

Oregon Tech Strategic Planning Steering Committee
Meeting #5 Notes *Amended*
June 27, 2019
2:00pm – 5:00pm
Mt. McLoughlin Conference Room, Klamath Falls campus
Room 225, Portland-Metro campus

Attendees:

Steve Addison	Bobbi Kowash	Tony Richey
Anna Clark	Amber Lancaster (<i>via Skype</i>)	Di Saunders (<i>via Skype</i>)
Mandi Clark	Ginny Lang (<i>via Skype</i>)	Lindy Stewart (<i>via Skype</i>)
Kathleen Hill	Justin Laughlin (<i>via Skype</i>)	Farooq Sultan
Suzanne Hopper (<i>via Skype</i>)	Roger Lindgren	Ken Vandehey
Erik Johnson	Joel McPherson	Chitra Venugopal (<i>via skype</i>)
Jennifer Kass (<i>via Skype</i>)	Alan Polaski (<i>via phone</i>)	Wakaya Wells
Jack Kegg	Tom Keyser	

Unable to Attend:

Aja Bettencourt-McCarthy	Joyce Hollander-Rodriguez	Nagi Naganathan
Jessyca Chosy	Sandra Fox	
John Davis	Jim Jones	

Ginny opened the meeting with a recap of the subject matter experts from the previous meeting. She explained that the committee will mine what was learned and use that during the upcoming weeks. She reviewed the agenda, including working on values, reviewing the mission and vision, bringing it all together, focusing on the pillars and the last homework assignment, and preparing for the location discussion to be held on July 11. She explained that the group is moving from situation analysis and SWOT and trends and drivers, into the direction and where we are headed; we are making progress in right direction.

Values:

Ginny reviewed the starter ideas starting that were emailed out and ideas from other universities, as a place for the workgroups to start. She explained that we are trying to tighten up values and how those ideas should be expressed. She asked the group to focus on how we want the values to literally look; e.g., heading and phrase, statements, etc. The workgroups presented their ideas and recommendations.

Group A:

Anna explained this group looked at values broadly and asked where are we going? Values included:

1. Integrity
2. Excellence
3. Diversity
4. Respect
5. Accountability
6. Equity and Inclusion.

She stated these are generic terms but important. The group strongly believes in practicing a value of respect in obvious and actionable ways.

Group B:

Joel identified eight values followed by a short explanatory statement:

1. Student/Graduate Success: Commitment to provide excellent education for high paying jobs.
2. Innovation and Applied Research: Entrepreneurial mindset in everything we do.
3. Community: improve our communities and industry partnerships; external mostly.
4. Excellence: Academic quality, student support, institutional pride.
5. Diversity, Inclusion and Equity: Encourage growth of diverse perspective.
6. Respect: Professionalism, civility, and mutual respect.
7. Sustainability: Responsible energy production, stewardship and degree programs.
8. Polytechnic Mission: Technical, applied degrees responding to market needs.

The group identified the top three as Student/Graduate Success, Excellence; and Community.

Justin expressed his passion about Community from a student perspective; creating community on campus. **Ginny** referenced the Sustainability value and the practicality of degree programs, acknowledging that we can't do every program we want, so this shows discipline in approaching program makeup.

Group C:

Suzanne Amber explained the group looked at what is unique about Oregon Tech and realized there are overlapping themes under all four pillars:

1. Developing students as professionals, good industry leaders.
2. Supporting our students with living needs, return on investment – is college worth it is a question students ask.
3. Learning and Growth: critical thinking, challenge students, transition to adult world.
4. Innovation: technology, teaching and learning, cultural. Innovation, use in teaching, create experience, self-efficacy, change with technology, university feel, partnerships, teaching modalities.
5. Unity across campus units; acceptance and community; being aware of what other units are doing.
6. Investment in professional growth; concept of self-care and holistic care in order to be able to give back to others; positive.
7. Growth, bringing new people in. We are looking mostly at traditional students and we need to broaden this view.

Group D:

Chitra stated how important it is to define the values; they give direction for moving into the future and are culture cornerstones and guides.

1. Commitment to students
2. Creating inclusive enrollment
3. Social Responsibility – to serve the community
4. Integrity
5. Excellence in teaching, in sharing ideas
6. Graduates with high level expertise
7. Class size.

She identified the top values: Diverse background, skills and abilities; excellence in teaching; commitment to students to meet workforce demand. **Ginny** asked the group to focus on “social responsibility to serve the community” and think about what it means.

Mission, Vision, Values

Ginny reviewed the mission statement calling out the terms “hands-on learning” and “professionally focused.” She reiterated that values can’t be comprised and referenced some of the values mentioned: quality of teaching, diversity, social mobility, innovation, sustainability, and student enrollment. Processes: put value statement to the test: budget, financial aid, shared governance, community building. Community building discussion: talking about relationship with community, biz development, partnerships with other university, industry; developing international relationships; econ. Impact studies; external communities. Some internal community discussions but not too much. **Ginny** asked for input as to how the group would like to approach pulling all of this together. Put all in a pot and ask a few people to sort and consolidate; or leave ideas and have each group take another run at it after hearing from other groups.

Consensus to:

- Have each group narrow their values to 6-7.
- Discuss what everyone means by values – find a simple definition
- Overlap with values and pillars; what’s the distinction between the two?
- Come back to values for now and return to it after Pillars

She explained that the mission and vision are two more building blocks to work into the strategic plan. She read the vision statement and called out “...achieve global recognition among polytechnic universities...” and asked if global is the right word.

Pillars

Ginny reviewed the four pillars putting the word “Commitment” in front of each pillar: students, innovation, community, ourselves. She asked the group to think about how to describe each of these concepts and to identify what types of goals, strategies or initiatives, action items go under each of these headers.

Group A:

Likes the “Commitment to” aspect of the pillars.

1. Commitment to student success: creative environment, hands on learning, inclusion.
2. Innovation: how to create the structure that supports innovation in all we do; strategic resource allocation; hands on teaching/learning.
3. Community: active involvement; providing opportunities for interaction, being in service to our community.
4. Ourselves: being a place of common ground, what is important to each of our locations, what does it look like to give back; how to inspire the community to engage with us; commitment to pride; and internal community development.

Group B:

The group didn't align values with pillars yet; but looked at another way to phrase each pillar. The group tagged the short term action goals under the pillars and looked at the 2020 plan for how those were worded.

1. Students: access
2. Innovation: call it Ingenuity and Innovation (goal 4-5 under this)
3. Community: call it Community Impact. Goal #11 could go under this
4. Ourselves: call it University Pride. Goal 6-9 fit under those.

Group C:

What they saw building the pillars and values supportive of them

Group D:

Tried to put values and short-term goals to the pillars.

1. Students: improve retention and graduation; monitoring students' performance; inclusion – commitment to first generation students; train students to be future leaders; different strategies that prove commitment.
2. Innovation: new research programs and innovation; use of technology and system integration to set measurable and attainable goals, help in community; innovation in programming like biomedical innovation to suit market; engagement and support and using measures to track student progress; use data to see students who aren't participating as they should.
3. Community: business development, industry relationships, building alumni relationships; connect with short term goal #10; innovation with short term goals #3 and #11.
4. Ourselves: Oregon Tech community, diverse faculty and staff; community of pride, external partnerships, building human resources capacity; infrastructure and beautification of campus.

Ginny urged the groups to get more specific, more granular, so recommendations being made can be measured and departments can be held accountable for having met these metrics. The language needs to be more precise and measureable. The short term action plan is somewhat of a guide for the types of words we need to put in place. She explained the need for a hierarchy of how we phrase what comes under the pillars; is the biggest concept a goal, then strategy, then initiatives? She asked that the groups continue to think about values and pillars.

Locations

Ginny gave an overview of the July 11 meeting and the main topic - the question of locations. How do we want to think about Oregon Tech? Is there an umbrella view of ourselves and one of all the locations? Everybody needs to focus on the same mission, vision, and values but what can be specific about the locations? She suggested obtaining background on each of the locations. **Tom** stated that each location has a different impact on its community; if the Klamath Falls campus closed it would have a huge effect on the community but Wilsonville and the Portland-Metro area wouldn't be effected if the Portland-Metro campus closed. **Jennifer** suggested looking at location strategies, meeting that communities' needs, and competition from other providers. It was suggested to obtain a common set of information for each campus: students, enrollment, demographics, feeders, faculty status (Provost), number of employees, staff info, academic factoids, degrees,

programs, what is unique, facilities, support services for students, why a location emerged (KF, PM, Seattle, Salem, Scappoose, Online). **Di** will work with Dr. Mark Clark to see if he can provide a history lesson of Oregon Tech and its locations at the next meeting. It was mentioned that there is cultural tension between the Klamath Falls and Portland-Metro campuses. **Ginny** suggested we start the location conversation by hearing overviews of all of the locations and see what's similar and different. We can look at the strategies for growth and development by location; and what the implications are on facilities, resources, faculty needs, and faculty and resource movement between campuses. We need to look at how to create the planning and forward movement from the strategic plan; look at what the locations and units are today before we can plan going forward.

Homework

The workgroups were given time and the homework assignment to focus on values and pillars; refine them and pull out the ideas that could be action items, actionable underneath the pillars and to focus on opportunities in departmental planning.