

Oregon Tech Strategic Planning Steering Committee
Meeting #7 Notes
July 24, 2019
2:00pm – 5:00pm
Sunset Conference Room, Klamath Falls campus
Room 225, Portland-Metro campus

Attendees:

Aja Bettencourt-McCarthy (via Skype)	Jennifer Kass (via Skype)	Alan Polaski (via Skype)
Jessyca Chosy	Tom Keyser	Tony Richey
Anna Clark	Amber Lancaster (via Skype)	Lindy Stewart (via Skype)
Mandi Clark	Ginny Lang (via Skype)	Farooq Sultan
John Davis (via Skype)	Justin Laughlin (via Skype)	Chitra Venugopal (via Skype)
Sandra Fox (via Skype)	Roger Lindgren (via Skype)	
	Joel McPherson	
	Nagi Naganathan (via Skype)	

Unable to Attend:

Steve Addison	Erik Johnson	Di Saunders
Kathleen Hill	Jim Jones	Ken Vandehey
Joyce Hollander-Rodriguez	Jack Kegg	Wakaya Wells
Suzanne Hopper	Bobbi Kowash	

Recap and Review

Ginny opened the meeting with a recap of the previous meeting and reviewed today's agenda. Discussion regarding the questions of the day: What do you need from campus partners? How can you be of help to them? The example given is the next step for accreditation. Seth is going to need to enter into a period of broadly participatory university conversations to identify indicators. Comparator institutions are needed; can this group help that discussion along? Another example is the demographic material from Erik; it will be important and used to measure the success of some of the goals.

Joel stated he will be putting together videos for Dr. Nagi's presidential address at convocation. One of the topics to be covered is strategic planning. Joel is looking for volunteers from this committee to be interviewed. Please send Joel a note if you are interested in volunteering. Currently Jessica and Justin are the volunteer students and Tony is the volunteer staff. A faculty member is needed.

Mission – Vision – Values

The theme for today is to begin to pull the pieces of the plan/document together. **Ginny** reminded the group that if we are to make the vision of being a global university a reality then we need to make it actionable. She reviewed the draft values from the groups: Integrity; Respect; Diversity, Equity, Inclusion; Service; a version of Excellence; and Accountability. She asked if there are words or concepts that should be changed or added. **John** suggested mentioning student success as a value. Discussion if student success should be covered in the excellence value and whether the value definition of excellence is too detailed with the items listed by Group B. Excellence was described as how we do what we do. It was suggested to remove "We strive to be excellent in our quality of

teaching, student success, innovation, and entrepreneurship, and” from the excellence value. Discussion whether excellence should be the pillar or the value or both. The group seemed to be leaning toward it being a pillar.

Pillars/Goals/Initiatives/Strategic Plan Outline Headings

Ginny reviewed the four topics and each groups’ contributions to date. She noted Group B’s addition of the word ‘access’ to ‘Student Success’ and the many meanings that the word might have. **Joel** explained the intention was to be mindful of access as far as recruiting and diversity; and to support the statewide educational goals of serving historically under-represented students. **Jennifer** added that it also refers to removing barriers (requirements for SAT and ACT scores) to getting into the university. **Ginny** confirmed the measurable goals will be included in this section as a starting point. **Ginny** requested the members consider what measurements will be. **Dr. Nagi** explained the need to be cautious about using the term ‘access’ in the title as it can be interpreted as ‘open access’ and we need to look at enrolling deserving students rather than anyone who shows up. We need to be inclusive and intentionally reach out to all populations. Access can be associated with physical access, also. Access can be interpreted as barriers; suggestion to use the term ‘opportunities’. It can also refer to access to campus offerings. **Ginny** explained that once the strategic plan is adopted and handed off to Dr. Nagi, the executive staff will work on the detailed operational plans to support the measurable goals of the strategic plan. **Anna** suggested the pillar titles focus on one item (no ‘and’).

Discussion on topic one – commitment to students. Discussion on the increase of enrollment. **Jessica** noted that if enrollment is increased it will impact other areas of campus and create other goals. She would like to keep the class size small but understands economic reasoning to increase enrollment. She does not want her education to suffer if more students are enrolled. **Jennifer** explained that student services are now available at the P-M campus and can accommodate additional students; increased enrollment at the campus would also benefit existing students as additional courses would be offered. **Justin** expressed his thought that if the university’s survival depends on increasing enrollment then we must do so, but if we can make it without increasing enrollment then he would support that. Discussion regarding enrollment by the various modalities and increasing graduates rather than enrollment. **Anna** noted that the goals of having a balanced budget and decreased dependence on state funding relate to enrollment, and retention and graduation relate to student success but questioned if the budget impacts are appropriate to be addressed under the student success topic. We need to continue to focus on preparing students to be leaders and for the work force and be cognizant of what the next iteration will be. The new majority of students is not the typical high school graduate; first-time freshman with college credits are considered transfer students. **Jennifer** requested an overview of the students with the date of graduation to determine freshman rather than college credits. Not only are students graduating but they are graduating with extra ‘skills’ and experiences. How are Oregon Tech graduates thought of by varying industries? Each department could have more specific goals – internships, mentoring that the faculty provide, professional growth the university provides. Increase enrichment activities – measurable by each department. Co-curricular – everything outside of the classroom – working together with the academic side. Can co-curricular activities be put on transcripts?

Discussion on topic two – commitment to innovation. The term ‘entrepreneurialism’ was raised as a possible word to use in place of innovation. Many of the groups focused on resource allocation.

Consensus that innovation can be both external (how we are recognized as institution) and internal (commitment to lifelong learning, embracing new practices and ideas). **Dr. Nagi** stated that learning, discovery, and engagement are supported by the mission of university and innovation is the mindset you bring to learning and discovery. Innovation doesn't need to mean only research but it is a commitment to modality. There was a suggestion to remove learning from the proposed pillar title (innovation and learning) and weave it into the pillar description. Discussion on word choice and the meaning of ingenuity. **Tom** suggested changing the title to "Commitment to an entrepreneurial mindset" with a follow-up of "we strive to find creative solutions toward innovation, learning, discovery, and operational efficiency." **Dr. Nagi** prefers the term 'innovation' over 'entrepreneurial'. He explained 'ingenuity' is the other half of innovation – the operational side. **Joel** thinks financial stability could be placed under this pillar. **Anna** noted the pillars and values do not address budget/finances. Discussion that innovation is not just technology but can affect culture, too.

Discussion on topic three - commitment to community. Discussion that this can cover both external and internal communities. It was suggested that we build the community within the university first and then focus on the external. Employers should be included as part of the definition of community. **Ginny** reminded the group that it needs to look at the mission statement and make sure that everything mentioned there is mentioned in the pillars. Questions were raised: How is the internal community different than the pillar of pride? Should it be commitment to service? Is community the right title? It was suggested to leverage our academic and industry partnerships. **Dr. Nagi** explained his definition of community means stakeholders – the groups we are trying to serve.

Discussion on topic four – commitment to ourselves. The proposed change to the pillar title is "institutional excellence and pride." Suggestion that this category serves as a catch-all. **Dr. Nagi** stated that pride is something that is an outcome and excellence is the source of the pride - how we feel and speak. He asked what we do to make faculty, staff and students feel proud of our institution. Everything we do should be a commitment to excellence. Pride comes from institutional excellence but is more than just doing it well.

Ginny clarified that the goals under the pillars will be edited in the fall term and the competitive analysis and range of facts and data will come into play with those goals.

CommunicationX10

Ginny explained the need for a communication plan.

What's next? Draft Outline

Ginny asked each member to send her a list of the three things that MUST be in the strategic plan. She reviewed the next steps: no formal SPSC or work group meetings during August; she will make amendments to the outline of the plan based on today's discussion; we need volunteers to be drafters and others to review and edit. The game plan is to have a straw proposal by the second week in September. Next meeting is September 19.

Meeting adjourned at 4:40pm.