources for new capital construction.**

## **18. IMPROVE THE LIBRARY TO ENHANCE THE UNIVERSITY'S CAPABILITIES**

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The William Jasper Kerr Library should contribute to the achievement of virtually every University goal. It supports research, graduate and undergraduate education, and a wide range of public services. Its capacity to so contribute is affected by trends in publications output, formats alternative to printed works, escalating costs of materials, and changing technology for storing and retrieving of information.

The Kerr Library's budget is about 2 percent of the University budget, whereas libraries at comparable and competitor institutions commonly receive 5 to 6 percent of the university budget. Significant additional resources will be necessary if the Kerr Library is to meet fully its responsibility to OSU as a comprehensive research university.

## OBJECTIVES AND ACTION

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- 1. Identify content areas and collections of greatest deficiency and begin to correct them systematically.**
  - Work with academic units to identify needs and to expand collections.
  - Survey users on a regular and recurring basis.
  - Develop a ten-year plan for expanding collections.
  - Accord first priority in collections to expanding journal and book collections, especially to support research programs.
  - Solicit collections from professors and departments to be centrally catalogued but housed in respective owners' offices.
- 2. Increase the level of support for the library in order to qualify for membership in the Association of Research Libraries (ARL).**
  - Develop a timetable and strategy for qualifying for membership in the ARL.
  - Expand collections, automate, and plan for space efficiencies in accordance with ARL guidelines.
  - Employ personnel and extend hours and service to comply with ARL guidelines.
  - Convert library study rooms to reading and reference rooms, and develop alternative study areas elsewhere on campus.
- 3. Increase financial support for the library in order to strengthen collections and extend service to users.**
  - Increase the proportion of the University budget committed to the library.
  - Develop plans for funding additional space for the library.
  - Include a new wing for the library as a priority item in the OSU Foundation's next capital campaign.
- 4. Coordinate efforts with other libraries, both within and outside the Oregon State System of Higher Education.**
  - Increase library support for off-campus programs, including continuing education and extension.
  - Publicize accessibility to collections of other institutions.
  - Offer an information retrieval course as a service to university constituents.

## 19. STRENGTHEN UNIVERSITY COMPUTING

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Computing in the University represents a resource and technology that transcends department and college boundaries. The hardware, software, and technical expertise found in virtually all units of the University combine to create a total institutional computing environment. The breadth, depth, and quality of that computing environment constitutes a basic measure of an institution's capabilities as a modern research university.

Oregon State has moved during the past two decades from an institution on the forefront of university computing to a position far behind the leaders. In recent years the Milne Computer Center has not been able to provide general access mainframe services meeting the preponderance of campus demand. Neither have resources been available to offer decentralized consulting and technical services urgently needed throughout the University.

A challenge of this magnitude requires efforts both evolutionary and revolutionary. A new organizational model for the provision of computing services is needed to carry out improvement programs touching all of the university's instructional, research, service, and administrative activities. Access to consulting and technical services in such a University-wide effort is as vital as access to hardware and software. New funds from internal reallocations and external contributions are crucial to making this happen. Although the task is large, the time is short and the stakes are high.

## OBJECTIVES AND ACTION

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- 1. Restructure University computing and strengthen its organization.**
  - Broaden the role of the computer center from that of a supplier of central mainframe capabilities to that of a coordinator and provider of campus-wide computing services.
  - Change the financial structure of instructional computing so that computing equipment and services are available to students and faculty on a non-fee basis.
  - Designate a director of University Computing Services to provide institution-wide leadership for all areas of computing.
  - Develop University-wide hardware and software standards to assure compatibility of computing resources and efficacy of networked communications.
- 2. Enrich the University's general-access computing resources.**
  - Establish at least one large general-access microcomputing laboratory each year for the next several years.
  - Modernize and further expand the University's network facilities and support services.
  - Replace the Cyber with a new computing device that runs high-demand contemporary software, but still provides the high-speed, high-precision computing characteristic of the Cyber.
  - Acquire additional general-access computing resources supporting advanced graphics, UNIX programming, and other specialized capabilities needed in the University environment.
- 3. Emphasize the integration of computing into the University's academic programs.**
  - Provide appropriate computing equipment and services for each faculty member.
  - Provide special incentives and assistance to faculty for the integration of computing into their course work.
  - Establish a graduation requirement that assures each student is competent to employ computers appropriately within his or her field of study.
  - Establish a newsletter and workshops to inform faculty of new instructional computing advances in other departments.

## **20. EMPHASIZE COOPERATION WITH OTHER INSTITUTIONS AND AGENCIES**

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A comprehensive state university like OSU has a special responsibility to Oregon taxpayers, students, and other clients of its services to deliver the highest quality programs to the broadest audience at the least cost.

An effective strategy for stretching limited resources while increasing effectiveness is active and sustained cooperation:

- with Oregon community colleges,
- with other universities in Oregon and the region, and
- with state and federal agencies and private sector organizations whose roles and goals complement those of the University.

Although there are powerful rationales for developing cooperative programs and real payoffs from them, the realities of cooperation by and among universities often fall far short of the ideal. Reasons include ill-advised and counter-productive competition, lack of commitment, and the extra time and effort required to develop and sustain effective cooperation. Oregon State University is committed to overcoming constraints to cooperation and to taking initiative in building productive cooperative programs.

## OBJECTIVES AND ACTION

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1. **Develop cooperative graduate degree-granting programs with sister institutions.**
  - Explore and expand development of joint graduate programs with other universities in the state and region in areas such as:
    - molecular genetics and biotechnology (OSU and UO)
    - business (OSU, PSU and UO)
    - veterinary medicine (OSU and WSU)
    - humanities, social sciences, and arts (OSU, UO)
  - Establish joint interinstitutional graduate faculties and programs where feasible.
  - Develop policies with collaborating universities to facilitate co-advising, support of graduate assistantships, faculty exchanges, student exchanges, credit transfers, and student recruiting.
2. **Articulate a strong OSU commitment to cooperative programs.**
  - Ask each college and service unit to describe its cooperative programs and identify additional opportunities.
  - Encourage development of cooperative programs at the departmental level in areas such as:
    - student transfers to and from community colleges;
    - complementary instructional programs with community colleges;
    - cooperative extension and research programs with sister Land Grant university departments;
    - social services and resource management programs with state and federal agencies;
    - cooperative undergraduate programs with other institutions both in-state and out-of-state.
  - Articulate “trade-offs” and cooperative agreements between departments, colleges, and universities in the State System of Higher Education in areas such as:
    - undergraduate curricular specialization at upper-division and graduate levels;
    - complementary internship programs;
    - faculty and student exchanges in business, education, and the liberal arts and social sciences;
    - professional development programs for University staff.
3. **Provide objective analyses and impact assessments on public policy issues in areas of OSU expertise to Oregon citizens and governments.**
  - Conduct policy analysis workshops and seminars on important public issues.
  - Appoint ad hoc response teams to provide rapid policy impact assessments.
4. **Expand appropriate working relationships with the private sector to serve Oregon industries and businesses.**
  - Clarify contract and consulting policies to encourage faculty participation and cooperation with the private sector.
  - Encourage departments to appoint scientists from the private sector to courtesy faculty and graduate faculty appointments.

## **21. IMPROVE THE UNIVERSITY'S PUBLIC RELATIONS AND DEVELOPMENT ACTIVITIES**

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Because of its Land Grant and Sea Grant character, Oregon State University enjoys a statewide presence and a heritage of involvement with Oregonians where they live and work. Beyond that, its programs and its alumni and friends are global. There is a constituency for almost everything the University does. Among them are:

- students and parents,
- alumni and friends,
- local, state, and federal governmental groups,
- foundations and other charitable organizations,
- industrial and commercial groups
- professional organizations, and
- commodity organizations.

Each of these constituencies has the ability to influence certain aspects of University operations, and is also affected by the University's decisions, directions and programs. It is important, therefore, that the University nurture continuing, sensitive, and relevant relationships with its constituencies that are rooted in concern for mutual interests.

It is critical to the University's public relations and development activities that the image portrayed of the University be one which reflects the current leadership and priorities. An image of vitality, vision, progress, and strength will enhance all public relations and development efforts. The view of the institution held today by many of its publics is narrower than reality and not up-to-date.

As the University refines its information and public relations efforts, it needs simultaneously to restructure its development programs. Knowledge and appreciation of the University's programs are factors motivating donors to support further efforts of the institution. OSU must build upon this fact by closely coordinating its public relations and development activities.

## OBJECTIVES AND ACTION

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- 1. Develop a strong promotional program to market OSU and its programs.**
  - Strengthen working relationships with Oregon media.
  - Continue building relationships with industrial, commercial, and commodity groups, stressing OSU's role in the economic development of Oregon.
  - Increase the visibility of OSU faculty and students as speakers in schools and before community groups.
  - Develop a coordinated institutional strategy for approaching each legislature.
  - Inform the citizens of Oregon about the benefits derived from the investment in higher education.
  - Encourage the development of departmental and college newsletters and provide centralized services necessary to assure their high quality.
  - Establish a Portland office to increase the University's visibility and effectiveness.
- 2. Enhance the University's ability to provide information to external constituencies.**
  - Strengthen and coordinate the University's various offices of information and encourage departments to make increased use of these information services.
  - Encourage the use of new telecommunications technologies.
  - Distribute lists of OSU faculty with special expertise to governmental bodies, media, and public service organizations.
- 3. Enhance the competitiveness and visibility of OSU's intercollegiate athletics program as a member of the Pac-10 Conference.**
  - Strengthen understanding and support of the intercollegiate athletics program among its various internal and external constituencies.
  - Continue development of a competitive athletic program with high academic integrity within the Pac-10 Conference.
  - Continue improvement of OSU's overall image as it is affected by its athletic programs and its athletes.
  - Recognize academic excellence by athletes.
- 4. Improve the quality and effectiveness of all University publications and radio and television broadcasts.**
  - Develop and administer guidelines for all University publications.
  - Assure availability of high quality photographic, graphics, and design services for all University units.
  - Develop a video cassette library about OSU programs available to interested individuals and organizations.
  - Promote the development of the OSU Press.
- 5. Strengthen and coordinate the University's diverse development efforts.**
  - Develop an effective program of constituency fund development, coordinated by the OSU Foundation.
  - Develop the University's next capital campaign consistent with the University's long-range plan.
- 6. Broaden the base of alumni participation and support of University activities.**
  - Develop a program of substantive alumni services, including a variety of opportunities for personal and professional growth.
  - Work with colleges to improve alumni records, including international alumni and students who did not graduate.
  - Establish a growing network of alumni chapters, and develop a series of chapter programs and activities.
  - Develop a program in which alumni volunteers are used to recruit students and to provide other selected services.
- 7. Enhance the visibility of the University by increasing the scope of OSU conference services.**
  - Establish an organizational structure to provide improved conference services.
  - Work with pertinent community agencies to market the University via conference services.
  - Evaluate the feasibility of expanding the sharing of OSU facilities with the community.

## APPENDIX A

### THE PLANNING PROCESS AT OREGON STATE UNIVERSITY

The Long-Range Planning Commission was first convened by President Byrne on November 1, 1985. This assignment was subsequently expanded by the Commission to include development of a detailed framework for the plan itself. This task has culminated with publication of *Preparing for the Future*.

After developing a timetable and overall model for the planning process, the Commission in December 1985 appointed three key subcommittees. Comprised of faculty and staff representing the entire University, these subcommittees drafted the preliminary mission statement and goals and conducted an external environment assessment and institutional capabilities assessment. The assessments gave rise to external and institutional planning assumptions that provided the foundation for both unit and institution-wide planning.

In February 1986, twenty-three major planning units, encompassing all the academic and service units of the University, were directed to prepare detailed management plans. In May, eleven task forces, composed of University faculty and staff, were commissioned to study planning issues that transcended traditional unit boundaries. These included such topics as minority affairs, graduate programs, summer term, interdisciplinary programs, and alumni relations.

Throughout 1986, work continued simultaneously on the unit management plans and on the University-wide strategic plan. In September, a survey was widely distributed to OSU faculty, staff, students, and external constituents requesting their priorities among twenty proposed goals. Meetings were held in November with the planning unit leaders to review and further refine their management plans. These activities served to further inform the Commission in their development of goals, objectives, and possible actions for OSU's strategic plan.

The commission has worked to achieve an effective balance between "top-down" and "bottom-up" planning. The involvement of the president and vice presidents has been substantial at various stages of the Commission's work. The participation and contribution of Oregon State's faculty and staff has also been significant. Through attendance at public hearings, responding to the Goal Priorities Survey, sharing responsibility in developing unit management plans, and working on University-wide planning subcommittees and task forces, a substantial proportion of OSU's faculty and staff have participated directly in the planning process.

*Preparing for the Future* provides the framework for OSU's continuing planning process. The plan, conceived as a living and dynamic document, will be fully developed during 1987 and continuously monitored and revised thereafter. The on-going planning process that has been set in motion will guide Oregon State University into the twenty-first century.

#### Long-Range Planning Commission

Kinsey B. Green, Co-Chair  
Conrad "Bud" Weiser, Co-Chair  
Warren Hovland  
D. S. "Pete" Fullerton  
Stephen Lawton  
Stefan Bloomfield, Staff Liaison

Mission and Goals Subcommittee	External Environmental Assessment Subcommittee	Internal Capabilities Assessment Subcommittee
Frank Schaumburg (C) John Dunn Lisa Ede John Fryer Carl Stoltenberg Benno Warkentin	John Beuter (C) Fred Burgess Jack Lattin Alice Morrow Gene Nelson Bill Robbins Sam Stern Tony Van Vliet	Chris Mathews (C) Linda Blythe Mike Burke Gwil Evans David Robinson Lynn Spruill Douglas Stennett

### Planning Unit Leaders

College of Agricultural Sciences	Michael Burke
College of Business	Lynn Spruill
College of Engineering	Fred Burgess
College of Forestry	Carl Stoltenberg
College of Health and Physical Education	Michael Maksud
College of Home Economics	Kinsey B. Green
College of Liberal Arts	Robert Frank
College of Oceanography	Douglas Caldwell
College of Pharmacy	Richard Ohvall
College of Science	Fred Horne
College of Veterinary Medicine	Loren Koller
OSU/WOSC School of Education	Robert Barr
Graduate School	Lyle Calvin
Research	George Keller
Extension Service	O. E. Smith
International Programs	George Keller
Library	Melvin George
Academic Support	Graham Spanier
Student Affairs	Jo Anne Trow
University Relations	William Slater
Intercollegiate Athletics	Lynn Snyder
Finance and Administration	Ed Coate
Faculty Senate	Bob McMahon/Sally Malueg

### Task Forces

<u>Alumni Relations</u>	<u>Conference Services</u>	<u>Continuing Education</u>
Karla Chambers (C)	Patricia Frishkoff (C)	David Gobeli (C)
George Constantine	Elizabeth Brose	John Burt
Erin Haynes	M. Edward Bryan	Carolyn Davis
William Krippaehne	Eileen Jeffries	Larry Griggs
Leroy Roberts	Vicki Schmall	Tom Grigsby
Renee Schoos	Julie Searcy	Charlotte Harter
Margaret Walton		Pam Henderson
		Thomas Murphy
		John Owen
		Jon Root
		Jan Weber
<u>Curriculum Review</u>	<u>Graduate Programs</u>	<u>Interdisciplinary Programs</u>
J. Philip O'Neill (C)	William Browne (C)	Lavern Weber (C)
Richard Clinton	Arnold Appleby	Matt Amano
Dennis Hruby	Adolph Ferro	David Bella
Jonathan King	Wilbert Gamble	Harrison Branch
Jane Lubchenco	Starr McMullen	Perry Brown
Antonio Torres	Logan Norris	Jerome Hallan
Charles Wicks	W. Lee Schroeder	Gary Hicks
		Nancy Kerkvliet
		Margaret Niess
		Mary Perkins
		Ian Tinsley
		Charles Vars
		James Winton

(C) denotes Chair

<b>Marketing the University</b>	<b>Minority Issues</b>	<b>Space Allocation</b>
Daniel Dunham (C) Jacqueline Bobo Don Bowman Daniel Brown Jennifer Bushman Patti Drapela John Evey Roger Fletcher Ann Gilbert Karrie George Kenneth Kingsley Laura Lee Richard Weinman Susan Wolff	Michael Martin (C) Karyle Butcher Maureen Doherty E. Daniel Duarte Joyce Greiner C. Y. Hu Juan Palma Richard Ross Stephanie Sanford Nancy Vanderpool LaVerne Woods	Richard Scanlan (C) George Brown Ray Glass Nancy Powell Carol Rivin William Smotherman
<b>Student Advising</b>	<b>Summer Term</b>	
Forrest Gathercoal (C) Sylvia Aguirre Michael Beachley Thomas Cook David Crowell Cliff Michel Janine Moothart Jerry O'Connor H. Darwin Reese Michael Sanders Charlotte Vickers	Kathleen Heath (C) Debbie Bird Paul Farber Thomas McClintock Robert Mumford Geraldine Olson Solon Stone Gary Tiedeman	

(C) denotes Chair

## **APPENDIX B**

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### **PLANNING ASSUMPTIONS FOR THE EXTERNAL ENVIRONMENT**

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#### **Demographic and Societal Trends**

- Oregon's population is expected to increase by less than two percent annually through the year 2000.
- The age structure of the U.S. population will shift over time. Through the year 1992, the greatest increases will occur in the 35-54 year old segment, and the 18-21 year old segment will decrease.
- Oregon high school graduates will decline in 1985-86, rise slightly through 1987-88, then decline through 1993-94.
- The composition of households and families is changing with family size decreasing and single-parent families increasing.
- Women, particularly married women, will continue to enter the work force at faster rates than any other population group.

#### **Economic Trends**

- Federal funding for higher education will continue to decline due to the pressure to reduce the federal deficit, which will increase the competition for state revenues.
- International trade will increase its contribution in both the U.S. and Oregon economies.
- The Pacific Rim, particularly Japan, will continue to be Oregon's leading trading partner.
- National and state employment in services and retail and wholesale trade will grow faster than manufacturing employment.
- Oregon's forest products sector will regain market share, but with lower mill employment because of automation.
- Oregon's agriculture and food processing sectors will grow at an annual growth rate of two to four percent.
- Tourism in Oregon will continue to grow.
- The entire University will be pressured to commit a larger proportion of resources to economic development vis-a-vis other functions.
- Growth in Oregon personal income will continue to lag behind the national average.

#### **State and Federal Policies**

- Declining Federal support for research, student financial aid, and extension in higher education will place a greater reliance on state and external funds.
- OSSHE will experience increased competition for state funds from basic education.
- State support for research will emphasize near-term economic development as distinct from basic long-term research.
- Federal funding cuts will eliminate programs that can be assumed by higher education or private enterprise.

#### **Changing Environment for Higher Education**

- Oregon's eight state-governed universities and colleges will experience declines in FTE enrollment.
- OSSHE will continue to support interinstitutional programs and activities.
- There will be increasing oversight and control of state institutions by OSSHE, the Legislature, and the Oregon Educational Coordinating Commission.
- Development of corporate education and training institutions as an alternate source of higher education will continue.
- Students will more commonly choose to start their higher education in community colleges as opposed to four-year institutions.
- There will be growth in the use of telecommunications to deliver higher education state-wide and regionally.

### **Technological and Scientific Trends**

- There will be a continuing integration of computers, automation, and telecommunications in all aspects of modern life.
- There will be an increased demand for research in all areas of bio-technology, materials science, health science, natural resource and environmental sciences, and other interdisciplinary fields.
- The sophistication and the cost of acquisition and maintenance of research instrumentation is rapidly increasing.

### **Market for Graduates**

- Computer literacy, communication, problem-solving, and management skills are in growing demand for all college graduates.
- The greatest expansion in the job market is expected for the service, information, health care, and high technology and biotechnology industries.
- There will be increasing opportunities for graduates in the area of international trade.
- Future job market expansion will be concentrated in the West and the Southwest.

### **Market for Research**

- There will be an increasing opportunity for university research to help shape public policy in areas of economic development and natural resource management.
- Opportunities for collaborative research between universities and industry will continue to expand.
- There will be an increasing demand for technology transfer.
- There will be increasing participation in international research, training, and development programs.
- There will be increasing resources available for defense research.
- Social science research emphasis will shift from therapy and remediation to prevention, with implications for public policy.

### **Market for Continuing Education and Extension**

- There will be an increasing demand for life-long education from educated, older citizens.
- There is an increasing need for professional education and career-change retraining.
- New roles for Extension beyond service to agriculture are evolving.
- There is a trend toward diversification of education delivery systems.

## PLANNING ASSUMPTIONS FOR THE INTERNAL ENVIRONMENT

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### General Assumptions

- Oregon State University will continue to pursue its mission as a comprehensive research university.
- In those areas where OSU is strongest, it will continue to compete with the best institutions in the country.
- To make Oregon State a truly comprehensive university, the asymmetry among its programs will be addressed.
- To increase the effectiveness of fund development, alumni relations, and student recruitment, these activities will be further decentralized.
- Periodic internal and external review of all University programs will be conducted to maintain and enhance their overall quality.

### Faculty and Staff

- The selection, recruitment, evaluation, and compensation of faculty will be the highest priority of the University.
- Promotion and tenure decisions will become more rigorous.
- Institute directorships and extramurally funded professorships will be used to attract outstanding senior faculty members to OSU.
- Recruitment and retention of minority faculty will be emphasized throughout the University.
- The bulk of support for the scholarly work of most faculty members will come from extramural grants, fellowships, and contracts. Continued success of the University's scholarly production will depend on augmenting these resources with internal funds.
- Faculty morale and satisfaction depends upon resolution of the following issues regarding faculty status: assignment of faculty rank, 9-month versus 12-month appointments, fixed-term and part-time appointments, and consulting and off-campus employment.
- Classified staff constitute an indispensable resource for the University; OSU will seek to enhance their career development.

### Numbers and Sources of Students

- More effective recruitment programs will be developed to continue attracting a substantial proportion of college-age Oregon residents. Special efforts will be made to recruit minority, out-of-state, international, and older-than-average students.
- Comprehensive recruitment strategies will be developed to include increased financial aid, competitive tuition rates, and student employment opportunities.
- As a research university, OSU will share recruitment responsibility for graduate students with the departments and will seek ways to enlarge the proportion of the student body seeking advanced degrees.

### Educational Programs

- New curricular initiatives may require discontinuance or curtailment of marginal programs or consolidation of overlapping programs.
- Barriers to interdisciplinary programs and interinstitutional ventures will be reduced to assure the future vitality of the University.
- OSU will initiate a systematic review of the curriculum, to include consideration of new interdisciplinary opportunities.
- OSU will explore and develop interinstitutional and additional interdisciplinary graduate programs.
- OSU will increase its interaction with community colleges.

### Instruction

- Student retention will be increased through improved systems for evaluating, recognizing, and rewarding excellent teaching and advising.
- Release time from teaching and additional resources will be provided to encourage innovation in instruction and professional development.
- OSU will increase student access to its educational programs through flexible scheduling and use of alternative locations.

**Research**

- In seeking public and private sources of funding, the University will capitalize on strengths reflecting its mission, location, and historical development.
- OSU will continue to be highly competitive for external research support.
- Creativity and scholarship in the arts and humanities is essential for a comprehensive university and will be rewarded.
- Existing space allocation formulas will be refined to include additional qualitative criteria reflecting programmatic needs and research productivity.
- Research productivity, as well as student-credit-hour generation, will be taken into account in budget allocations.

**Financing**

- The University will establish a more active relationship with public and private sector organizations to attract funding for quality programs in teaching, research, and service.
- To maintain quality in a period of limited resources the University will consolidate programs and curtail ineffective ones.

**Equipment and Facilities**

- Building renovation will continue to provide a more cost-effective means than new construction for providing adequate space for the University's instructional, research, and service functions.