Agenda

1. Academic Program Approval (Action Item, 15 min)
   - OHSU, M.S. in Endodontontology ................................................................. 3
   - PSU, Master of Real Estate Development ..................................................... 5

2. Approval of April 2012 Minutes (Action Item) ............................................... 7

3. Faculty Satisfaction, Higher Education Recruitment Consortium
   (Discussion Item, Sona Andrews & Becky Warner- 20 min)

4. Legislative Proposals (Discussion/Action Item, 1 hr 15 min)
   - Proposal List ................................................................................................... 11
   - Proposal Scoring Sheet .................................................................................... 15
   - Campus Proposals ............................................................................................ 19

5. Other items put forward by the Committee

6. Adjournment
Oregon Health & Science University seeks Board approval to offer an instructional program leading to a M.S. degree in Endodontology.

OREGON HEALTH & SCIENCE UNIVERSITY – M.S. IN ENDODONTOLOGY

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

Oregon Health & Science University’s (OHSU) mission is to improve the health and well being of the people of Oregon and beyond through excellence, innovation, and leadership in health care, education, and research. The advanced dental specialty program in endodontics supports the mission and goals of the University. The stated goals of the program are that the resident will achieve: (a) in-depth knowledge of biomedical sciences as they relate to the art and science of dentistry and endodontology; (b) in-depth knowledge of clinical sciences as related to dentistry and endodontology; (c) an understanding of research methodology as required for a master level project and apply it to his/her own research project; and (d) an understanding of teaching endodontics and thereby encourage academic pursuit. The enhancement of a master level research experience to the basic endodontic program will increase knowledge creation and innovation in the field of endodontics.

2. What evidence of need does the institution have for the program?

The enhancement of a master level research experience to the basic endodontic program will increase the number of individuals who would be prepared to pursue and succeed in full-time academics at the School of Dentistry. The skills required to plan and execute a rigorous master thesis mirror those required to flourish in today’s academic environment. There is critical shortage of dentists in Oregon and a national shortage of dental educators.

There are adequate employment opportunities for graduates of this program in an academic setting, especially because of the shortage of faculty in post-graduate programs. Additionally, there are employment opportunities in private practice and in a combination of part-time academic and private practice.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There is no other graduate endodontic program, certificate, or optional Master’s degree in the state of Oregon.
4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

Sufficient resources to implement the program already exist within the Department of Endodontics in the OHSU School of Dentistry. The program will be delivered in the same manner as the certificate program already in place in the same location and with the same faculty as the certificate program. The only difference will be the enhancement of the research experience and requirement to defend a thesis.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Health & Science University to establish an instructional program leading to a Master of Science degree in Endodontology, effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

*(Committee action required.)*
Portland State University seeks Board approval to offer an instructional program leading to a Master of Real Estate Development.

5. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

This program meets the core objectives of Portland State University (PSU) directed at engagement, sustainability, and student access and success. First, this proposal grows out of direct engagement with the real estate development community in the metropolitan area through the PSU Center for Real Estate and its Advisory Board. The curriculum engages Master degree students in a variety of development project case studies and workshops in the community involving active development sites and industry mentors.

Second, this proposal aspires to create a unique and innovative Master of Real Estate Development that will consciously focus the attention of students, faculty, and community partners on issues and concerns associated with community and sustainability-based development in the context of real estate development. As a consequence, this proposal directly serves Portland State’s university-wide objective for sustainability.

Third, this is the only Master of Real Estate Development, or related degree, offered in Oregon and southwest Washington. This degree will provide access to higher education where there is none, helping to build and contribute to the innovation occurring within the real estate development sector of our economy and providing students with the opportunity to succeed in advancing their careers locally and nationally.

6. What evidence of need does the institution have for the program?

Experience with the existing Graduate Certificate program in Real Estate Development validates that there is considerable demand for training in professional real estate development in the local community and across the country. PSU has graduated 179 students from the Graduate Certificate program in its ten years of existence, making it one of the most successful certificate programs at Portland State. Interviews with students who stopped their graduate education after completing the Certificate program, with students who applied to other Master’s degrees at PSU and elsewhere after completing the Certificate program, and with students in other PSU Master’s degree programs who, after some exposure to the real estate courses, have expressed a desire that they would have preferred a Master’s degree in Real Estate or Real Estate Development.

7. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?
This program will be the only Master of Real Estate Development, or related degree, offered in Oregon and southwest Washington.

8. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

PSU has hired two new faculty members and one new staff person to teach and supervise the program. Through the Center for Real Estate, over $100,000 in private funds were raised to support the initial hiring and support of the new faculty, but ongoing expense related to those new hires will rest with the University. New student enrollment will add tuition income to the University that will cover these additional costs. The existing graduate programs office in the School of Business Administration will manage the program.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Portland State University to establish an instructional program leading to a Master of Real Estate Development, effective Spring 2012. With the Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
Minutes

Committee members present: Chair James Francesconi, Emily Plec, Brianna Coulombe and Preston Pulliams. Director Jill Eiland were absent.

Chancellor’s staff present: Sona Andrews, Anna Teske, Charles Triplett, Alice Wiewel, Karen Marrongelle, Joe Holliday, and Bruce Schafer.

Campus representatives present: Steve Adkison (EOU), Brad Burda (OIT), Sabah Randhawa (OSU), Roy Koch (PSU), Anne Bartlett (PSU ACE Fellow), Jim Klein (SOU), Lorraine (UO), Kent Neely (WOU), Grant Kirby (IFS).

Others: Eric Meslow (ETIC), Larry Large (OAICU), Philip Parsons (Sasaki), Mark Nelson and Jim Denham (OMI).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 2:09 p.m.

2. Academic Program Approvals

1. OSU, PhD in Public Policy

Chair Francesconi called upon Sabah Randhawa, Provost & Vice President for Academic Affairs at Oregon State University to provide background on the proposed program. Discussion centered on the role of the program and its interface with the existing Master of Public Policy program.

   ACTION: Directors Emily Plec made the motion to approve the PhD program in Public Policy and Jim Francesconi seconded. Motion carried.

3. Approval of March 2012 Minutes

   ACTION: Directors Jim Francesconi made the motion to approve the minutes and Brianna Coulombe seconded. Motion carried.
DISCUSSION ITEMS

4. Campus Compacts/Achievement Compacts

Chair Francesconi called upon Sona Andrews to provide an update to the committee on Achievement Compact feedback provided by the Oregon Education Investment Board (OEIB). It was reported that the OEIB requested that Institutional Achievement Compacts eliminate some of the statewide performance measures, as well as institution specific measures, noting that there will be an opportunity for institutions to develop Local Priorities in the future. It was pointed out that while the OEIB Achievement Compacts have changed, campus performance compacts between the State Board of Higher Education and each OUS institution have not.

After a full and frank discussion about the OEIB’s decision to remove indicators on targeted degrees, research, number of internships and service learning, Chair Francesconi expressed his dissatisfaction for the record, noting that these measures are critical and require state investment. Following the discussion it was noted that the development of Campus Compacts/OEIB Achievement Compacts is a work in progress and will continue to evolve as this new process is refined.

**NEXT STEPS:** The Chancellor’s Office and campuses will continue working together to develop targets for their individual Campus Compacts/OEIB Achievement Compacts. Targets are due to the OEIB on June 6th.

5. Sasaki Capacity Tool Presentation

Chair Francesconi directed Alice Wiewel and Philip Parsons to update members on the progress of the capacity planning tool developed by Sasaki Design. The tool is designed to provide perspective between attainment and capacity of the OUS portion of Oregon’s 40-40-20 goal, and assist decision makers in what it will take to bridge the gap. It was pointed out that one of the significant driving forces is the trend in state investment, noting that to be successful; Oregon will need to develop a statewide strategy that includes K-12, community colleges, OUS and private colleges and universities.

**NEXT STEPS:** Sona Andrews and Alice Wiewel will share the tool with the Provosts and Vice Presidents of Finance, and solicit feedback from the campuses. It is anticipated that the Capacity Tool will be reviewed by the full board in September.

6. Campus Proposals

Chair Francesconi called upon Sona Andrews to provide an overview of campus proposals and the legislative budget process. It was noted that in February, the Chancellor’s Office sent a request to the campuses asking for concepts to include in the OUS state budget request that will be put forward for the Governor’s recommended budget. The process for evaluating campus proposals has been designed with prioritization in mind, namely: impact on students or statewide economic development; support of board goals; collaborative and/or applicability across the system; potential to garner public and/or legislative support; of sufficient scope to warrant state request.
A brief presentation was made for each proposal and the committee members asked questions and discussed prioritization. After a lengthy discussion it was agreed that six broad themes will be developed to bundle campus proposals.

1) Scholarship/Tuition Funds
   - WOU, Tuition Promise “Backfill”
   - UO, Pathway Oregon
   - OSU, Investing in Excellence: Promoting Recruitment and Success of Oregon’s High-Achieving High School Gradates

2) Precollege Programs
   - SOU, Pirates to Raiders
   - OIT, Strengthening Oregon Institute of Technology’s Regional Science Partnerships to Support Underserved Students in STEM
   - WOU, Comprehensive Student Success Partnership
   - WOU, Visit WOU: An Initial College Experience
   - EOU, Eastern Promise

3) Retention Strategies
   - PSU, College Completing Now! A PSU Initiative for Improving Degree Completion in Oregon
   - WOU, Retention Specialist
   - WOU, Early Alert System
   - EOU, Veterans Retention Specialist
   - SOU, Combined Retention and Jobs Initiative

4) Critical Degrees: Educator Preparation, Health, STEM
   - Educator Preparation, OUS leadership in Support of Innovative Practices in Education Preparation Programs
   - Health, OIT, Rural Healthcare
   - Health, OSU, Oregon Public Health Professions Initiative
   - STEM, OUS/ETIC, Enhancing Production of High-Quality High-Demand Degrees

5) Degrees: Community Connections
   - UO, The Americas in a Globalized World/Global Oregon Initiative

6) Research/Economic Development
   - UO, Sustainability—Sustainable Cities Initiative/Green Product Design Network
   - Oregon BEST, Oregon BEST Capital Requests
   - OSU, Nation Center for Innovations in Seafood Safety
   - PSU/OSU, Northwest Collaboratory for Sustainable Manufacturing
   - OUS, 21st Century Collaboratory

The campus proposals that did not move forward include:
   - OSU, Enhancing Graduate Education
   - OSU, Innovations for Oregon-BIO
   - UO, Digital Platform: Navigation the Information World
   - UO, Creative Inquiry
NEXT STEPS: ASC will reassess proposals that are still under consideration at the May 3rd meeting, and forward their recommendations to the Board’s Finance & Administration Committee and Chancellor for further consideration.

7. Adjournment

With no further business, the meeting was adjourned at 5:51 p.m.
Criteria for Proposal Evaluation (not prioritized)

- Impact on students or statewide economic development
- Support of Board’s goals
- Collaborative and/or applicability across the system
- Potential to garner public, private and/or legislative support
- Of sufficient scope to warrant state request

Evaluation categories:
1. High Priority
2. Medium Priority
3. No longer under consideration

SCHOLARSHIPS/TUITION FUNDS:

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<tr>
<td>21</td>
<td>1. <em>OUS Tuition Buy Down</em> umbrella proposal (to include all institutions, but with specific example narrative and budget info on various institutional options from):</td>
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</table>
| | p. 24 WOU | *Tuition Promise “Backfill”*
| | p. 28 UO | *Pathway Oregon*
| | p. 31 OSU | *Investing in Excellence: Promoting Recruitment and Success of Oregon’s High-Achieving High School Graduates*

PRECOLLEGE PROGRAMS:

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| | p. 40 SOU | *Pirates to Raiders*
| | p. 44 OIT | *Strengthening Oregon Institute of Technology’s Regional Science Partnerships to Support Underserved Students in STEM*
| | p. 45 WOU | *Comprehensive Student Success Partnership; Visit WOU: An Initial College Experience*
| | p. 60 UO | *STEM Education*
| | p. 64 EOU | *Eastern Promise*
### RETENTION STRATEGIES:

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<td>74</td>
<td>PSU</td>
<td>College Completion Now! A PSU Initiative for Improving Degree Completion in Oregon</td>
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<td>82</td>
<td>WOU</td>
<td>Retention Specialist; Early Alert System</td>
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<td>89</td>
<td>EOU</td>
<td>Veterans Retention Specialist</td>
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<tr>
<td>92</td>
<td>SOU</td>
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### CRITICAL DEGREE: EDUCATOR PREPARATION:

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<td>OUS</td>
<td><em>OUS Leadership in Support of Innovative Practices in Education Preparation Programs</em></td>
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### CRITICAL DEGREE: HEALTH:

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<td>105</td>
<td>OIT</td>
<td>Rural Healthcare</td>
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<td>108</td>
<td>OSU</td>
<td>Oregon Public Health Professions Initiative</td>
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### CRITICAL DEGREE: STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH):

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<td><em>OUS/ ETIC, Enhancing Production of High-Quality High-Demand Degrees</em></td>
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### DEGREES: COMMUNITY CONNECTIONS:

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<td>127</td>
<td>UO</td>
<td>The Americas in a Globalized World /Global Oregon Initiative</td>
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### RESEARCH/ECONOMIC DEVELOPMENT:

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<td>UO</td>
<td>Sustainability—Sustainable Cities Initiative/Green Product Design Network</td>
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<td>140</td>
<td>Oregon BEST</td>
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<td>145</td>
<td>OSU</td>
<td>National Center for Innovations in Seafood Safety</td>
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<td>p. 150</td>
<td>12. PSU/OSU</td>
<td><em>Northwest Collaboratory for Sustainable Manufacturing</em></td>
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<td>p. 156</td>
<td>13. OUS 21st Century Collaboratory</td>
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**BUDGET BUILDING:**

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<td>14. OUS Current Service Level Calibration</td>
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<td>p. 166</td>
<td>15. OUS Funding for Enrollment Growth</td>
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**FACULTY SALARIES:**

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<td>16. OUS Faculty salaries E&amp;G_ES</td>
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<td>p. 174</td>
<td>17. OUS Faculty salaries AES_FRL</td>
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### Proposals Scoring Sheet

**Criteria for Proposal Evaluation** (not prioritize)
- Support of Board’s goals
- Collaborative and/or applicability across the system
- Potential to garner public, private and/or legislative support
- Of sufficient scope to warrant state request

**Evaluation Categories:**
1. High Priority
2. Medium Priority
3. No Longer Under Consideration

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3. EOU  Eastern Promise

**RETENTION STRATEGIES:**

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**CRITICAL DEGREE: EDUCATOR PREPARATION:**

5. **OUS Leadership in Support of Innovative Practices in Education Preparation Programs**

**CRITICAL DEGREE: HEALTH:**

6. OIT  Rural Healthcare

7. OSU  Oregon Public Health Professions Initiative

**CRITICAL DEGREE: STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH):**

8. **OUS/ETIC, Enhancing Production of High-Quality High-Demand Degrees**
### DEGREES: COMMUNITY CONNECTIONS:

9. UO  
   *The Americas in a Globalized World / Global Oregon Initiative*

### RESEARCH/ECONOMIC DEVELOPMENT:

10. **OUS Sustainability** umbrella proposal (to be developed to include all institutions, but with specific example narrative and budget info on various institutional options from):

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<tr>
<th>Institution</th>
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<td>UO</td>
<td>Sustainability—Sustainable Cities Initiative/Green Product Design Network</td>
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<td>Oregon BEST</td>
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</table>

11. OSU  
   *National Center for Innovations in Seafood Safety*

12. PSU/OSU  
   *Northwest Collaboratory for Sustainable Manufacturing*

13. **OUS 21st Century Collaboratory**

### BUDGET BUILDING:

14. **OUS Current Service Level Calibration**

15. **OUS Funding for Enrollment Growth**

### FACULTY SALARIES:

16. **OUS Faculty salaries E&G_ES**

17. **OUS Faculty salaries AES_FRL**
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Scholarship/Tuition Funds
OREGON UNIVERSITY SYSTEM

2013-15 OUS LEGISLATIVE REQUEST
OUS Tuition Buy Down

Purpose: In 2011, Oregon’s per capita income level was $37,909 which was 32\textsuperscript{nd} in the country and more than $3,700 below the national average of $41,663. According to the State Higher Education Finance Officers (SHEF) Oregon’s appropriations to support higher education were 44\textsuperscript{th} in the country at $4,359 per full-time equivalent student, which is almost $2,000 less than the national average of $6,290. Finally, Oregon’s net tuition was 30\textsuperscript{th} in the country at $5,631 and was almost $900 higher than the national average. So, Oregon has lower per capita income levels, lower state support and higher tuition than the national averages, thus placing Oregonians in a difficult position when it comes to being able to afford a college education. Yet, noted economist Joe Cortright recently suggested that the best way to increase the level of per capita income in a state is by increasing the number of citizens who possess a four-year college degree. This creates a vexing dilemma to policymakers who would like Oregon to accomplish the 40-40-20 goals recently adopted by the Legislative Assembly.

Oregon Compared to the Nation in 2011

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<th>Nat’l Ave.</th>
<th>Oregon</th>
<th>Diff.</th>
<th>Ranking</th>
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<td>Per Capita Income</td>
<td>$41,663</td>
<td>$37,909</td>
<td>($3,754)</td>
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<td>Educational Appropriations per FTE Student</td>
<td>$6,290</td>
<td>$4,359</td>
<td>($1,931)</td>
<td>44</td>
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<tr>
<td>Net Tuition per FTE Student</td>
<td>$4,774</td>
<td>$5,631</td>
<td>$857</td>
<td>30</td>
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Over the last 20 years, undergraduate resident tuition at the institutions of the Oregon University System has increased from an average of $2,477 in 1991 to $7,102 in 2011, an increase of 187%. That equates to average undergraduate tuition increase of nearly 6% each year. It is becoming increasingly clear that continuing to increase tuition will lead to many individuals being unable to afford college. Through research, it is also increasingly apparent that tuition at public universities is driven mostly by the level of state appropriations. State appropriations for OUS Education & General Operations, measured on a per student basis, have decreased substantially over the last two decades.

Therefore, in order to maintain an undergraduate tuition structure that is affordable for students, we are proposing that the Legislature buy down tuition for undergraduate resident students by 3\% in each year of the 2013-15 biennium (in essence replacing a 3\% tuition increase in 2013-14 and another 3\% increase in 2014-15). Based on enrollment projections, this would require a State investment of $39M for the 2013-15 biennium. Buying down
resident undergraduate tuition increases by 3% will help to maintain tuition at affordable levels for most Oregon families and will be an essential ingredient in accomplishing the 40-40-20 goals established by the State.

<table>
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<tr>
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<th>2010-11 Resident Undergrad Tuition:</th>
<th>2012-13 Projected Resident UG Tuition:</th>
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<tr>
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<td>$366,944,200</td>
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<th>Yr. 1 Buydown</th>
<th>Yr. 1 Continues</th>
<th>Yr. 2 Buydown</th>
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<td>3% Tuition Buydown</td>
<td>$12,840,000</td>
<td>$12,840,000</td>
<td>$13,230,000</td>
<td>$38,910,000</td>
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**Relevance:** Decreasing state support of higher education has led to increasing tuition rates at the state universities. That, combined with Oregon’s lower than average per capita income, combined with higher than average tuition rates and lower than average state support, is squeezing some potential students out of their education dreams. OUS would like to reverse this trend and see the state increase their investment in the education of its citizenry. Without additional state support, tuition rates will continue to rise, and a higher education degree will become financial unattainable for many Oregon residents. Holding down tuition would allow and encourage more Oregon residents to attend university, thus furthering the state’s 40-40-20 goals for an educated citizenry.

**Impacts on Others:** This policy package request would benefit all of the OUS institutions. Increasing state investment in higher education would allow the institutions to minimize tuition increases for the 2013-2015 biennium. Minimizing tuition increases would have a direct and immediate impact on every current and aspiring Oregon resident OUS student.

**Outcomes/Impacts:** With the approval of this proposal, OUS institutions would be able to limit their tuition increases. If the state were to fund 3% of a tuition increase, OUS institutions would be able to limit the average 2013-14 and 2014-15 tuition increases to 3% per academic year. This would have immediate and direct effect on our resident students in that tuition increases would be held to a minimum with the support of state funding. Lower tuition rates and increased state support would have direct impacts on first-time freshmen rates, freshman participation rates, retention rates, completion rates and time-to-degree.

**Connection to Board Goals:** This proposal supports the Board’s goals of creating an educated citizenry in Oregon and contributing positively to the economic, civic and cultural life of communities. Making it easier for more Oregon citizens to attend university and attain a degree is also in support of the state’s 40-40-20 goals.
BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Tuition Buydown - Increase E&amp;G Budget</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$38,910,000</td>
</tr>
</tbody>
</table>

BUDGET NARRATIVE

Funding for this proposal would go towards supporting the Education & General operations of the institutions.

FINANCIAL IMPACTS

If this package is not approved, institutions will have to continue to rely on increasing tuition rates to cover the true cost of instruction. Over the past 20 years, tuition rates have increased an average of 6% per academic year. If the state does not support this package, tuition rates will continue to increase an average of 6% per academic year at OUS institutions. However, if the state were to fund 3% of a tuition increase, OUS institutions would be able to limit the average 2013-14 and 2014-15 tuition increases to 3% per academic year.
WESTERN OREGON UNIVERSITY
2013-15 OUS LEGISLATIVE REQUEST

Tuition Promise “Backfill”

PURPOSE: Tens of thousands of students finish a high school education owing nothing to the state, to private lending agencies or to their families for their kindergarten through grade 12 education. However, none of those students can enter a public or a private institution without paying to cover, at least, a sizeable portion of the cost to deliver a college degree. A college education is, for many people, the second most expensive investment, next to a house, that they will make in their lifetime.

Planning for paying that expense is an enormously important task for families whose sons and daughters are of college going age. In 2006, Western Oregon University created the Tuition Promise that would facilitate that planning. It was simple and elegant and it had great appeal to Oregon families. The Tuition Promise guaranteed that an entering freshman’s rate of tuition would stay constant for four years after matriculation into WOU.

Since the Tuition Promise began in 2007 it has proven extremely popular. It has increased accessibility by holding costs constant. Students are incentivized to complete their degrees within the proscribed period. Public officials praised the Tuition Promise for its creativity and for its utility in containing the price of tuition for families.

As attractive, popular and effective as the Promise has been, it was accepted by the Oregon State Board of Higher Education (SBHE) with a warning declared in the 6 October 2006 meeting:

...once this program is fully implemented (over four years), WOU will retain the ability to increase tuition for nearly one-third of its resident undergraduate and WUE students and only approximately one-quarter (35 percent less one-third) of its total Education and General (E & G) revenue base will be fixed. Nevertheless, if state funding (which comprises 46 percent of WOU’s E & G revenue base) is reduced, new cohorts of students will confront significant tuition increase. For example, if state funding were reduced 5 to 15 percent, WOU would either need to reduce expenses or raise revenues by $800,000 to $2.5 million. This would require increases of 7.4 percent to 22.3 percent on remaining (unfixed) revenues, assuming 100 percent of these state funding reductions were offset by revenue increases.

Beginning in the same year that the Promise was begun, funds provided to WOU from legislative sources began to deteriorate. Since 2007, just five short years, the amount of support provided by the State of Oregon has dropped 25%.

The continued loss of state support has meant that the increase in tuition for new student cohorts has risen extraordinarily. When the Promise was first offered in the fall of 2007, Western Oregon University students paid the least amount for tuition in the Oregon University System ($1,440). In the fall of 2011, the rate had increased to the second highest ($2,150). The cost difference is $1,140 or 49% higher than it was in 2007.

The costs had to rise by significant amounts each year to compensate for lost state revenue. However, increases were limited to only the new freshman class rather than all classes, as is common with other
universities. Consequently, the University cannot generate sufficient revenue from a broad enough base and thereby spread the impact of the cost increase across a greater number of students.

**RELEVANCE:** This proposal presents the idea of “backfilling” the revenue lost by consecutive years of cuts by the State of Oregon. Western Oregon University has been responsive to the needs of its students and has continued to invent better ways to serve and teach. In short, the constancy of the Tuition Promise allowed the institution to:

- Initiate special programs to serve the growing Latino population,
- provide new programs that build on strengths (e.g., Masters Degree in Interpretive Studies, a BA/BS in Gerontology),
- recruit a large international student population

The downward state support trend of the last five years has meant that Western’s financial continuity has been negatively affected as the Tuition Promise has translated into higher and higher rates. The downward spiral of state support has translated into an unfortunate mix of rising tuition costs, reduced course sections, increased class sizes, cancelled faculty searches, hiring more part-time faculty and constrained salaries.

Dedicating special state funding to “Backfill” the revenue degradation that has occurred since 2007 would allow for continuation of the Western Oregon University “Tuition Promise”. This has been a “promise” that WOU, the state board of higher education, and legislators have been proud to call our collective own. It would mean that parents and their children could, again, have invaluable predictability to the cost of higher education and a means of controlling their family budgets.

**PLANNING:** Exhaustive planning for the Tuition Promise was done in 2006. The minutes from the 6 October OBHE meeting indicate that examples of “tuition locks, tuition stabilization, block tuition and fixed tuition rate programs” were analyzed carefully.

Today, so-called “Section 529” plans are found among some state institutions in the U.S. but those are contingent on college savings accounts yielding sufficient earnings to offset the rise in tuition. The reduction of Oregon State funding has been so rapid and so large that no one could expect to earn the necessary interest to keep pace with tuition increases.

Some universities, like Baylor, will allow families to pay a premium to “lock” in the tuition. The premium there is **11% above** the tuition rate. In Oklahoma’s public institutions, a similar lock is available for a **15% premium**. These amounts would make college attendance even more difficult for Oregonians and would pose a deleterious effect on the four year family savings that the Promise would provide.

“Backfilling” would allow the continuation of a successful program that has a solid foundation, is well known and is highly respected by public officials.

**ALTERNATIVES/WHY?:** The alternative to the Promise is the Western Oregon University “Tuition Choice” – whereby students can choose to pay a 2012 rate that will be no more than 1% above the 2011 tuition, but with annual increases that could be between 5% and 10% per year. The Choice will be attractive to
families *in the short run* because it is less expensive than the higher Tuition Promise rate. However, that would not be the case were “backfilling” to be provided.

If the Tuition Promise were made whole with “backfilling,” families could have the assurance that the tuition rate – though higher than other OUS institutions at the start – would not change for four years. Further, the constancy provided by “backfilling” would mean that the percentage increase would diminish at Western and would become comparable to or lower than its sister Oregon University System institutions.

**IMPACT ON OTHERS:** No impact would be made on other institutions as long as funding for their budgets was not reduced in order to backfill Western’s.

**POSSIBLE LEVERAGED FUNDS:** None

**OUTCOMES/IMPACT:** The proposal to “backfill” the Tuition Promise is an investment in the continued accessibility and affordability of a quality education for the students who Western serves well – first generation and under-represented students. The financial commitment by the state would have direct impact on students and their future as productive, contributing citizens of the state.

**_CONNECTION TO BOARD GOALS:** “Backfilling” the Western Promise directly relates to the Board’s goals of creating an “educated citizenry”, “ensuring access” and “Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.” The Promise would most assuredly “ensure access” by allowing families to plan the expense of college more effectively. The funding would also be a factor in to the economic well-being of families within Oregon’s communities.

**BUDGET SUMMARY**

<table>
<thead>
<tr>
<th>Tuition Promise Backfill Increase in E&amp;G Budget</th>
<th>2013-15</th>
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<tbody>
<tr>
<td></td>
<td>$5,200,000</td>
<td>$6,800,000</td>
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**BUDGET NARRATIVE**

The Tuition promise backfill funding would go towards supporting the Education & General operations of WOU.

**FINANCIAL IMPACTS**

**Impacts to your university, the system and/or state if the proposed funding is not approved**

Implementation of the Promise was predicated on the continuing partnership with state government for a steady base of funding. Because of decreased state funding since 2007 of approximately 25% and increases in salary and benefit costs, WOU’s ability to maintain an adequate fund balance becomes problematic.
To assure future fiscal sustainability without the requested tuition “backfill” Western Oregon University will need to discontinue the Promise and implement tuition rates which will be subject to annual increases, as necessary.

Though difficult to project, the necessary tuition increases are likely to have a negative effect on enrollment, and further jeopardize Western’s financial sustainability.

**Would initial state funding of the program allow for other future revenues to be generated? If so, describe.**

Yes, with the “backfill”, the university would be enabled to continue the promotion of the Promise and that would provide more assurance of growth and continuity of tuition revenue from one year to the next. It would send a positive signal to those students wishing to pursue a college degree and demonstrate that Western has especially helpful ways for their families to plan the financial commitment necessary to complete the degree.
UNIVERSITY OF OREGON
2013-15 OUS LEGISLATIVE REQUEST

Pathway Oregon

Purpose

PathwayOregon is a promise that tuition and fees for academically qualified, lower-income Oregonians will be covered by federal, state, and university grants and scholarships for four years. Students also receive the academic and personal support that will enable them to succeed and graduate from the UO within twelve terms, with advisers providing advice on how to adapt academically and socially; insights on time management and personal budgeting; aid in selecting required classes and identifying campus activities; and locating campus resources on career planning and tutoring in writing, mathematics, and foreign languages. In addition, students selected for the PathwayOregon Housing Award receive funding to cover the cost of their living expenses.

Timeline and Milestones. Student cohorts will be identified as part of the regular process for application and admission to the University of Oregon. Additional FTE for Enrollment Management will be recruited during the Spring and early Summer of 2013, with anticipated start dates of July 1, 2013.

Relevance

By providing guaranteed financial assistance and proactive advising support, PathwayOregon focuses on 1) enhancing higher education accessibility to lower-income students from throughout the state, 2) retention of lower-income students, and 3) reduction of student indebtedness while working to ensure that program participants have unhindered access to high-impact educational opportunities, including internships and national and international learning experiences. Over one third of Pathway students are first-generation college students, roughly one third self-identify as students of color, and over 15% come to the UO from rural Oregon communities.

This initiative has clear and direct relevance to 40-40-20, to the University of Oregon’s mission and strategic plan, and to performance measures regarding retention, graduation, and representation.

Planning

The PathwayOregon program was started to enable Oregon high school graduates who meet academic requirements and are eligible for the Pell Grant to attend the UO, even during times of economic challenge that can easily lead to the choice not to attend school. As Oregon’s economy has continued to stagnate, as costs of college attendance have continued to grow, and as we have strategized regarding the attainment of 40-40-20, the university has recognized the continuing and growing need for the Pathway program.
Alternatives/Why?
PathwayOregon, initiated in 2008, has a demonstrated track record of success. In the absence of growing State employment and incomes, and given growing tuition in the face of declining State support for its higher educational institutions, we see no alternative to such a “tuition buy-down” program.

Impact on Others
Each OUS institution faces the same problem; Western Oregon and Oregon State are presenting similar proposals to recruit, retain, and graduate Oregon’s high school graduates.

Possible Leveraged Funds
Resources supporting PathwayOregon in its first 3.5 years of existence have come from federal, state, and University of Oregon sources, including funds provided through private donations. We will continue to seek non-State sources of support for the program, thereby leveraging continuing State investment.

Outcomes/Impact
Pathway Oregon will maintain its current cohort of 450 incoming freshmen per year, thus expanding the on-campus population of Pathway students to ca. 1,800, contributing to attainment of 40-40-20 goals. With limited resources, it may be difficult for the UO to continue this program at its current level in future years. By funding this initiative, the state would ensure the long-term viability of this important program and also provide resources for continued expansion to additional low-income students.

Connection to Board Goals
The program not only advances the state’s goals of 40-40-20, but helps ensure that those opportunities are provided equitably throughout the state and across populations. The program aims to bridge the gaps for Oregonians who are lower-income, first-generation, students or color, and rural.

Budget Summary Table

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<th>2013-15</th>
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<td><strong>Total Expenses</strong></td>
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Amount of Total Expenses Representing One-Time Costs

$ - $
Budget Narrative

Personnel details
One permanent 1.0 FTE position is required in Enrollment Management to accommodate advising and other student support structures. Start date approximately July 1, 2013.

Types of services and supplies
None.

Student aid expense
Pathway provides the difference between state and federal aid – e.g., if tuition were $9K and a student had $5K is state and federal aid, Pathway would provide $4K. Housing assistance is also provided with documented need. With our latest cohort of 450 freshmen, our total campus population of Pathway students has reached ca. 1,700, at an annual cost of $2.7M. To stabilize this program and to allow for expansion to cover additional low-income Oregon students, we request $2M per year from the State.

Capital outlay expenses
None.

One-time only expenses?
This is a request for ongoing support.

Financial Impacts

Impacts to university, system, and/or state if not approved
As Oregonians continue to struggle economically, the number of eligible students and their need will both increase. Without State funding for this program, we will inevitably have to reduce the number of students served, decreasing our 40-40-20 capacity.

Would initial state funding allow other revenues to be generated?
Please see discussion under Part 1 – leveraging possibilities.
OREGON STATE UNIVERSITY
2013-15 OUS LEGISLATIVE REQUEST

Investing in Excellence: Promoting Recruitment and Success of Oregon’s High-Achieving High School Graduates

PURPOSE: As the state’s land grant university, OSU has a longstanding mandate to provide leadership for solving the increasingly complex issues we face as Oregonians and members of interconnected communities across the region and the world. Our mission in undergraduate education is to prepare Oregon’s next generation of leaders, innovators and problem solvers. To that end, we have a particular responsibility to recruit Oregon’s best and brightest students who share our ethos of achievement and engagement and to keep those students in Oregon to contribute to our economic and social development. As the top research university in the state and one of only two in the nation that confers an honors diploma, OSU is increasingly the choice for top Oregon high school graduates. Our rigorous educational programs engage our students alongside our teaching and research faculty and extension experts in deep learning that prepares them to address real-world challenges. We are taking our current educational practices to the next level by investing in high-impact programs in undergraduate research, public service, internships and international education so that every OSU student will graduate already having applied their knowledge and skills in the community. This proposal is for a program to significantly increase the number of Oregon’s best high school graduates who choose OSU and choose to pursue their higher-education goals in Oregon. Keeping these students in Oregon for their undergraduate education increases the success of their peers in university, improves the institution’s ability to recruit other student populations, and increases the chances those high-achieving students will remain in Oregon for their professional careers.

RELEVANCE: Oregon’s prosperity depends on a highly skilled workforce capable of leading innovation and driving the economy. Oregon competes in a global society, where research and innovation are essential to economic and social progress. Oregon State University’s two critical initiatives in this regard are to recruit and graduate Oregon’s best and brightest high school students and enhance graduate education to directly contribute to an educated and trained citizenry that is able to address society’s complex and broad range of problems and drives the state’s strategy on innovation and competitiveness. This proposal supports the first of those initiatives.

PLANNING: A workgroup of representatives from Enrollment Management, Admissions, Financial Aid and Scholarships, University Honors College, OSU Foundation, University Advancement and Marketing, the Alumni Association and a marketing consultant developed the plan. Input to the plan was solicited and received from key stakeholders across campus, including the President’s cabinet, Provost’s Council, the Undergraduate Education Council and the Enrollment Management Leadership Team, the Academic Advisors Council and the development officers.

ALTERNATIVES/WHY?: This plan was developed in light of the increased competition for high achieving students across the nation, and the slow increase in the percentage of high achieving students enrolling at Oregon State University. Previous efforts need to be augmented and supplemented in order to achieve this goal. Recruiting and retaining more of these students at Oregon institutions is absolutely essential to meet key Board goals.
IMPACT ON OTHERS: The primary external stakeholder group that this impacts is our trustees and donors, who have proved supportive of the initiative. The university is often asked what we can do to reduce the “brain drain” of Oregon’s best and brightest, with the aim of keeping these energetic, talented new leaders in our communities.

POSSIBLE LEVERAGED FUNDS: OSU’s existing Presidential Scholarship program is essential to bringing the state’s most academically gifted high school graduates to OSU. As part of the closing phases of OSU’s capital campaign, we have launched the Presidential Scholarship Initiative to strengthen this prestigious program and guarantee that funds will always be available for these talented students. This matching opportunity is designed to raise $10 million, doubling the number of endowed Presidential Scholarships at OSU. The investment proposed here would show a partnership with the state that would be a powerful incentive to private donors to participate in the Initiative.

OUTCOMES/IMPACT: OSU will pursue a goal that by 2025 50% of each year’s enrolling freshman class will include students with GPA of 3.75 or higher. We will do this, broadly, by implementing and investing in a compelling and comprehensive University-wide commitment and strategy. This strategy will represent a dedicated commitment by all sectors of the University to create and retain a “total customer” student recruitment and enrollment effort. The current plan is focused on the initial five years of that incremental effort. This strategy will be an essential component of the overall University Enrollment Management Strategy. This proposal addresses the highest-achieving group of students in our target cohort (3.85 GPA and higher), with the goal of using their recruitment as a means of leveraging recruitment of other talented students.

Outcomes that will follow from a comprehensive institutional University commitment to and achievement of this strategy as part of the overall OSU Enrollment Management Strategy:

- improve the student experience for those attending OSU
- improve student academic success
- measurably grow student retention rates
- measurably grow (improve) six-year graduating rates
- contribute to OSU’s efforts to engage in cutting-edge research and innovation that serve the Healthy Planet, Healthy People and Healthy Economy initiatives of the University
- contribute to University efforts to build private sector and industry partnerships
- robustly contribute to the growth and sustainability of the Oregon, U.S. and world economy
- expand the cultural and geographic diversity of high-achieving students attending OSU
- increase participation in the OSU Honors College to 5% of the student population
- contribute to efforts to recruit and retain the best and brightest faculty
- Measurably grow a University-wide commitment to a “total customer” student experience that distinguishes Oregon State University much the way that the “Disney experience” defines the culture, strategies and accomplishments of all aspects of that company.
- measurably grow the direct engagement of the OSU Alumni Association and the OSU Foundation
- contribute to efforts to successfully conclude the OSU Foundation campaign

CONNECTION TO BOARD GOALS: High achieving students are a critical component of building a diverse and successful student body. Those students serve as models, leaders, and peer mentors and promote a sense of pride and accomplishment among the student body. They also help attract and retain the nation’s very best faculty members, as the return in working with such students is so high. Because of
those contributions, making these students part of campuses in Oregon is an important step in the
Boards goal to “Ensure high quality student learning, leading to subsequent student success” for all
students. Keeping these students in Oregon also will also promote keeping them as part of our future
workforce, and these are certainly the young men and women that can address the Board’s goal to
“provide a globally competitive workforce to drive the State’s economy.”

Budget Summary and narrative – Costs as best estimated at this point in time

Budget Summary Table:

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<td><em>Amount of Total Expenses Representing One-Time Costs</em></td>
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</table>

Budget Narrative: Funding request is $3.2 million per year for five years. This includes approximately
$0.9 million for high-impact undergraduate support and research opportunities in each of the three
signature research areas (total of $2.7 million) and $0.5 million for marketing, recruitment and student
support.

i. **Personnel details:**
   1. New positions and FTE: One new position would be needed to manage development
      and implementation of an enhanced student contact system and develop scheduling
      and event planning. In the first year this would be principally a one-year IT technical
development position, in subsequent years this would be a full-time, permanent
      position in Admissions.
   2. Type of Employee: Unclassified, admin/staff
   3. Job title: Specific job title is not yet defined
   4. Permanent or temporary: First-year IT position would be one year, then a permanent
      admissions positions
5. Approximate start date: September, 2013

ii. **Types of Services & Supplies**: The expenses in the S&S category are principally for expanded and targeted marketing campaigns, customized recruiting events, personalized communications to students and parents, expanded media and establishment of additional social media, improvements in response times to inquiries and applicants through technology applications, retention software, including early warning systems that would be put into place.

iii. **Student Aid**: The largest part of the proposal ($2.7M per year) is for student aid to recruit and retain high-achieving students. Most of the budget would be used to provide direct aid (about 90%) complemented with other sources of support to provide packages near, or at, full cost-of-attendance. The remaining 10% would be used to create incentives to place incoming high-achieving students in research or service learning opportunities in their first year and/or in the summer term preceding their matriculation. The program would target 180–210 new students, with a goal of roughly one-third in each of OSU’s strategic areas of emphasis (Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress).

iv. **Capital Outlay expenses**: No capital outlay costs are planned.

v. **One-time expenses**: The initial conversion of some web-materials to include Spanish language versions would be a one-time cost.

**Financial Impacts**

Discuss and quantify the impacts to your university, the system and/or state if the proposed funding is not approved.

i. Tuition would not necessarily increase if this proposal is not funded. However, having a significant portion of high-achieving students is a critical part of an institution’s reputation and attractiveness to other students. As such, it is an important piece of the overall recruitment strategy and can help moderate tuition increases through promoting successful recruitment of other student cohorts.

ii. No faculty or staff would be laid off if the proposal is not funded.

iii. This is a new initiative that parallels an initiative with the OSU Foundation. No existing programs would have to be cut or discontinued, other than a shift of activities to recruit other target populations of students, and reduction in the effectiveness in the specific retention efforts this funding would afford OSU, that would have an impact on overall enrollment at OSU.

iv. This effort would make an important contribution to increasing the retention and graduation rates for all students. High-achieving students have a marked impact on a campus beyond simply their numbers. They help set a standard in the classroom and in academic work that has a definite impact on the overall success of the student body.
b. Would initial state funding of the program allow for other future revenues to be generated? If so, describe.

Funding of this program would create two opportunities for revenue growth.

The first is through the leveraging of private donations for the recruitment and retention of high-achieving students. Stories from these students about their success and their experience at OSU are some of the most compelling and effective tools to engage donors with the University. Increased numbers of these students will have a visible impact on our fundraising success.

Second, as noted above, these students help raise the reputation of the institution and raise its desirability as a destination with out-of-state and international students. Increasing the number and visibility of Oregon high-achieving students will serve specific goals that the State has for our population. It will also help create a recruiting environment that increases student revenues over the long-term.

We expect that enrollment growth and private contributions will be such that we can sustain this program after an initial five-year commitment of support.
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Precollege Programs
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OUS Precollege umbrella proposal to be developed to include all institutions, but with specific example narrative and budget info on various institutional options from the institutional proposals below.
Pirates to Raiders

PURPOSE: Explain the purpose of the proposed request. This explanation should include the institution’s implementation strategy with the detailed timeline for key activities.

Funding is requested to support an expansion of the Pirates to Raiders at Southern Oregon University pilot program that prepares Latino youth to attain a university education.

The Latino population in Southern Oregon is growing, but the high school and college completion rate remains low. It is our responsibility to provide opportunities as early as middle school that will help students be college-ready. This initiative builds on a pilot partnership (begun in fall 2012) of Southern Oregon University, the Phoenix-Talent school district, and a cohort of Latino students and their families.

This initiative, titled Pirates to Raiders, leverages resources to prepare students for college course work as well as provide assistance and mentoring through application and financial aid processes. The pilot program, designed to follow the current 8th grade cohort of students through 12th grade and into SOU includes 32 students and their parents.

The pilot program provides support for only one cohort. It cannot be expanded without additional support. With additional resources, the program could initiate a new Pirates to Raiders cohort every fall; with more support, the program could expand to schools throughout Jackson County.

It is this type of targeted, organized effort has proved successful in school districts around the country; San Diego State University, for example, now has completed several years of a similar, highly successful program. A targeted effort in southern Oregon will make it possible for every Latino student in the county to become college-ready and help ensure a strong future for both the Rogue Valley and the State of Oregon.

RELEVANCE: Explain how the proposed action advances the institution’s/system’s mission, policy initiatives, strategic plan, and any applicable Benchmarks or key performance measures, including the ability to meet 40-40-20 goals.

By the time many students in our region reach 11th or 12th grade, they have made choices that significantly preclude them from attending a university. Many Latino students in particular do not graduate from high school. By providing intervention at the middle school level, this program will help Oregon meet 40-40-20 goals.

This initiative aligns with SOU’s mission of “an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.” It is also consonant with the University
Strategic Plan goal to “significantly increase retention and recruitment of diverse, academically proficient students.”

**PLANNING:** Summarize the planning activities leading to the development of the proposal, including employee or stakeholder involvement in the planning process.

All participants in the pilot program have signed a compact, a voluntary agreement which specifies the responsibilities of the student, parent, school district, and the university. Responsibilities include active participation, GPA requirements, and attendance at events as well as commitments from both the school district and SOU.

The student will need to maintain a 2.75 or above GPA beginning in 8th grade and continuing through 12th grade. The student must participate in at least two Pirates to Raiders events each year. Additionally, the students are highly encouraged to take challenging high school courses. In senior year, the student will apply for financial aid and the scholarship opportunities available.

In our pilot program, SOU organizers heavily stress the importance of parents/family in this process. Their participation and support are key to success. All parents must support their student’s academic progress and commit to ensuring that their student attends school regularly. Parents must attend Pirates to Raiders meetings and events with their student.

The Phoenix-Talent district also plays a key role. The district holds a meeting each fall of parents of 8th grade Latino students. Participants are provided with information and the opportunity to join the Pirates to Raiders program. The district supports the program by offering meeting opportunities, facilitating communication, and facilitating transportation for students and their families to attend Pirates to Raider activities. The district also coordinates mentorship and tutoring meetings.

Southern Oregon University’s responsibilities are also crucial for the success of this program. SOU students mentor the Pirates to Raiders students. SOU also provides activities for Pirates to Raiders students and families to participate on the SOU campus. SOU provides assistance to students so they are able to complete financial aid packets and scholarship applications. Ultimately, SOU will admit all students who successfully complete this program and meet University admission requirements.

**ALTERNATIVES/WHY?:** Describe any alternatives that were considered and why the institution’s proposed action is preferred.

N/A

**IMPACT ON OTHERS:** Describe any impacts on other universities, agencies or governments and how the proposal is being coordinated with them.

This pilot initiative is jointly funded and supported by personnel from SOU and the Phoenix-Talent School District. The program also builds on SOU’s Academia Latina Summer program, which has long
provided academic enrichment and other programming to help middle school students be successful in college.

The pilot has received great praise from parents, students, and teachers during this first year. There is significant interest in expanding the program to add additional cohorts each year and expand to other schools with large Latino populations.

POSSIBLE LEVERAGED FUNDS: Include discussion of any available leveraging of funds.

Once data is collected on the success of this model, support will be sought from federal and private grants.

OUTCOMES/IMPACT: Include a description of expected outcomes anticipated from the approval of the requested package.

The outcome is to increase the number of Latino students that attend and graduate from an Oregon university by

- Developing appropriate student academic preparation through a college preparatory curriculum
- Developing student and parent understanding of the college admissions process and financial aid
- Increasing parent and family involvement throughout the preparation and application process

CONNECTION TO BOARD GOALS: Discuss the connection to Board goals, operating guidelines, and strategic priorities

This initiative aligns with the Board’s first goal of ensuring access for all Oregonians and its third goal of student success.
Budget Summary and Narrative – Costs as best estimated at this point in time

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<thead>
<tr>
<th>Personnel Services</th>
<th>2013-15</th>
<th>2015-17</th>
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<tr>
<td><strong>Total Expenses</strong></td>
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</tr>
</tbody>
</table>

- Included in S&S is $6300/year of grad asst fee remissions.

Amount of Total Expenses Representing One-Time Costs

$ - $ -

For the Pirates to Raiders program to expand to five cohorts in the Phoenix-Talent School District (8th grade through 12th grade), a minimum of one full-time staff member, two graduate assistants per school, and adequate support resources are necessary to support approximately 150 students.

For each two additional districts the program encompasses, those resources will need to be added again. In other words, a complete program with Phoenix-Talent would require approximately $250,000. If Eagle Point and Central Point were added, an additional $250,000 would be required. And if both North and South Medford were added, yet another $250,000 would be necessary. Thus, all of Jackson County could benefit from this model program for $750,000. With this level of support, between 750-1000 students would be involved, for an annual cost of less than $1,000/student.

Financial Impacts

1. Discuss and quantify the impacts to your university, the system and/or state if the proposed funding is not approved

Without additional funding, SOU and the Phoenix-Talent School District cannot add additional cohorts to the Pirates to Raiders program nor provide the program to other schools in Jackson County. While there is significant benefit from the 32 currently enrolled students, Jackson County would benefit significantly from expansion of this program.
2. Would initial state funding of the program allow for other future revenues to be generated? If so, describe.

Yes, additional enrollment at SOU will help ensure financial sustainability. Expansion and documented success of the program will attract more opportunity for grants and support from the region.
OREGON INSTITUTE OF TECHNOLOGY
2013-15 OUS LEGISLATIVE REQUEST

Strengthening Oregon Institute of Technology’s Regional Science Partnerships to Support Underserved Students in STEM

Purpose

To strengthen the Oregon Institute of Technology’s leadership in STEM precollege programs by expanding OIT’s ability to offer more dual credit, reverse transfer, mentorship of high school science teachers, and support for schools to utilize Project Lead the Way, a national, hands-on engineering programs for middle and high school students.

OIT will:

1) **Facilitate Formation of Regional STEM Education Partnerships to Support Underserved Students in STEM.** OIT will convene partner universities, community colleges, ESDs, middle and high schools, business leaders, and community partners to organize and implement regional public-private STEM Partnerships. These partnerships will follow a metro-area model, harnessing the collective resources in regional communities and supported by the Oregon Department of Education, to provide greater access to career preparation for Oregon’s rural and underserved students. Funds will be used by OIT to form community alliances with organizations, which together will cultivate the interests of first-generation, low-income, and/or underrepresented students in engineering and technology careers and educational pathways. OIT will focus in two geographic areas – in the North Willamette Valley (proximal to and south of the Wilsonville campus, especially along the I-5 corridor) and in Southern Oregon with partner universities, colleges and school districts.

2) **Increase Adoption of Project Lead the Way’s Hands-On Engineering Program for Middle and High School Students.** This industry-supported national curriculum, called Project Lead the Way (PLTW), enables students who are excited about Science, Technology, Engineering, and Mathematics (STEM) to prepare for college-level work. PLTW provides rigorous and innovative STEM in-class programs and OIT offers college credit by exam to students who demonstrate mastery of the course content.

3) **Expand Transfers and Dual High-School + College STEM Credits** awarded to high school students by developing additional highly qualified teachers who are eligible to offer dual credit in partner high schools, bringing more high school students into OIT’s college courses, and awarding more credits to students for PLTW courses.

4) **Give Greater Access to Oregon Tech’s First “Reverse Transfer” Option** where students are awarded an associate’s degree at the community college after they transfer into a bachelor’s degree program.

Relevance

Regional Partnerships to Support Underserved Students in STEM will significantly contribute to achieving the state’s 40-40-20 goals, with a focus on high-demand STEM pathways for underrepresented
students. OIT is uniquely positioned to play a leadership role in achieving the OEIB’s stated outcomes through its applied science and technology mission. Each facet of the proposed program contributes to tangible measures of success:

- Improved pre-college preparation and career-readiness for K-12 students;
- More high school students entering college with college credits;
- More underrepresented students entering and completing associate and bachelor’s level STEM college degree programs;
- Transfer support and increased associate degrees for community college students;
- More contextualized professional development for K-12 teachers in teaching STEM high school and college-level courses;
- Increased overall educational proficiency and attainment in the STEM areas.

Planning

Regional partnerships: OIT has established a university STEM core team to explore partnerships in two geographic areas – in the North Willamette Valley (proximal to and south of the Wilsonville campus, especially along the I-5 corridor) and in Southern Oregon with partner universities, colleges, school districts, industry and community partners.

OIT has recently convened a South Metro-Salem STEM Education Partnership that has developed an agreement of intent to form a collective impact partnership in the region. Initial participants include Salem-Keizer, Tigard-Tualatin, Gladstone, Oregon City School Districts, Clackamas and Chemeketa Community Colleges, FIRST Robotics, Western Oregon and Oregon State Universities, Clackamas ESD, Evergreen Aviation and Garmin.

PLTW: In our role as Oregon’s PLTW Affiliate University, OIT has trained over 250 high-school and middle-school teachers from Oregon and across the nation in PLTW curricula through a Summer Training Institute and have seen the effectiveness of this program. This project provides the opportunity to expand the number of teachers trained in the hands-on curriculum, and the number of students receiving college credits by exam.

Outcomes/Impact

OIT will focus in two geographic areas – in the North Willamette Valley (proximal to and south of the Wilsonville campus, especially along the I-5 corridor) and in Southern Oregon with partner universities, colleges and school districts. The strategies will include:

(a) Improving OIT policies and systems to award more college credits in high school and increase the ability of students to transfer in workforce-shortage career paths;
(b) Giving greater access to OIT’s first “Reverse Transfer” option, where students are awarded an associate’s degree at the community college after they transfer into a bachelor’s degree program, giving students more immediate employment opportunities while they complete their bachelor’s degree and the satisfaction of degree completion as a step in their educational development. Additional resources will allow OIT to increase the number of students served at other partner
colleges with current dual-enrollment programs, such as Mount Hood, Clackamas, Chemeketa and Rogue community colleges.

(c) Work with more high schools to identify and mentor teachers who are qualified to teach at the college level, and expand the ability to offer high-school students college credits that transfer into high-demand science and technology degrees at OIT.

(d) Expanding access to Project Lead the Way.

Projected Outcomes within Four Years

- 14,000 additional college credits for Oregon students awarded in STEM fields through PLTW exam or dual credit options over four years—more than double OIT’s current capacity. (Cost of credits to students is approximately $227,000; Value of additional credits for students is estimated to be $2,128,000).
- 50 reverse transfer degrees awarded
- 10 additional middle schools, high schools and community colleges offering at least one PLTW course
- 40 additional teachers eligible to offer college dual credit for their high school courses

Connection to Board Goals

The proposal relates directly to the Board’s goal of achieving the state’s 40-40-20 education goals. This STEM strategy will contribute to all outcomes in the achievement compact, including number of degrees awarded to Oregonians, underrepresented minorities, and rural Oregonians. This proposal will help OIT fulfill its campus-specific goals for degrees awarded in STEM Professions, STEM Education (indirectly through PLTW professional development), and Health Professions, as well as the number and percentage of degrees awarded to Oregon transfer students, freshmen with HS dual credit courses. This proposal is designed to increase OIT’s contribution to the stated goals by providing the necessary staff to engage in transformative practices in partnership with education, business and community partners.
**Budget Narrative**

To support STEM Partnerships, OIT would need three .5 FTE faculty advisors (either new or existing) with dedicated time to work with each STEM partnership. These advisor’s roles would be: to lead partnership activities, be primary advisor to schools/science teachers in the partnership, and act as liaison to other OIT faculty expertise. Salaries would include stipends for mentor teacher time.

Additionally, 1 new FTE admin/staff position would be needed in the Academic Agreements office for data entry, coordination with High Schools, updating articulation agreements and evaluation of outcomes with enrollment tracker.

A new .25 FTE admin/staff position in IT to support dual admission and registration would be needed. The Admissions Office would add 1 FTE admin/staff position for processing dual enrollment, conducting AAO outreach and EMAS communications.

Administrative support from the PLTW Office would require an estimated .45 FTE from an existing position or new position as admin/staff.

Services and supplies for this proposal include general office supplies, multiple new employee set ups (incurred as one-time costs), ACP Student Testing Fees, travel and professional development.

**Financial Impacts**

If this proposal is not approved, OIT will continue to offer expanded pre-college programs and work to expand its reach to more schools, teachers and students. However, with very limited resources, its effectiveness will be minimal. OIT’s mission is to offer innovative and rigorous applied undergraduate
and graduate degree programs in engineering, technology, health management and sciences at the college level, but OIT cannot fulfill its mission without well-prepared, motivated and engaged students applying for admission. Offering dual credit to high school students, specifically in STEM majors, is a proven method for saving tuition money for students and ensuring that a larger percentage transition into STEM college majors. OIT will impact larger numbers of Oregonians in a much shorter time, and students will be better prepared to enter high-demand, rigorous STEM programs if this program is fully funded.
Comprehensive Student Success Partnership

**Purpose:** Oregon has set ambitious and meaningful educational attainment goals for its citizens and communities. To reach the 40-40-20 goals, students at all grade levels, and their families, must receive proactive, sustained and coordinated support, instruction, and encouragement to continue through the academic path to college completion. The partnership proposed here will expand the already proven and highly successful WOU Project partnership between Salem-Keizer School District and Western Oregon University to include other school districts with lower levels of high school completion and college attainment. In particular this partnership will:

1. Increase the high school completion percentage of K-12 students, especially those from low-income or first-generation backgrounds.
2. Increase the number of students from partner high schools and school districts who attend community college.
3. Increase the number of students from partner high schools and school districts who attend and graduate from a university.

Starting in 2007 the Salem Keizer School District and Western Oregon began the development of a comprehensive K-12 collaborative partnerships that annually involves over 15,000 students from grades five through twelve, teachers at all grade levels, middle and high school counselors, and parents of low-income students. This partnership is a proven model that not only enhances student educational progress, but also supports school improvement and transformation. The partnership activities have created the development of a close collaboration between the senior leadership teams of Salem Keizer and WOU which in turn has led to new and exciting collaborations such as inclusion of WOU Writing faculty in professional development and curricular alignment work in Writing and English in the Salem Keizer high schools. Specific components of the comprehensive partnership include:

1. **Elementary School exposure to college** by fifth grade students in the school district’s lowest income serving schools. These schools are targeted because low-income students have the highest levels of unfulfilled potential for college entry and success (Wyner, et. al.). Activities include holding of the fifth grade completion ceremonies complete with red caps and gowns on the WOU campus with activities such as a campus tour, lunch in the student dining hall and workshops by current WOU undergraduate students. Elementary school students also attend workshops by current Salem Keizer (SK) high school students on how to prepare for high school and college success.
2. **Middle school outreach** includes visits to WOU by middle schools, workshops on college and affordability in addition to visits to WOU that build on the fifth grade experiences of many SK students.
3. **High School support, advising and college preparation.** The WOU Project started as a program to increase the number of low-income and first generation high school students who, despite having modest high school grades, had potential for greater academic success. Selected students also have cumulative GPA’s between 2.0 and 3.0 and inconsistent school attendance patterns. In short, the students who participating in the high school component are at high risk of both not completing high school and not attending college. Selected students receive an intensive summer experience that includes workshops on college admission, financial aid, study skills, career planning, writing and grammar, goal setting and leadership development. Students spend the majority of their time at WOU, but also make visits to a community college, OSU, PSU, UO and one private college. The summer component culminates in a dinner celebration for students and their families at WOU and an overnight campus experience for the students. During the student’s senior year the students meet monthly with a WOU admissions counselor and a high school counselor to work on college applications, completing the FAFSA, college selection and scholarship applications. A unique aspect of this component is the “pay it forward” model where each student must identify at least five other people that the student will share their knowledge about college and support their college dreams.

4. **Teacher training** has become an increasingly critical element of the partnership. SK, like many other school districts, has been forced to reduce the number of middle and high school counselors in response to the decline in state funding for education. As a result, classroom teachers have become even more important in helping students prepare for and transition to college. For the past four years WOU and SK have offered a summer course for teachers that focused on college and career readiness.

5. **School counselors,** while fewer in number in SK, continue to serve a critical role in helping to guide and support students to college. WOU provides training to middle and high school counselors on financial aid, college admissions, and successful transitions to college.

6. **Parental involvement** in college planning is critical to realizing college success. Research has found that parental involvement is positively correlated with college aspiration and enrollment (Cabrerra & La Nasa, 2000; Horn 1998). WOU hosts a 24 hour in-college experience for parents of low-income SK high school students, many of whom neither attended nor completed high school themselves. The experience is designed to empower parents to more effectively engage in the college planning of their children, demystify college and encourage the parents to share their new-found knowledge and comfort level regarding college with other parents and family members. Parents attend workshops, a college lecture, receive a campus tour and meet with current WOU students who are graduates of SK high schools.

**Relevance:** WOU’s mission clearly articulates the priority of partnerships and collaborations with K-12 schools in Oregon to serve the public good which includes the 40-40-20 goals. Enrollment in college is strongly correlated to parental education levels: 93% of students with at least one parent who was a college graduate attended college while the rate was only 59% for those high school graduates whose parents did not graduate from college (Choy 2001). The Expansion of this partnership will be targeted at high schools with the greatest need and potential for greatest impact. For 2012 South Albany High
School will be added to the partnership. Additional high schools targeted for inclusion include Hillsboro and Woodburn for 2013.

College enrollment rates for class of 2009 show that the current and targeted high schools are in districts where less than 2/3 of graduates attend college after completion of high school. The state’s 40-40-20 goals set the mark for these schools to be at least 80%. In addition the goals also set a high school graduation rate to be 100% which also represents a major challenge for these schools. The partnership model is a proven success in increasing high school completion (100% of high participants have graduated from high school) and college entry (78% of high school participants have enrolled in a community college or university).

<table>
<thead>
<tr>
<th>School</th>
<th>2011-12 Enrollment</th>
<th>2011 High school completion rate</th>
<th>2009 College enrollment rate</th>
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<td></td>
<td></td>
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<tr>
<td>South Albany</td>
<td>1284</td>
<td>83%</td>
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</tr>
<tr>
<td>West Albany</td>
<td>1439</td>
<td>93%</td>
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<td>Hillsboro School District</td>
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<td>Liberty</td>
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<td><strong>Student Success Partnership</strong></td>
<td>100%</td>
<td>78%</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Oregon Department of Education, National Student Clearinghouse, and Western Oregon University

**Planning:** The partnership model is already well developed and tested. The model is flexible enough to meet the specific needs of future partner schools and districts (it is expected that once the model is established at one high school the collaboration will expand vertically to the middle and elementary schools and horizontally to the other high schools). South Albany High School and the Greater Albany School District have already agreed to pilot expansion in 2012 and Hillsboro High School is also interested. Funding to support the expansion is a limiting factor since this work is labor intensive and also has Services and Supplies expenses. WOU has been invited to begin conversations with Woodburn School District to discuss a partnership and this type of partnership is one of the expected points of discussion.
Alternatives: This is a proven model and the alternative is to continue to accept that lower educational attainment and limited economic opportunity will be perpetuated within communities and populations. This comprehensive partnership model is capable of effectively and efficiently increasing high school completion rates and college enrollments.

Impact on others: The Comprehensive Student Success Partnership expansion will work with low-income and first generation students in three school districts to support the increase in graduation rates and college enrollments for students who are at greatest academic risk. This model can support current efforts and also help in the creation of new elements that increase student learning and success.

Possible Leveraged Funds: The partner school districts and high schools will re-allocate staff to support the project activities. Where possible, charitable foundation and federal grants will be pursued to support the expansion of this effort.

Outcomes/impact: Expansion of this highly successful partnership model will enable WOU to work collaboratively with more high schools, middle schools and districts to create a vibrant and flexible partnership that places the educational needs and achievements of students first. This partnership will enable WOU and its K-12 partners to focus on the unique needs of each school and community while also building upon what each does best to serve students. This model is a sustainable framework that is comprehensive and impactful. Specific outcomes that this proposed expansion will achieve include all the most critical education needs identified by the Governor and Legislature.

1. Increased high school completion rates
   a. Higher student achievement
   b. Increased parental involvement in college planning and student success
2. Increased community college enrollment
3. Increased university enrollment
4. Support of all three facets of 40-40-20

Connection to Board Goals: The Partnership will contribute to the Board’s goals of “ensuring access” to college by qualified Oregonians and, due to the synergistic relationship with high schools, will have a positive contribution to the attainment of 40-40-20.
Budget Summary:

<table>
<thead>
<tr>
<th></th>
<th>2013-15</th>
<th>2015-17</th>
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<tr>
<td>Personnel Services</td>
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*Amount of Total Expenses Representing One-Time Costs*

- $ -  
- $ -

- add two new high schools in 2013-14 - Hillsboro and Woodburn
- One new FTE to support new partnerships ( $35,000 plus $24,654 OPE)
- Add four new high schools (each school, each year --$10,000)
- West Albany plus additional three Hillsboro High Schools
- Continuation of FTE established in 2013-15.
- Service and supplies include: food for students, materials for participants and travel expenses.

**Impacts to your university, the system and/or state if the proposed funding is not approved**

The absence of funding would prevent the expansion of the program beyond Salem Keizer and perhaps South Albany High School. The program is a proven success in increasing student success and support overall school improvement efforts. The lack of funds for expansion of this partnership model will reduce the ability of Oregon to reach its 40-40-20 goals. Further, since this program targets low-income and first generation to college students, the inability to expand the partnership model will widen the current education and income gap and limit the long-term economic growth of Oregon and its residents.

**Would initial state funding of the program allow for other future revenues to be generated? If so, describe.**

Funding the expansion of this partnership would increase college enrollments generating in the short-term an increase in tuition and enrollment derived revenues for the community colleges and universities that enrolled student participants in the partnership. In the long-term the state would benefit from the lower social service costs associated with having a more educated populace and increased tax revenues that are derived from a more skilled and employed workforce.
Visit WOU: An Initial College Experience

**Purpose:** The percentage of Oregon young adults (25-34 years old) who have earned at least a two year degree is lower than the percentage of working adults (25-64 years old) who have earned at least a two-year degree (Lumina 2012). In other words, the next generation of Oregon’s economic muscle and leaders is less educated than the current economic and community leaders. For first generation students (defined as students whose parents did not graduate college), the path to a college degree is particularly fraught with challenges and hurdles that results in a significantly lower chance of college completion (Choy 2001). The fiscal effects of the current recession include the reduction or near elimination of funds from school districts to support visits by high school students to college campuses.

Western Oregon University’s location in the mid-Willamette Valley and its status as the area’s only small or mid-sized public university makes WOU an important school for students to visit during their college search. For too many Oregon students such visits may in fact be their first or only visit to a college prior to high school graduation. Visiting colleges and having high school and middle school students interact with college students and college educated adults has a positive impact on college aspirations and initial enrollment (Tierney 2009).

The Visit College Initiative will enable WOU to expand its current efforts to host middle and high schools who visit WOU. These visits support the state’s educational goals noted in 40/40/20 in the following ways:

1. Increase high school completion of students by exciting students about college and giving meaning to graduating high school.
2. Increase number of Oregonians who attend community college
3. Increase number if Oregon students who enroll in a university seeking at least a bachelor’s degree.

**Specific Activities:**

WOU school visit program is a comprehensive and customized effort to meet the needs of visiting schools and students. The Visit WOU initiative would focus its efforts on middle and high schools with the highest percentage of low-income students (as determined by percent of students eligible to receive support from the federal Free or Reduced Lunch Program) and high schools that have the lowest college enrollment rates using data from the National Student

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1 Formerly known as WOU Visits
Clearinghouse. The program would support 50 schools in 2013-14, 80 school visits in 2014-15, 100 school visits in 2015-16 and 100 school visits in 2016-17. The average number of students per school is expected to be 50.

The typical visit format includes the following elements:

1. Workshops on college admissions and financial aid
2. Student panel on student life and differences between high school and college
3. Student success workshop including study skills, time management and budgeting
4. Campus tour
5. Lunch in the Valsetz Dining Hall used by WOU students.
6. Additional content has included a mini-lecture by WOU faculty, workshops on grammar, and career planning
7. For schools traveling longer distances, housing can often be provided in the Oregon Military Academy sleeping quarters located on the north end of campus.

Relevance: WOU’s mission clearly articulates the priority of partnerships and collaborations with K-12 schools in Oregon to serve the public good which includes the 40/40/20 goals. This would be a statewide focused effort with schools from across the state notified that support was available to host their students. The content of this activity would continue WOU’s college outreach priority which will continue to be a college-first approach and not a WOU recruitment activity.

In order for Oregon to achieve its 40/40/20 goals, this initiative will be statewide and inclusive of all students from participating schools. In addition, the visit program would be easily customized to meet the needs of the visiting school. As an example, a health professions track from a school would meet with a biology or health faculty member and attend workshops and panels with pre-health professions students. The campus tours would include additional time in the cadaver or physiology labs.

The focus on high-poverty and low college enrollment schools will allow this initiative to have the greatest impact where it is needed most.

Planning: WOU currently hosts middle and high schools on a near daily basis. However, the budget and staffing limits have forced WOU to end the support for any additional visits for the remainder of the academic year. This initiative can easily be supported since the Office of Admissions already has a framework created and would only need to expand the student staffing and meal budgets to support additional schools and visits.

Alternatives: There is no viable replacement for the value of allowing students to actually walk a campus, speak to students, and realize that university faculty are approachable and
supportive of their success. The visits allow the students to visualize themselves as future college students in ways that cannot be replicated using technology or workshops held at their middle or high schools. The ability to offer a lunch is both another wow or plus factor and a re-enforcement that college is not as different or intimidating as what many students believe. From a practical aspect, since the schools targeted for the visits will serve high numbers of low-income students, the hot meal served in Valsetz Dining may be the most nutritionally beneficial meal that student has the entire day. There is no way to offer this type of hands and feet on campus experience in any other manner than an actual college visit.

**Impact on others:** The Visit WOU Experience will benefit the participating high schools and other post-secondary schools since the focus of the visit program is to finish high school and to attend college.

**Possible Leveraged Funds:** There are no known outside funding sources to leverage this initiative.

**Outcomes/impact:** College visits are a formative and critical part of the college aspiration and search process for students from all socio-economic backgrounds. For students from more affluent families or for students with one or more parents who graduated from college these visits are often conducted as a family since there is awareness that this type of activity is both normal and important. For low-income and first generation students a visit to a university or college campus may only occur as a formal middle or high school activity.

Support to increase the number of middle and high school students who visit WOU and begin to realize that a college education is an attainable dream will provide long-term and statewide benefits to Oregon and its families. Specific positive outcomes will include the following.

5. Increased high school completion rates
   a. Higher student achievement
   b. Increased parental involvement in college planning and student success

6. Increased community college enrollment

7. Increased university enrollment

8. Support of all three facets of 40-40-20

**Connection to Board Goals:** This proposal would positively affect the Board’s goal to “ensure access for all qualified Oregonians to quality postsecondary education”, and would serve those in high need.
Budget Summary:

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<th>Services &amp; Supplies</th>
<th>2013-15</th>
<th>2015-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$130,000</td>
<td>$215,000</td>
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School visits supported:

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<tr>
<th></th>
<th>2013-14: 50</th>
<th>2015-16: 100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15: 80</td>
<td>2016-17: 100</td>
</tr>
</tbody>
</table>

Budget Narrative:

2013-15

- 2013-14: 50 school visits = $50,000
- 2014-15: 80 school visits = $80,000
- Total for 2013-15 = $130,000

- The average cost to host a school is $1,000 per school. This includes an information packet that includes college planning materials, financial aid and scholarship information, and meals. It is assumed that at least 15 schools will request and receive overnight lodging at the Oregon Military Academy. This cost is averaged into the $1,000 figure.

- An additional student coordinator will need to be hired to support the scheduling of the visits, workshops and tours. This is also factored into the cost estimate.

2015-17

- 2015-16: 100 school visits = $106,000
- 2016-17: 100 school visits = $109,000
- Total for 2015-17 = $215,000

- Expansion to 100 schools
- Inflationary increase of 3% annually

School support expenses include: food for students, materials for participants, and additional student workers for event coordination and tours/workshop.

Impacts to your university, the system and/or state if the proposed funding is not approved:

The absence of funding will contribute to the continuation of the current situation in which students from low-income or rural communities will be less likely to enroll in college and thus continuing the damaging cycles of poverty that grip communities and families. The university and OUS will also have a smaller pool of prospective students to enroll and educate.
Would initial state funding of the program allow for other future revenues to be generated? If so, describe:

Funding the expansion of this partnership would increase college enrollments, generating in the short-term an increase in tuition and enrollment derived revenues for the community colleges and universities that enrolled student participants in the partnership. In the long-term the state would benefit from the lower social service costs associated with having a more educated populace and increased tax revenues that are derived from a more skilled and employed workforce.
Purpose

Oregon science faculty and graduate students, seeking to maximize the direct practical impact of their research efforts, have partnered with many school districts throughout the state of Oregon, providing teaching materials and “embedding” in K-12 classrooms with local teachers in order to provide appropriate content and expertise in the use of these materials. These partnerships have proven of great value to the K-12 teachers and their students – providing access to the latest teaching innovations and developments in the sciences – as well as to the graduate students, many of whom choose after this experience to themselves become science teachers. These efforts, directly and markedly enhancing the STEM capabilities of Oregon, have been supported by federal grants. Unfortunately, despite the visible success of these programs, the grant sources only provide start-up funds; the continuation of these important initiatives is dependent upon finding a stable source of recurring funds.

Timeline and Milestones. Graduate student participants will be recruited as part of the regular application and admission process to the UO Graduate School. The first cohort will be selected from our current graduate student population during the Spring of 2013 and will begin their STEM positions on July 1, 2013. Science kits to support these instructional efforts will be purchased each summer in preparation for the ensuing academic year’s activities.

Relevance

By engaging K-12 students in inquiry-driven science activities, this STEM effort will maintain and enhance their connection with education and the pursuit of excellence, contributing directly to attainment of 40-40-20 goals regarding high school graduation and successful continuation in higher educational studies. Graduate student participants will increasingly pursue careers in K-12 teaching, further affecting these goals.

Planning

This STEM initiative arose from our faculty in the physical sciences, who collectively developed the concepts, coordinated partnerships with school districts across the state, recruited faculty and students to pioneer the effort, and competed for federal grants to support the effort. It has at its very roots active involvement by the faculty, the students, and the teachers and administrators of the partner school districts.

Alternatives/Why?

This outreach program has demonstrated its effectiveness in bringing modern science instruction to the state’s K-12 community. It provides an unbeatable combination of instruction by “near peers,” local capacity building, and career development of Oregon’s next generation of STEM teachers.
**Impact on Others**

The program brings direct benefits to our state’s K-12 schools and, in the longer term, our state’s universities and businesses through engagement of a next-generation cohort of students interested in pursuing STEM educations and careers.

**Possible Leveraged Funds**

Maintenance of our important efforts in statewide STEM education should position us well in a number of contexts, including direct support for these programs through foundation investment and gifting as well as indirect avenues, in particular increased competitiveness for major federal research grants, increasingly requiring specific demonstration of significant outreach efforts.

**Outcomes/Impact**

Over the course of these first two biennia, the requested support will allow us to embed students in over 50 school districts across the state of Oregon, directly touching the lives of countless Oregon students who represent the next generation of post-secondary education students, and providing teachers with critical tools for maintenance of this STEM trajectory long past the period of direct engagement with our embedded students. Graduate student participants will continue to explore and pursue employment in the K-12 sector, adding in the longer term to our capacity to meet the goals of 40-40-20.

**Connection to Board Goals**

This STEM proposal directly address each of the Board’s goals – creation of an educated and responsible citizenry and globally competitive workforce driving the state’s economy, ensuring access to high-quality educational opportunities, creation of new knowledge and advancement of innovation, and positive contribution to the economic, civic, and cultural life of communities throughout Oregon.

**Budget Summary Table**

<table>
<thead>
<tr>
<th></th>
<th>2013-15</th>
<th>2015-17</th>
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</thead>
<tbody>
<tr>
<td><strong>Personnel Services</strong></td>
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<td><strong>Total Expenses</strong></td>
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</table>

**Amount of Total Expenses Representing One-Time Costs**

$ 0

$ 0
**Budget Narrative**

**Personnel details**

None. The University of Oregon can provide all necessary administration and oversight of this program with existing staff – no additional administrative investment is necessary. This allows all of the invested funds to go to the direct support of graduate students.

**Types of services and supplies**

None.

**Student aid expense**

Thirteen graduate students in the physical sciences will receive annual stipends and the negotiated package of tuition, fees, and medical insurance. An additional travel allowance will cover their travel and accommodations while embedded in school districts remote from Eugene.

**Capital outlay expenses**

None.

**One-time only expenses**

None.

**Financial Impacts**

**Impacts to university, system, and/or state if not approved**

The federal programs that provided initial support for these STEM efforts have been discontinued. Without State support at this point, it will not be possible to continue this program. No positions would be eliminated should this program be discontinued, but the elimination of funded GTF positions would lead to a decrease in our STEM graduate student population.

**Would initial state funding allow other revenues to be generated?**

Please see discussion under Part 1 – leveraging possibilities.
Eastern Promise

Purpose & Relevance

On the 5th of April 2011, Governor Kitzhaber testified before the Legislature on his proposal for an Oregon Education Investment Board (OEIB). One of the goals for this Board would be to develop an outcomes-based budget for education, a budget that funds colleges and schools for “performance-based investment”. Another goal of the OEIB is “streamlining and connecting the K-12 system to post-secondary education programs.”

Governor Kitzhaber is already forming advisory and design teams to develop recommendations for moving to proficiency-based learning and for expanding opportunities for high school students to earn college credit. If Oregon expects to achieve its educational goal of 40-40-20, it must provide more opportunities for students to earn college credit while in high school. The Eastern Promise will provide a concrete and robust foundation for moving these goals forward throughout rural Oregon.

The Eastern Promise program will foster improved academic success among the children and youth of rural Oregon through higher education and K-12 partnerships that build a culture where a high school and a college degree are actively sought and obtained. The Eastern Promise will provide access to early college credit activities and grades 5-12 pre-college activities and support Oregon’s 40-40-20 compact.

There has been a consistent disconnect between middle and high schools and post-secondary education for many years in rural Oregon. Students aren’t as prepared for college as they could be upon graduation from high school. Those students who do excel in high school, desiring a “jump-start” on their higher education, are often confused by the various programs available to them. These issues likely add to a growing frustration for many Oregon students, some of whom ultimately decide not to attend college. We need to end these frustrations and reshape the way high schools and colleges work with one another in an effort to help students prepare for higher education.

We’re going to conduct the business of education differently in Eastern Oregon by breaking down barriers for students by implementing innovative strategies to overcome the challenges of education in a rural setting. We are also focusing on consolidating resources and improving efficiencies, which will enable us to promise parents and students a different level of accountability in education. In sum, the Eastern Promise centers on increasing post-secondary educational opportunities for high school students in Eastern Oregon.

The primary strategies driving the Eastern Promise include the following:

1. Early College credit programs — Credit by Proficiency, Dual Credit & Expanded Options, Advanced Placement.
2. Faculty Professional Learning Communities (PLCs) — Secondary, Community College, and University faculty set standards and evaluation processes, building faculty relationships crucial to K-20 success.
3. “Local and Focused” based solutions to student success — Eastern Promise activities and Early College credit offered in areas of demonstrated need for specific school districts.
4. Pre-college activities begin in 5th Grade and are aimed at creating a college-going culture with both students and their families.
5. Early College credit opportunities, particularly Credit by Proficiency, are constructed for statewide scalability.

The outcomes of the Eastern Promise are to:

- Increase the number of students from Eastern Oregon who are prepared for and attend college directly from high school;
- Increase the number of students who obtain the Oregon Transfer Model (OTM) and/or the Associates of Art Oregon Transfer (AAOT) degrees;
- Increase the number of BMCC and TVCC students who earn degrees or certificates and remain in the region;
- Increase the number of BMCC and TVCC students who successfully transfer to EOU or other four-year institution;
- Increase the number of EOU students who graduate with a bachelor’s or advanced degree and live in the region; and
- Provide a scalable model for pre-college and early college collaborative programming for K-12, community colleges, and universities throughout Oregon.

The Eastern Promise start-up phase was initiated in November of 2011 following discussions among the principal partners since 2011. The start-up phase has been funded primarily through the re-distribution of funds and with our staff and faculty members taking on additional duties, as well as limited one-time funding from both the OUS Chancellor’s Office and the Community College and Workforce Development Commission. In order to realize the full potential of the Eastern Promise, additional and stable funding is necessary.

This first year of the Eastern Promise, 2011-2012, has been focused on selecting a coordinator to work with the EOU, community college, and secondary faculty PLC members, setting up the PLCs to align the curricula and schedules and begin developing credit by proficiency criteria and associated evaluation processes for Early College credit assessments. This spring (2012) we are running a Math PLC in April, three Biology PLC’s (March, April and May), two speech/communication PLCs in May/June, and are working with the Oregon Writing Project and the Oregon English and Writing Council for the Language Arts (English and Writing) PLC this summer. Regular delivery of Early College/Credit by Proficiency instruction will begin in 2012-2013, though an initial set of pilot offerings are being developed and offered during the spring of 2012.

Pre-college activities are being developed throughout the region, beginning with a series of informational town hall meetings at locations throughout Eastern Oregon during April of 2012. In the
future, EP information will be sent to schools and coordinated through counselors or other designees. Outreach will involve both the Executive Director, the K-12 Coordinator, and members of the Executive Committee (as available). Members of the communications committee and the PLC’s will also be used in outreach efforts as availability and need allow.

In short, all of the necessary groundwork is being laid and will be in place for the Eastern Promise to engage full operations with all partners for the Fall of 2014.

Planning

The Eastern Promise was initiated by the presidents of BMCC, TVCC and EOU along with the director of the Intermountain ESD meeting in January 2011 to discuss ways that by working together we could create a truly seamless pipeline of students from K-12 to post-secondary and provide the necessary tools to ensure success. In short, our goal was to create a “college going culture” by working together and creating solutions that we would all be involved in—we agreed that we all were part of the problem and therefore we all had to be a part of the solution.

Since then, the Eastern Promise has taken hold and we have advanced in many ways. We have: initiated a complete new way of working with high schools to offer college credit to juniors and seniors in remote and rural settings; established programs that engage professors and high school teachers in professional learning communities; created programs that extend to 5th graders and their families to begin planning for college; incorporated two tribal schools for specific programs directly related to the culture and unique features they bring; entered into agreements with a “Spanish speaking” charter school to engage Latino/a students in a robust manner—not only for the students of this particular school but to leverage this experience to many other students, and; engaged area business and non-profit organizations to support and mentor students.

As of today, nearly 30 school districts are participating with over 50 schools. We initiated the Eastern Promise to meet a specific need of Eastern Oregon. However, as we have planned this and fine-tuned our efforts and concept, we have realized the issue we are addressing is not unique to Eastern Oregon, but is applicable to the entire state of Oregon. Therefore, our long-term approach and belief is that this concept will be scalable and will be tailored to serve every county and school district in the state.

Impact on Others & Connection to Board Goals

As noted in the narrative above, the Eastern Promise impacts entities both statewide and across the Eastern Oregon region. From the current and potential K-12 partners, to current and potential Community College partners, the Eastern Promise offers a unique opportunity for K-20 collaboration aimed at increasing Oregon’s college graduates relative to 40-40-20 goals. In addition, the framework for the Eastern Promise—particularly the Credit by Proficiency efforts for Early College credit—is consistent with the Oregon Education Investment Board’s focus on outcomes-based education funding, as well as with the range of OUS and State Board of Higher Education goals and objectives.
Of the three outcome measures under the Completion category of the current OUS/OEIB Achievement Compact, the Eastern Promise relates directly to the first two: the number of bachelor’s degrees awarded to Oregonians & the number of bachelor’s degrees awarded to rural Oregonians. In addition, under the Connections category of the Compact, the Eastern Promise directly addresses both outcome measures: the number and percentage of newly admitted Oregon freshmen entering with HS dual credit or other early college credit & the number of bachelor’s degrees awarded to transfer students from Oregon Community Colleges.

Finally, the Eastern Promise as proposed meets all five of the Academic Strategies Committee criteria for proposal evaluation: impact on students or statewide economic development, support of SBHE goals, collaborative and/or applicability across the system, potential to garner public, private and/or legislative support, of sufficient scope to warrant state request.

Budget Summary and Narrative

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<th>Personnel Services</th>
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</table>

*Amount of Total Expenses Representing One-Time Costs*

$ - $ -

Personnel details

Personnel associated with the Eastern Promise proposal include the following four (4.0) all new FTE:

1. **Eastern Promise Executive Director** (new: Unclassified, 1.0 FTE, permanent, Summer 2014 start)
2. **K-12 Coordinator/Liaison** — housed at InterMountain ESD (new: Unclassified, 1.0 FTE, permanent, Summer 2014 start)
3. **Campus Visits Coordinator** (new: Unclassified, 1.0 FTE, permanent, Summer 2014 start)
4. **Office Specialist 2** (new: Classified, 1.0 FTE, permanent, Summer 2014 start)
Services & Supplies Detail

Services and supplies budget lines associated with the Eastern Promise proposal are broken out as follows:

1. **General Office Operation:** $15,000/year
2. **Travel/Professional Development:** $85,000/year (These expenses are inclusive of the costs of operating the PLCs and include PLC faculty participation stipends, travel, and costs of professional development directly connected to the PLC activities. Anticipated to include approximately 60 faculty members, K-20, per year.)
3. **Other:** $100,000/year. (The expenses listed under “Other” are inclusive of the costs of performing the term-by-term Credit-by-Proficiency assessments required for the granting of University and/or Community College credits. The cost for these assessments includes travel for the content-area assessors, costs associated with both test and performance-based assessments, and the transcripting of the credits at the relevant postsecondary institution(s).)

There is no Capital Outlay, One-time Expense, or Student Aid associated with this legislative proposal.

Financial Impacts

*Discuss and quantify impacts to EOU, the OUS, and/or State if proposed funding is not approved.*

If the proposed funding is not approved, EOU will not be able to continue the Eastern Promise efforts as a comprehensive effort beyond the initial start-up phase which has been in motion for the last 14 months. Tuition increases, faculty/staff layoffs, and program reductions or eliminations are not at play in this case, since we would not engage those actions to reallocate funds to the Eastern Promise; we simply could not pursue those comprehensive K-20 activities.

Impacts on benchmark/achievement compact areas would be significant however. As noted above of the five outcome measures listed under the Completion and Connections categories of the OUS Achievement Compact with the OEIB, the Eastern Promise directly impacts four of the outcomes and indirectly affects the fifth outcome (completion of advanced/graduate degrees) relative to the initial access rural students have to advanced degree programs, i.e. if rural students do not complete bachelor’s degrees to begin with, they do not have access to opportunities for advanced degrees either.

In short, if Eastern Promise funding is not approved, the ability of EOU and the OUS to meet compact outcomes, with specific regard to rural students, will be impacted as follows:

1. # of bachelor’s degrees awarded to Oregonians (direct impact)
2. # of bachelor’s degrees awarded to rural Oregonians (direct impact)
3. # of advanced degrees awarded to Oregonians (indirect impact)
4. # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit (direct impact)
5. # of bachelor’s degrees awarded to transfer students from Oregon community colleges (direct impact)
Would initial state funding of program allow for other future revenues to be generated? If so, describe.

Initial state funding of the Eastern Promise program over either the initial biennium or both biennia requested would generate future revenues for EOU, as well as other OUS campuses and Oregon Community Colleges by increasing the numbers of college-going students from Oregon’s rural communities. Currently the rate at which Oregon high school graduates continue onto post-secondary education opportunities is one of the lowest in the nation, and nowhere is this trend worse than in those students from rural communities. The comprehensive approach that the Eastern Promise takes to increasing the numbers of high school graduates continuing to college and university level studies will be key to increasing enrollment numbers and associated revenues from these demographic segments for the foreseeable future.
Retention Strategies
OUS Retention Strategies Umbrella proposal to be developed to include all institutions, but with specific example narrative and budget info on various institutional options from the institutional proposals below
Portland State University
2013-15 OUS LEGISLATIVE REQUEST

College Completion Now!
A PSU Initiative for Improving Degree Completion in Oregon

PURPOSE: Portland State University proposes to enhance student completion to realize the institution’s goal of enhanced student success and Oregon’s goal of 40-40-20 (including degrees, certificates, and other formal awards) through the implementation of College Completion Now! a set of actions requiring enhanced student advising and encompassing the following projects:

- **Prescriptive Degree Maps** guide students in the proper timing and pacing of their degree and major requirements. Gateway courses and general education requirements necessary to ensure graduation in four to six years are clearly identified. Degree maps offer career information and allow students to connect coursework choices with their career choice. Degree maps will build a culture of completion by providing students a personalized year-by-year plan of their academic requirements. By including information on expected academic preparation in key courses, degree maps can also clarify post-secondary expectations to high-school students. For a detailed time-line of activities and implementation strategies please see attached project document.

- **Degree Map Milestones Tracking** utilizes a prescribed set of course progress and GPA milestones to conduct on-going audits (using data mining) of student progress towards degree completion and alerts students who are off course. For a detailed time-line of activities and implementation strategies please see attached project document.

- **Data to Action: Freshmen Retention Project** is designed to allow early identification of freshmen who are at risk of dropping out of college and to provide necessary interventions, including financial planning support and limited tuition remissions, to facilitate persistence. For a detailed time-line of activities and implementation strategies please see attached project document. Pilot results: 2.25% in retention rates.

- **Data to Action: Last Mile** is a successful pilot project that has resulted in the graduation of 210 students who had dropped out of Portland State University. Last Mile students received advising, including financial planning support and limited tuition remissions, from Portland State University. We wish to expand this project to all students who have over 200 credits (180 needed for graduation).

- **Information Dashboards** are critical in implementing data-to-action projects in a cost effective manner. At the minimum the following dashboards will be developed to support collaboration:
  a. Dashboard (available at department and college level) of degree applications, completions, students with 200+, 220+, 240+ credits, and students who have applied to graduate.
  b. Dashboard (available at department and college level) with information on students who have applied to graduate and still owe a balance to PSU.
c. Dashboard of freshmen who have not registered for a course in their first year in college.
d. Dashboard of transfer students that meet requirements for Associate Degree but have dropped out of school.

- **Reverse Transfer Agreements and Advising** will allow students to earn associates degrees, who for various reasons are unable to complete their Bachelor Degree the option of applying earned credits towards Associates degree.

**RELEVANCE**: Improving student success, including retention and graduation, is a high priority for Portland State University and a portfolio of student success projects has been specifically addressed through setting priorities and reallocation of funding. The implementation of each component has been addressed in institutional planning for more than five years. During the past two years, a portfolio of student success projects, including an academic advising plan, supported with investments in advising personnel, have been strategically implemented to improve student success and college completion. This work contributes to campus priorities as well as to Oregon’s 40-40-20 goal. Faculty and staff time has been devoted to the topic through campus-wide symposia and work groups and campus resources have been invested to ensure success. This work will proceed without investment from the Legislature but it will be significantly accelerated and enhanced if PSU can invest in advisers, analysts, software and tech support, and tuition remissions.

**PLANNING**: Portland State University is using a portfolio-of-initiatives approach to implement the student success initiative. As part of this effort PSU has engaged in the following actions:

- A disciplined search for a variety of initiatives with the highest possibility of success.
- Rigorous monitoring of projects and sub-projects, with a focus on action.
- Supporting the champions.
- Scaling up successful ideas and projects and winding down unsuccessful projects and changing course when needed.

The portfolio of student success projects aims to: improve effectiveness of existing academic policies and services; support early identification of students at risk; intentional advising and charting a pathway to degree completion; improve communication; address academic needs of under-prepared students; address financial concerns; ease transition to college using peer mentoring; focus on success of underrepresented students; make effective use of data; reduce the number of high-failure courses; and manage capacity of programs and course offerings for timely progress to graduation.

The campus-wide advising plan intends to improve student success by coupling professional advisers with faculty to provide intentional advising throughout a student’s education while at Portland State. An investment of $1 million was made for hiring of academic professional advisers to support schools/colleges efforts. In the first year of this initiative, Portland State University has seen improvement in student satisfaction, freshmen retention rates have improved, and 210 students who had dropped out of school, graduated as a result of the Last Mile Project (**See video**: [http://vimeo.com/24244856](http://vimeo.com/24244856)).
ALTERNATIVES/WHY?: Portland State University developed the portfolio of student success initiatives to support on-going assessment and optimization of projects being implemented. Projects are regularly studied by working groups and modified for best results.

IMPACT ON OTHERS: College Completion Now! Offers a model for implementing student success initiatives. In February 2012, PSU presented at the Oregon Council of Student Services Administrators’ Student Success and Retention Conference on the Portfolio of Initiatives, Last Mile, and Freshmen Retention Project.

POSSIBLE LEVERAGED FUNDS: Portland State University will leverage the following investments using existing funds:
- CRM $271,000 annually: 100k per year in software, 177k for 1 FTE director and 1 FTE classified IT position.
- Advising Initiative $930,000 annually: 900k for 12 FTE advisors and 1 FTE degree mapper, 30k for services, supplies and professional development.
- Remissions $150,000 annually: 100k for Fr/So Retention, 50k for Last Mile

OUTCOMES/IMPACT: College Completion Now! will include the following components and results:

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<th>Metric Name/Description</th>
<th>Formula / Method</th>
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<tr>
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<tr>
<td>Reduction in the number of students with 200, 220, 240+ credits who have not graduate</td>
<td>Old Levels: New Levels</td>
<td>On-time degree completion, Student cost reduction for degree</td>
</tr>
<tr>
<td>Credits per graduated student (as close to 180 as possible)</td>
<td>Credits Earned/# Graduated</td>
<td>On-time degree completion</td>
</tr>
<tr>
<td>Number of students receiving associates degree as a result of reverse transfer from Portland State University</td>
<td>#</td>
<td>Increase in associates degrees completed with community colleges</td>
</tr>
</tbody>
</table>
CONNECTION TO BOARD GOALS: College Completion Now! and the expansion of the PSU portfolio of initiatives contributes to the Board’s student access goal by adding advising capacity to insure that more students have intentional advising plans, with built-in milestones, leading to greater on time degree completion, connecting the degree plan with career planning and thus culminating in a better prepared workforce. College Completion Now! enhances the university’s ability, through advising, to link the institutional learning outcomes to a student’s specific academic program. Intentional advising provides a personalized educational experience that connects the various learning opportunities throughout the educational lifespan of students.

College Completion Now!, firmly embedded in the Student Success and Educational Opportunity goals of Portland State University, will lead to higher retention and graduation rates of the general student population as well as targeted segments in need of additional support. Enhanced graduation rates create more highly educated citizens who contribute in multiple ways to the vitality of their respective communities.

Budget Summary and narrative – Costs as best estimated at this point in time

**Budget Summary Table:**

<table>
<thead>
<tr>
<th></th>
<th>2013-15</th>
<th>2015-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Services</strong></td>
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<tr>
<td>New FTE</td>
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<tr>
<td>Salary</td>
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<tr>
<td>OPE</td>
<td>599,460</td>
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<tr>
<td><strong>Total Personnel</strong></td>
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<td><strong>Services &amp; Supplies</strong></td>
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<td></td>
<td>$250,000</td>
<td>$250,000</td>
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<tr>
<td><strong>Student Aid</strong></td>
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<td><strong>Capital Outlay</strong></td>
<td>-</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$2,117,460</td>
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</table>

*Amount of Total Expenses Representing One-Time Costs*

|$-|\$-|

**Budget Narrative:**

<table>
<thead>
<tr>
<th>Position Description and Title</th>
<th>Number of New Positions/FTE</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>FTE/Position</td>
<td>Year</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Academic Advisers to support development of degree maps, support retention</td>
<td>4 FTE, permanent position</td>
<td>Year 1 of the biennium</td>
</tr>
<tr>
<td>Transcript Analysts for preemptive graduation checking and reverse transfer transcript analysis</td>
<td>4FTE permanent position</td>
<td>Year 1</td>
</tr>
<tr>
<td>Technical support/Information Architect for building dashboards, implementing degree maps software, and advising database</td>
<td>1 FTE permanent position</td>
<td>Year 1</td>
</tr>
<tr>
<td>Financial Planning Financial Aid Counselors for developing a financial plan to support the academic plan</td>
<td>2 FTE permanent position</td>
<td>Year 1</td>
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<tr>
<td>Tuition remissions for emergency financial support</td>
<td>$150,000</td>
<td>Year 1</td>
</tr>
<tr>
<td>Software for degree maps software and advising database. Licensing, maintenance, training</td>
<td>$125,000</td>
<td>Year 1</td>
</tr>
</tbody>
</table>

**Financial Impacts**

Discuss and quantify the impacts to your university, the system and/or state if the proposed funding is not approved

i. Would tuition need to be increase? How much?
   Improvements in retention and graduation rates, in addition to being the right thing to do, have a positive impact on the university’s revenue generation. Improved retention can mitigate increased recruitment costs contributing to the financial health of the institution. Conversely, lower enrollments may contribute to the need to increase revenues by other means including tuition increases. As tuition is established taking into account multiple variables it is unclear at this time as to the impact on tuition if the proposal is not funded.

ii. Would faculty/staff have to be laid off? How many positions? How many FTE?
   As with the impact on tuition it is unclear as to the impact on faculty/staff. The advising activities associated with the proposal expand our capacity to support students’ academic progress toward their degrees. Students who are able to maximize their enrollment also generate more SCH which further contributes to the financial well-being of the institution. In the current budget reduction process we have been able to retain funding for the advising initiative supporting the current projects. It cannot be said with assurance that another similar reduction would not impact the initiative and therefore not only lead to an inability to expand services to additional targeted populations but likely lead to reduced services for currently served students.

iii. Would programs have to be cut back or discontinued? Which ones?
Portland State is expanding its intentional advising model to require all first-year students to be advised during their initial year of enrollment. This extends the advising requirement to all first-year transfer students in addition to the previous requirement for freshmen. Given two-thirds of our entering class are transfers, this places additional workload on the existing advising infrastructure. Without the Complete College Now! funding it is highly unlikely that continued outreach through the Last Mile project could be undertaken and other targeted efforts would be greatly reduced if not eliminated impacting some of our most vulnerable students.

iv. What benchmarks/achievement compact areas would be impacted? Retention and graduation rates would be impacted. Achievement of PSU compacts related to degree completion, specifically the number of degrees awarded; quality, related to employer and alumni satisfaction; connections regarding the number of degrees awarded in targeted areas would be impacted.

c. Would initial state funding of the program allow for other future revenues to be generated? If so, describe. Improvements in retention and graduation rates, as well as the general student experience, may very well lead to additional revenues from students able to take greater course loads. Improved educational experiences and higher graduation rates provide greater funding sources from an enhanced alumni base.
Project D: Last Mile Committee

Data to Action: Last Mile is a successful project that has resulted in the graduation of 180 students who had dropped out of Portland State University. Last Mile students received advising, including financial planning support and limited tuition remissions, from Portland State University. We wish to expand this project to all students who have over 200 credits (180 needed for graduation)

Project Working Group
Robert Macoun (Chair), Mande Dines (Faculty representative), Sukhwant Jha (Special Assistant to the Provost for Student Success), Angela Garbanino, Pan Wagner (Degree Requirements representatives), James Olsen (Financial Aid representative), Amanda Nguyen (Business Affairs representative), Doug Siegel (SBA representative), Bechi Ingersoll-Hunt (UASC representative), Karen Devoli (CLAS representative)

Project Description
While traditional measures of institutional retention tend to focus on freshmen, there is a significant number of students at Portland State who earn enough credits to apply for graduation, but then cancel their applications and never finish. Between summer 2005 and spring 2010, 768 students applied for graduation and had their applications canceled due to not meeting all their graduation requirements. (Data collected and analyzed by Kathy Rousseau, spring 2010). Approximately 44% had a financial hold on their records, and nearly all students were in good academic standing. For a large number of students, the primary reason for leaving Portland State was the stress of graduation, which may not be described as performance, but financial or other reasons.

The ethnic background of students who cancelled their applications for graduation during this period was also studied. White and Asian students were underrepresented among degree cancellers. Hispanic, Native American, and especially African American students were over represented among those canceling degrees, particularly among the subset of these students with financial holds on their accounts.

**Action Items**
- Identify students who earn enough credits to apply for graduation, but then cancel their applications and never finish.
- Assign tuition remissions retroactively or for future course work to students who have not been enrolled in Portland State University for over two years to encourage and assist their return and graduation.
- Utilize the Degree Requirements Committee, Academic Requirements Committee, and the Academic department to assist students in completing their academic requirements.
- Work to develop a quarterly early warning system to identify and assist students who have registered to graduate, but have failed to complete their degrees.

**Key Barriers**
- Financial restrictions
- Lack of motivation
- Uncertainty of graduation requirements

**Goal**
To identify undergraduate students who have dropped out of Portland State University within a term or two of completing degrees, and help them return to school to finish their coursework.

**Reinforcement of the value of degree completion, development of an early warning system, engagement of departments in assisting those on the cusp of graduation**

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students who earn enough credits to apply for graduation, but then cancel their applications and never finish.</td>
<td>Executive Committee</td>
</tr>
<tr>
<td>Assign tuition remissions retroactively or for future course work to students who have not been enrolled in Portland State University for over two years to encourage and assist their return and graduation.</td>
<td>Provost, VP Student Affairs</td>
</tr>
<tr>
<td>Utilize the Degree Requirements Committee, Academic Requirements Committee, and the Academic department to assist students in completing their academic requirements.</td>
<td>Leaders Action Council</td>
</tr>
<tr>
<td>Work to develop a quarterly early warning system to identify and assist students who have registered to graduate, but have failed to complete their degrees.</td>
<td>Council of Academic Deans</td>
</tr>
<tr>
<td>Implement degree completion plan.</td>
<td>Project Working Group</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>Admissions Committee</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>ARC</td>
</tr>
<tr>
<td>Faculty Senate Committee</td>
<td>UCC</td>
</tr>
<tr>
<td>Public Meetings</td>
<td>Website</td>
</tr>
</tbody>
</table>

**Decision Matrix**

<table>
<thead>
<tr>
<th>Key</th>
<th>Recommend (R)</th>
<th>Agree (A)</th>
<th>Perform (P)</th>
<th>Input (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Last Mile Committee</td>
<td>I</td>
<td>D</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>Identify students</td>
<td></td>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>Develop early warning system</td>
<td>A</td>
<td>D</td>
<td>R</td>
<td>I</td>
</tr>
</tbody>
</table>
Recommendations and Decisions

Initial Recommendations:

1. Identify students who apply for graduation, but then are cancelled due to lack of completion of degree requirements.
2. The committee will have the authority to assign tuition remissions (retrospectively or for future course work) to students who have not been enrolled in Portland State University for over two terms to encourage and assist their return and graduation.
3. Degree Requirements: Academic Requirements Committee and the Academic department will assist students in completing their academic requirements.
4. The Committee will work to develop a quarterly early warning system to identify and assist students who have registered to graduate but appear not to be meeting their graduation requirements.
5. The Committee will work to develop a notification system for departments for majors whose applications have been cancelled.

Next Steps:

1. Continue the Last Mile Committee for one year (2011-2012), and expanding the scope and membership of the Last Mile Committee to:
   a. Include students who will apply for graduation in 2011-2012.
   b. Include students who have 200+ credits, have not received or applied for a degree, and have been gone for two terms.
   c. Include a representative from every college with an undergraduate program, nominated by the dean, and appointed by Provost Koch.
2. Directing the Business Intelligence Unit to create the following information dashboards to facilitate Last Mile work:
   a. Dashboard (available at department and college level) of degree applications, completions, students with 200+, 220+, 240+ credits, and students who have applied to graduate.
   b. Dashboard (available at department and college level) data on students who have applied to graduate and still owe a balance to PSU.
   c. Dashboard (available at department and college level) data on students who applied for graduation, but did not graduate.
3. Developing institutional capacity to support collaboration through:
   a. Adequate staffing (1 FTE, OS1) for preemptive graduation checking in AER. This position should be funded and staffed as soon as possible.
   b. Adequate staffing in the Business Affairs Office (1.0 FTE) to provide financial case management of appropriate Last Mile Students
4. Continuing to fund this committee with $50,000 in tuition remissions. As only $2,500 was used in 2010-2011, $47,500 is currently available for this purpose.

Timeframe and Metrics

Timeframe: Review performance after one year.
Number of students benefited: 500/200 students/year or 10% of PSU’s graduating class
Intensity: High
Impact on underrepresented students: High, given the mix of students.
Number of students graduating as a result of this initiative: 210 as of winter 2012
Other benefits: reinforcement of the value of degree completion, development of early warning system engagement of departments in assisting those on the cusp of graduation.

<table>
<thead>
<tr>
<th>Metric Name/Description</th>
<th>Formula / Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Warning System Effectiveness: Rates of students who applied for graduation, but failed to graduate before implementation compared to after implementation</td>
<td>Old : New</td>
</tr>
<tr>
<td>Remission Dollar Per Student</td>
<td>Tuition Remissions Used</td>
</tr>
<tr>
<td></td>
<td># of Last Mile Students</td>
</tr>
<tr>
<td>Completion Rate Per College (Undergraduate)</td>
<td>Completion Rates</td>
</tr>
<tr>
<td></td>
<td>Graduating UG Students (in the College)</td>
</tr>
<tr>
<td>Reduction in the Number of Students with 200, 220, 240+ credits who have not graduate per college</td>
<td>Old Levels : New Levels</td>
</tr>
<tr>
<td>Credits per graduated student: The closer this number is to 180, the more effective the system</td>
<td>Total Credits Earned</td>
</tr>
<tr>
<td></td>
<td># of Graduates</td>
</tr>
</tbody>
</table>
WESTERN OREGON UNIVERSITY  
2013-15 OUS LEGISLATIVE REQUEST

Retention Specialist

PURPOSE: According to U.S. News and World Report, “Thirty percent of college and university students drop out after their first year. Half never graduate, and college completion rates in the United States have been stalled for more than three decades.” The article goes on to say that the record is particularly bad among under-represented groups. The difficulty is not just that students fail to earn a degree; many leave with considerable debt related to starting an education that they never finish.

Student persistence from freshman to sophomore year also is of particular importance to Oregon’s citizenry. Governor Kitzhauber has set a goal that 80% of the state’s population will earn either a two year or four year college degree. That goal will never be reached if students are not retained and if they do not gain the skills necessary to succeed in moving from freshman to graduate.

RELEVANCE: While Latino student success at Western Oregon University has received national recognition from the Education Trust, the challenges faced by an increasing population of low income students (nearly 50% of new WOU Freshmen students receive the Pell Grant) and Native American Students (total enrollment increased by 26% for fall 2011) places increased strain on campus resources and services.

These low income and under-represented students represent a portion of a population that enters college at risk for not completing their degree. In 2011, the retention of WOU freshmen to sophomores was 68%, a drop from 76% the year prior. Those first generation and economically challenged students are at high risk for not persisting in their studies. They lack the family modeling for college attendance, they often come less well prepared for college study and their financial situation may cause them to drop out to seek employment just to make ends meet.

PLANNING: The Education Advisory Board (EAB) serves higher education institutions throughout the United States. On the EAB website they describe their work as providing:

...best practice research and practical advice to academic, business, and student affairs leaders at the nation’s leading universities. With teams of consultants and analysts dedicated to uncovering the best ideas from across higher education, our members benefit from the learning of thousands of universities nationwide, with findings tailored to their particular area of concern.

WOU joined EAB in fall 2011 to learn new techniques for better serving its students, such as those at high risk of not completing their education. The EAB found that there is a rising demand for “high-touch advising service.” They note:

1. Student expectations for high-touch advising service—most prominently a personal relationship with a caring adult institutional representative—are higher than ever before.
2. Among the reasons for students’ heightened expectations, university contacts report the influence of hyper-involved parents, the proliferation of high-touch service industries, and the increasing cost of college tuition.

3. To attract, retain, and establish long-term connections with students, institutions are striving to enhance and market their ability to provide personal and high-touch advising service.

An effective means for providing this type of advising contact is through the service of a Retention Specialist who can work with the WOU Academic Advising and Learning Center (AALC). A Retention Specialist would work to assist students’ adjustment to university life by providing guidance and assistance so that students attain the most from their college experience.

A recent job posting at the University of Arizona included the following example of duties for a retention specialist:

- Counsels and guides students in career exploration; administers and interprets vocational and interest inventory tests; helps students choose appropriate programs of study.
- Obtains necessary information for students and assists with completion of complex admission and financial aid forms; serves as liaison between students and financial aid office in order to clarify various policies and financial aid procedures.
- Conducts workshops or presentations for students or organizations pertaining to financial aid, career assessment, admissions information, goal setting, study skills, communication skills and value clarification.
- Documents students' visits and maintains appropriate files; provides statements of services provided and specifics on students' cases.
- Reviews students' progress; follows up on progress through personal contact and correspondence.
- Counsels students regarding personal issues and problems; refers to other sources of counseling as needed.
- Assists in development of recruitment and promotional materials, such as letters and flyers; determines when to send literature and prepares mailing list.
- Prepares monthly or ad hoc reports on counseling statistics as required.
- Assists in organizing career days, campus tours and various other events for prospective students.

ALTERNATIVES/WHY?: The WOU AALC is highly effective. It serves the majority of students during the critical first two years. However, that staff has a very high case load and their role is to provide the initial services necessary for students to enroll and begin classes. They are unable to provide the concentrated, long-term and intervening work that a Retention Specialist can provide. A Retention Specialist is necessary to work with the AALC to do the additional monitoring, on-going assessment of student achievement and then to initiate intervention to contact students and to assist them in overcoming unique challenges.

IMPACT ON OTHERS: None.

POSSIBLE LEVERAGED FUNDS: None
OUTCOMES/IMPACT: Retention Specialists are widely used across the United States and considered a best practice in student retention making a measurable impact on students’ timely progress toward graduation. Although 100% retention is unlikely, a stretch goal for WOU would be to attain the retention rate comparable to highly selective universities which is above 85%.

Student success has an immeasurable individual impact in developing self-esteem and personal pride, especially if the student is the first in his or her family to attend college and he or she had to overcome financial constraints. Students, who come from such backgrounds will be well prepared to serve themselves, their families, their communities and the state. In short, there is a direct link to fulfilling the Governor’s goal of 40-40-20.

CONNECTION TO BOARD GOALS: The Oregon State Board of Higher Education’s strategic plan identifies as its second goal: Ensure high quality student learning leading to subsequent student success. Retaining students is inextricable to achieving that goal and a Retention Specialist is a clear means to that end.

As important, WOU’s three accreditation “Core Themes” 1) effective learning 2) supports diversity and 3) sustainability would all be served with increasing retention rates.

BUDGET SUMMARY:

<table>
<thead>
<tr>
<th></th>
<th>2013-15</th>
<th>2015-17</th>
</tr>
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<tbody>
<tr>
<td>Personnel Services</td>
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<tr>
<td>New FTE</td>
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<td>1.0</td>
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<td>Salary</td>
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<td>49,307</td>
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<td>Services &amp; Supplies</td>
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<tr>
<td>Total Expenses</td>
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<td>$131,307</td>
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</table>

Amount of Total Expenses Representing One-Time Costs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

BUDGET NARRATIVE:

- Personnel: Only one new employee is proposed, the Retention Specialist.
- Type of Employee: Classified staff.
- Job title, if known or able to estimate: Retention Specialist
- Approximate start date: Fall 2013
• Types of Services & Supplies: New Employee set up ($5,000) is limited to year one. Start-up expenses include computers, office furniture, telephones, etc. needed for a new employee to conduct business. General Office operating expenses ($12,000) per year in years 1-4 include ongoing costs for telephone, mailing, photocopy, utility services as well as sufficient funding for professional engagement in the National Academic Advising Association (NACADA).
• Is there is student aid expense: NA
• Detail Capital Outlay expenses expected to be incurred. NA
• Is any expense expected to be one-time only: The only one time expense is noted above at $5,000.

Financial Impacts

Impacts to your university, the system and/or state if the proposed funding is not approved:

The change in retention rate from fall 2010 to fall 2011 is alarming, a drop of 8 percentage points. The pressures which cause students to stop attending college appear to be unrelenting and increasing in severity. WOU has been responsive in the past with financial aid counseling, academic advising, academic tutoring and emotional support programs available to those students who seek them. Regrettably, a considerable number of students (represented by the 8 percentage points above) are either unaware or too ashamed to seek that assistance. A Retention Specialist seeks out such students and intervenes to proactively assist them.

Greater retention rates result in a financial impact of great significance to the student and to the institution. For the student, he or she is faced with a debt burden upon leaving college. And, ironically, if they drop out, their lack of a completed degree means that they are less well prepared for employment which would allow them to retire that burden faster.

The institution is faced with a loss of revenue from the student for all the years that the student failed to complete. Given that the highest dropout rate follows students’ first year, which equates to a three year loss. Here’s how that translates to lost revenue:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees for one academic year</td>
<td>$6,789</td>
</tr>
<tr>
<td>Three years of tuition and fees</td>
<td>$20,367</td>
</tr>
<tr>
<td>8% - 15% of freshman class</td>
<td>80 - 150</td>
</tr>
</tbody>
</table>

Three years lost revenue could be as much as $3,055,050

Would initial state funding of the program allow for other future revenues to be generated? If so, describe.

There is no question that students who succeed in progressing from freshman to sophomore years are more likely to complete their education. Similarly, successful students influence their peers in their behaviors and expectations. Consequently, it is a fair and reasonable assumption that improved retention rates will have a concomitant impact on WOU’s ability to generate additional tuition revenue and to attract more students expecting to succeed.
Early Alert System

Purpose: Increasing the number of Oregonians with at least a bachelor’s degree (part of Governor Kitzhaber’s 40-40-20 goal) is dependent on both increasing the number of students entering universities (access) and increasing the graduation rate of those students. At WOU, students are increasingly diverse and poor. WOU has nearly tripled the number of minority students on campus in the last five years. Since 2008 the number of new freshmen awarded a Pell Grant (a good proxy for high poverty) has increased from 32% to 48%. WOU’s first year retention rate has declined to 68%, a significant decrease from its normal rate of 76%.

Students with greater economic need are forced to spend more time off campus working to pay for their college education. This time away from campus limits or, in some cases, prevents the university from using its normal interventions to identify and support students in academic difficulty and peril.

Research from national experts has identified the presence and use of an early alert system as a best practice that increases student retention and graduation rates (Kuh 2005). The WOU Early Alert System would increase the number of Oregon students who enroll at WOU and ultimately earn their bachelor degree. Campus interventions such as tutoring, counseling or other academic supports works best if they are initiated in a timely manner when the student’s challenges are smaller and more manageable. An Early Alert System would support effective interventions leading to retaining students by intervening with appropriate actions to help them graduate in a timely fashion.

There are numerous software vendors who have developed systems that can be installed to work with WOU’s current student information system, Banner. The software allow a faculty or staff member to easily send a notice to a centralized office that a student has either exhibited signs of potential trouble such as missing class, poor grades, or unusual behavior. The system would also create an online tracking system that could provide longer-term follow up and the development of an institutional database of higher needs. This data would be used to make informed decisions about where additional or future needs existed and allow WOU to proactively address them.

The early alert system would provide the following services.

1. Easy to use electronic alert to a centralized office.
2. Creation of student tracking system to ensure appropriate and timely initial response and follow-up.
3. Feedback loop to the referring faculty or staff member to encourage future use of the system.
4. Development of a database of institutional needs to help make informed decisions regarding present and future areas of need for institutional investment and change.
**Relevance:** The Early Alert System would enable WOU to more proactively and effectively respond to emerging student needs that could negatively impact students’ academic success and graduation. The Early Alert System would create another faculty and staff partnership that focused upon student success. Student retention would be increased leading to more Oregon students earning their college degrees from WOU.

**Planning:** Upon receipt of funding, WOU would determine which products and vendors could best meet the needs of the university and then follow normal state procurement policies to receive and review bids. There are a number of other universities who have purchased and installed such software and WOU would consult with these schools in advance of purchase and implementation to maximize the benefit and value.

WOU will create a planning team comprised of representatives from the faculty, students, the student affairs division, academic affairs and university computing. The team would be responsible for establishing the system requirements, preparing the specifications for the software, and then reviewing bids from vendors. This team would remain in operation to evaluate the implementation and use of the software as well as to identify areas of possible improvement.

It is expected that installation of the software can occur within six months of the creation of the planning team.

**Alternatives:** Development of the software and communications capacity using internal campus resources is neither practical nor cost-effective. Current project demands on the University Computing Services far exceed available programmer time and this type of project is outside the experience and expertise levels of current programming staff. Further, this type of software has been developed by a number of vendors who have been able to refine the features and develop the internal expertise to provide meaningful installation and user support.

**Impact on others:** Increased retention of WOU students would not have an impact on other campuses.

**Possible Leveraged Funds:** There are no known outside funding sources to leverage this initiative.

**Outcomes/impact:** Increasing student retention is a critical need for WOU and other universities. The increasingly diverse background of students and the substantial stresses upon our students to find ways to pay for college has made student retention more challenging for WOU. The university needs an effective and efficient way for faculty and staff to identify students in distress and then alert a centralized office (expected to be the Office of Academic Advising and Learning Center) for immediate response. Centralizing the system will also support the development of a comprehensive campus-wide understanding of any trends or common areas of concern that would warrant proactive university actions.

The Early Alert System will support increased student retention and graduation. Specific outcomes of the Early Alert System include:

1. Increased student retention to sophomore year
2. Increased graduation rates
3. Decreased time to degree for students leading to lower total costs to attend

**Connection to Board Goals:** The Oregon State Board of Higher Education strategic plan identifies “ensuring access” within its first goal. The Early Alert System would provide an effective means to identify students at risk of dropping out. Greater success among the students commonly served by WOU, under-represented and financially challenged, will impact the lives of their peers in a positive fashion. Those students will see that a college education is possible for them as well.

**Budget Summary:**

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<thead>
<tr>
<th></th>
<th>2013-15</th>
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<tbody>
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<td>Salary</td>
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**Amount of Total Expenses Representing One-Time Costs**

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>$25,000</strong></td>
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</table>

**Budget Narrative:**

- One time software installation support costs of $25,000
- Annual license fee of $50,000
- No personnel expenses

**Impacts to your university, the system and/or state if the proposed funding is not approved**

The absence of funding will prevent WOU from being able to purchase and use an Early Alert system resulting in fewer students completing their degree at WOU.

**Would initial state funding of the program allow for other future revenues to be generated? If so, describe.**

Funding this initiative would increase retention and generate tuition revenues. A one-percent increase in retention rate would generate up to $250,000 in increased tuition revenues over the four year period students are expected to need to graduate.
Purpose & Relevance

EOU is seeing a very sharp increase in the number of veterans attending EOU, given the both the recent return from deployment of our local National Guard unit and the increasing numbers of veterans from other units and service branches either returning to college or entering for the first time. These students need very special attention not only to deal with the GI Bill benefit programs but also the social and cultural shock they encounter as the re-enter “normal society” at the same time they are also learning to deal with the rigors of university life. The intent behind this legislative request is to fund a veterans-specific retention specialist to assist these students (and prospective students) for success.

Funding for one position to work with these students, our veterans, would generate a significant return on investment for both EOU, as well as veterans hoping to successfully engage college-level studies and degree completion.

Planning

Eastern Oregon University has long been noted as a “Veterans Friendly Campus” and has also been a longstanding member of the US Department of Defense Soldier Opportunity Consortium (SOC). Given the high percentage of serving soldiers and other service members drawn from rural communities, it is no surprise that EOU is experiencing a sharp increase in the number of veterans attending EOU. We work closely with our military science program—the ROTC Gold Program—and enjoy one of the strongest such programs in the state. We also work closely with city and county veterans services organizations, and housed the Union County veterans’ services officer until funding for that position was eliminated at the state level.

Alternatives

We currently “add” the duties that such a specialist would fulfill to existing staff members already dealing with our students in an overall sense. However, the needs of our veterans are very specialized and have unique characteristics that need to be addressed. In addition, given the recent staff reductions we have undergone in order to stay on track with our sustainability plan, we cannot fulfill these veterans-specific functions by adding the duties to existing staff over the long term. Nor, given the recent budget and staff reductions, are we able to reallocate existing resources to such a position.

Impact on Others/Outcomes & Connection to Board Goals

While the impact of this proposal on other statewide agencies and constituencies is minimal, the impact of the proposal on local and regional veterans would be incalculable. Data shows that retention and
completion rates for returning veterans is much lower on average than for students in general, and a veterans retention specialist would provide a concrete means of helping these students be more successful, both immediately and over the longer term.

Of the three outcome measures under the Completion category of the current OUS/OEIB Achievement Compact, this proposal relates directly to the first two: the number of bachelor’s degrees awarded to Oregonians & the number of bachelor’s degrees awarded to rural Oregonians. In addition, under the Connections category of the Compact, this proposal directly addresses the number of bachelor’s degrees awarded to transfer students from Oregon Community Colleges.

**Budget Summary and Narrative**

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<tr>
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<tr>
<td><strong>Amount of Total Expenses Representing One-Time Costs</strong></td>
<td>$5,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Personnel details**

Personnel associated with this proposal include the following (1.0) all new FTE:

1. **Veterans Retention Specialist** (new: Unclassified, 1.0 FTE, permanent, Summer 2014 start)

**Services & Supplies Detail**

Services and supplies budget lines associated with this proposal are broken out as follows:

1. **New Employee Setup:** $5000, one-time.
2. **General Office Operation:** $5,000/year.
3. **Travel/Professional Development:** $5,000/year.
There is no Capital Outlay or Student Aid associated with this legislative proposal.

**Financial Impacts**

*Discuss and quantify impacts to EOU, the OUS, and/or State if proposed funding is not approved.*

If the proposed funding is not approved, given the increasing levels of veterans enrolling at EOU, we will not be able to continue effectively serving the needs of our student veterans.

As noted above of the five outcome measures listed under the Completion and Connections categories of the OUS Achievement Compact with the OEIB, this proposal directly impacts three of the outcomes, as follows:

1. # of bachelor’s degrees awarded to Oregonians
2. # of bachelor’s degrees awarded to rural Oregonians
3. # of bachelor’s degrees awarded to transfer students from Oregon community colleges
SOUTHERN OREGON UNIVERSITY
2013-15 OUS LEGISLATIVE REQUEST

Combined Retention and Jobs Initiative

PURPOSE: Explain the purpose of the proposed request. This explanation should include the institution’s implementation strategy with a detailed timeline for key activities.

Funding is requested for a Combined Retention and Jobs Initiative at Southern Oregon University that will provide support for additional job opportunities on campus for first-generation, low-income students.

The majority of students who do not retain at SOU indicate that they leave the University for Financial Reasons. Campus employment is a cost-effective way to lower debt loads, connect students to their major, and increase workforce preparation while also strengthening the ties between the student and the university. Additionally, through coordination of short courses, internships, and practica, this program will prepare students in job-focused skills that meet workforce expectations.

RELEVANCE: Explain how the proposed action advances the institution’s/system’s mission, policy initiatives, strategic plan, and any applicable Benchmarks or key performance measures, including the ability to meet 40-40-20 goals.

SOU data demonstrate that students employed on campus retain at a 5% higher rate than those not employed on campus. This advances the system goal of access, the university’s core theme of student success and retention measures imbedded in the SOU Strategic Plan and Master Academic Plan. A number of studies around the country have shown that connecting a student’s major with campus jobs assists student retention and progression to degree. This increased retention is a key component for SOU in meeting the 40-40-20 goal.

PLANNING: Summarize the planning activities leading to the development of the proposal, including employee or stakeholder involvement in the planning process.

This program was brought forward by the SOU Enrollment Management Department, refined by the Enrollment Council, and endorsed by the Executive Council. These groups involved staff and managers in the development of the proposal. Students are highly supportive of the proposal.

ALTERNATIVES/WHY?: Describe any alternatives that were considered and why the institution’s proposed action is preferred.

N/A
**IMPACT ON OTHERS**: Describe any impacts on other universities, agencies or governments and how the proposal is being coordinated with them.

N/A

**POSSIBLE LEVERAGED FUNDS**: Include discussion of any available leveraging of funds.

The University would write for additional support to the U.S. Department of Education through Title III funding. It is the intent of the university, after the initial year of implementation, to continue to match funding at 30% per year until the fifth year of implementation when the university would assume all costs.

**OUTCOMES/IMPACT**: Include a description of expected outcomes anticipated from the approval of the requested package.

The outcomes would be to:

- Provide additional students jobs on campus along with defined learning outcomes and supervision related to their field of study
- Increase retention of the targeted cohort by 5-10%
- Lower debt loads upon completion of a degree program
- Provide short courses to help students prepare for internships, summer jobs, and future permanent employment (some of these courses have already been piloted and assessment data clearly shows improved performance and retention of those students participating).

**CONNECTION TO BOARD GOALS**: Discuss the connection to Board goals, operating guidelines, and strategic priorities

This initiative relates directly to the Board’s goals of achieving an educated citizenry and ensuring access. The target population for this program is first generation/low income (Pell-eligible) students, those most at risk of completing degree programs. The proposed program relates well to the second goal of a quality education and student success since the program is designed to increase retention and provide necessary job skills for entry into the workforce.
Budget Summary and narrative – Costs as best estimated at this point in time

Budget Summary Table:

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<td><strong>Personnel Services</strong></td>
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<td>New FTE</td>
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<tr>
<td>Salary</td>
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<tr>
<td>OPE</td>
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<tr>
<td><strong>Total Personnel</strong></td>
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<td><strong>Services &amp; Supplies</strong></td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$730,000</td>
<td>$730,000</td>
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</table>

Amount of Total Expenses Representing One-Time Costs

- $ -

Budget narrative:

This plan would commence in Fall 2013 with full implementation in Fall 2017. This request is for funding of the program for fiscal years 2014, 2015, 2016 and 2017. Beginning in Fall 2017, SOU would pick up the full cost of continuing this program.

The program would require no additional staff and $5,000 per year in supplies and services.

Student support would be augmented by $360,000 per year of the plan.

No capital outlay is needed to implement this proposal

Financial Impacts

*Discuss and quantify the impacts to your university, the system and/or state if the proposed funding is not approved.* No increases in tuition or reduction in staffing is anticipated if the program is not funded.

What benchmarks/achievement compact areas would be impacted? This initiative would positively impact both the completion outcome for Oregon students as well as the quality outcome for students ready for employment.

Would initial state funding of the program allow for other future revenues to be generated? *If so, describe.* Initial start-up funding would be matched by the institution and/or through grants over a five year period.
Critical Degree:
Educator Preparation
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OREGON UNIVERSITY SYSTEM
2013-15 OUS LEGISLATIVE REQUEST

OUS Leadership in Support of Innovative Practices in Education Preparation Programs

PURPOSE: In order to achieve the ambitious goals set out in 40-40-20 and serve the diverse population of PK-12 students, Oregon must make a strategic investment in its public Schools and Colleges of Education. There is high quality research to guide what needs to be done and there is a national environment supporting innovation that can make a difference in Oregon:

1. DEVELOP VISIBLE, HIGH-IMPACT, HIGH-QUALITY MODELS FOR EDUCATOR INTERNSHIPS THAT PREPARE CANDIDATES TO EFFECTIVELY WORK WITH DIVERSE LEARNERS. Cadres of exceptional PK-12 mentors, reflecting the diversity in Oregon, will be formally linked to university educator preparation programs, with an initial focus on STEM at all grade levels and a sustained focus on serving our diverse student populations. Educator preparation programs will draw on state-of-the-art research and proven best practices to deliver programs. Additionally, new undergraduate degree tracks for students seeking an Early Childhood education major will be developed in close coordination with partner community colleges and preschools.

2. IMPROVE THE EXCHANGE OF DATA TO IMPROVE EDUCATOR PREPARATION, HIRING, INDUCTION, AND EVALUATION. Data from all relevant stakeholders as well as performance indicators for educators and students will form a base for program evaluation and improvement within schools, university programs, and their partnership, with an initial focus on STEM at all grade levels and a sustained focus on meeting the needs of our diverse student populations. Data will be used to inform how, who, and what we teach.

3. INCREASE THE INVOLVEMENT OF OUS UNIVERSITIES IN SUPPORTING EDUCATORS THROUGHOUT THEIR CAREERS. Like all professionals, educators need time and access to mentoring and support throughout their careers to keep up-to-date in the profession. University-PK-12 partnerships, with an initial focus on STEM at all grade levels and a sustained focus on meeting the needs of our diverse student populations, can ensure the flow of information about best practices and research between both sides of the partnership.

Working together, OUS Schools and Colleges of Education seek to create a seamless system of professional preparation and professional development in partnership with PK-12 educators – teachers, administrators, counselors and other professionals working in PK-12 schools – that produces effective outcomes by including the following elements:

- Recruitment and retention of a diverse cadre of talented professional educators from every part of the state raising the quality and lowering the cost of education
- State-of-the-art clinical training of new educators paired with the most skilled teaching professionals
- Preparation programs calibrated by data systems enabling universities, school districts and educators to evaluate university-school collaborations, improve program effectiveness and assess workforce needs
- Consistent support and clear expectations for professional growth at all points in professional educator careers
- New Applied Baccalaureate and Bachelor of Arts/Science degree pathways for students seeking credentials in Early Childhood Education.

Featured components:

- An increase in the number of sustained school-university partnerships that show documented improvement on established benchmarks
- Training and support for use of highly qualified university supervisor-classroom educator teams overseeing clinical experiences
- Increased opportunities for educators, regardless of where they live in Oregon, to engage in professional development specific to where they are at in their careers and coupled with long-term, measureable goals
- Continuous data collection from all program participants forming a basis for innovative research, program evaluation, and accreditation

RELEVANCE: The State of Oregon has set an ambitious goal for educational attainment: 40-40-20. This goal is in response to global competition to attract high skilled, high paying jobs in an increasingly technical marketplace. All Oregonians will need a quality high school degree with the skills that prepare them to be work and college ready. Although the road to achieving the goal of 40-40-20 is by reaching students who are not succeeding today and elevating students who are already on a path to success, higher performance from students also requires sustained high performance from teachers and educator preparation programs. Oregon has leadership to support innovative practices in educator preparation programs and significantly strengthen the partnership between universities and PK-12 schools. Investing in OUS Colleges of Education is a strategic investment toward achieving 40-40-20. This investment will directly impact the quality of PK-12 education in Oregon and improve services to Oregon’s increasingly diverse PK-12 student population. Further, the new Bachelor’s degree pathways for students seeking Early Childhood education credentials will contribute to the number of degrees awarded to transfer students from community colleges and the number of degrees awarded in targeted workforce areas to meet state needs.

PLANNING: This proposal is a result of long-standing collaboration among the Deans of the OUS Schools and Colleges of Education. All OUS Schools and Colleges of Education are committed to improving the quality of PK-12 student learning, graduation, and post-secondary achievement by producing, supporting, and retaining a cadre of diverse educators of the highest quality for every PK-12 student in Oregon and providing exemplary preparatory experiences that equip educators to serve the diverse population of PK-12 students in Oregon.
**ALTERNATIVES:** The alternative to this investment is inaction and inaction is unacceptable. This is an urgent time for action because Oregon is in a position to make much needed and substantial improvements to its education system. Guided by the vision of 40-40-20 and coupled with the newly adopted Common Core State Standards and other initiatives (e.g., more rigorous accreditation expectations, new teaching standards) supporting key education partnerships, we are in an unprecedented environment to restore Oregon as one of the top performing states in the nation and the world. Without action educator preparation and professional development will be buffeted by short-term political interests and faddish approaches to assessment and accountability. Inaction means that educators and students will not benefit from the wealth of research and policy initiatives supporting a sea of change in the quality of teaching and learning and that we will continue to provide inadequate education for today’s generation of students. Inaction means the education of children will deteriorate, especially for underserved students and especially in the STEM fields, as an unintended consequence of maintaining the status quo while educational landscape and global employment changes around them. Creative new structures that enable the critical application of new knowledge about teaching and learning combined with community support for new modes of funding can avoid this impending catastrophe and help close the achievement gap for diverse student populations.

**IMPACT ON OTHERS:** OUS institutions are in a unique position to impact the entire 40-40-20 continuum. This investment will directly impact the quality of PK-12 education in Oregon and as a result will strengthen students entering all of Oregon’s institutions of higher education. Further, as OUS Schools and Colleges of Education strengthen their partnerships with school districts, they will make deeper connections to ongoing education initiatives, particularly in the STEM fields, with other institutions of higher education (including OHSU), business, and industry. Finally, the new Bachelor’s degree pathways for students seeking Early Childhood education credentials will enhance the efforts of the Early Learning Council.

**POSSIBLE LEVERAGED FUNDS:** Where allowable, externally funded grants and contracts that complement the work outlined in this proposal could be leveraged to supplement the requested investment.

**OUTCOMES/IMPACT:**

- Higher student achievement which will lead to increased graduation rates, greater productivity, improved economy, a higher standard of living, less crime and less need for welfare
- Seamless system of educator recruitment, preparation, and sustained development that produces effective student outcomes
- Increases in recruitment and retention of a more diverse and effective cadre of Oregonians seeking critical degrees in education
- Closing the achievement gap for diverse student populations
- Lower costs associated with reduced educator attrition
- Collaborative efforts involving both OUS and PK-12 workforces around implementation of new graduation standards and national curriculum standards
- Equitable educational opportunities for all Oregonians
- Big step toward achieving 40-40-20
CONNECTION TO BOARD GOALS: This proposal will directly contribute to the State Board of Higher Education’s goals to (1) Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy and (2) Ensure high quality student learning leading to subsequent student success. The educated citizenry of Oregon is dependent upon the foundation students receive during their PK-12 experiences. The OUS Schools and Colleges of Education produce the majority of Oregon’s teaching workforce; as such, it is incumbent upon OUS to ensure that Oregon’s future teachers receive the most cutting-edge and highest quality education to prepare them to teach Oregon’s future. Cultural and linguistic differences in our PK-12 and higher education student populations bring a different constellation of learner backgrounds and needs than students of just ten years ago. Harnessing the energy in this diversity will be the work of a revitalized PK-12 teaching force in concert with communities focused on the goal of 40-40-20 and targets outlined in the OUS Achievement Compacts.

Budget Summary and Narrative

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*Amount of Total Expenses Representing One-Time Costs*

$900,000

The Budget Summary includes costs for new positions and FTE, student scholarships, funds to collaborate with K-12 school districts on the preparation of educators, and an Innovation & Sustainability fund. There are no capital outlay costs for this request. The funding of the Innovation & Sustainability fund would be one-time only, in the 2013-15 biennium.
**Personnel Services**

Funds are requested for 28 new FTE at an average salary rate of $50,000/1.0 FTE (total request ~$4.4m). The 28 FTE represent a variety of new full and part time positions across the six Schools and Colleges of Education. The new FTE include: Field Placement Coordinators, Bilingual Recruiters, Tenure-track faculty, School Partnership Directors, Support Staff, Clinical Faculty located in PK-12 schools, and Professional Development Coordinators. Over 50 new full and part time positions will be created with this FTE across the six OUS Schools and Colleges of Education to support the building and sustaining of relationships with school districts, the development and implementation of professional development programs for PK-12 educators, and increased capacity to evaluate program improvements in conjunction with PK-12 school partners.

**Services & Supplies**

Funds are requested to support OUS Schools and Colleges of Education to collaborate with K-12 school districts (~$3.0m) on the joint delivery of educator preparation programs. These funds will be used to compensate school districts for the time devoted by their teachers and administrators to working with student teachers, provide professional development for PK-12 teachers, counselors, and administrators and university faculty, and collaboratively implement new models of teacher internships. Currently, collaboration with PK-12 school districts is supported primarily via external funding sources (e.g., federal agency grants, private foundation grants); such funding is piecemeal at best and inequitable at worst. In order for the vision of improved quality of PK-12 educator preparation in Oregon to be realized, the cost of collaborative work with K-12 school districts must be built into the system.

Funds are also requested to establish an Innovation & Sustainability fund ($900K), which will be used to develop and implement new models of preparing educators with an eye toward sustaining new models without the need for further funding. In particular, the Innovation & Sustainability fund will support new educator preparation curricula and technology to support teachers across Oregon.

**Student Aid**

Funds are requested to recruit and retain the best, brightest, and most diverse cadre of educators from every part of the state ($6m). Each OUS School/College of Education will use Student Scholarship funds in different ways; for example, the number of students supported and the amount of support will vary from institution to institution. The scholarships will support a total of 300-500 prospective educators each year across the six OUS Schools and Colleges of Education. Funds are also requested to offer annual scholarships for bilingual, high need, and/or minority students accepted in to the Early Childhood Education programs.

**One-Time Costs**

One-time costs included in the first biennium of the project are to cover project and program start up costs for the Early Childhood Education programs, along with the $700K seed funding for the Innovation & Sustainability fund.
Financial Impacts

As described above, if funding is not approved, the impacts will be the continued deterioration of the PK-20 system of education in Oregon. OUS Schools and Colleges of Education are unable to compete for the best, brightest, and most diverse cadre of educators because of inadequate funds to attract students. The education profession has witnessed a fundamental change in business as usual: educators must collaborate, innovate, and work together to solve school and district-wide problems. The vision of a teacher closing the door of her classroom to get her work done is no longer the way schools do business. As such, OUS Schools and Colleges of Education must prepare their students to succeed in the new professional realities of schools, involving a much higher degree of collaboration and coordination with PK-12 schools. Schools and Colleges of Education must, too, operate in new realities. Without funding to support the necessary advances in educator preparation, OUS Schools and Colleges of Education will be preparing students for an outdated model of the profession.

It is possible that initial state funding could allow for future revenues to be generated through increased external grant and contract funding.
Critical Degree: Health
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OREGON INSTITUTE OF TECHNOLOGY
2013-15 OUS LEGISLATIVE REQUEST

Rural Healthcare

Purpose:

Funding OIT’s Rural Healthcare Initiative would increase delivery of primary and coordinated care in rural communities by increasing the number of health care graduates with expertise and interest in rural health care.

Relevance:

The need for healthcare services in Oregon and the nation is growing, and the models for delivering health services are changing. Rural communities are faced with even greater challenges due to a lack of primary-care practitioners in small communities.

Planning:

OIT has a unique mission of preparing the healthcare workforce in Oregon in highly technical, professional programs. In partnership with Oregon Health & Science University, Oregon Dental Service, fellow educational institutions, and the healthcare industry, Oregon Tech can, with funding, educate more health practitioners to serve Oregon’s rural communities, and to respond to the workforce needs of coordinated-care organizations and emerging professional standards of practice.

Outcomes/Impact:

1) Educate more health practitioners to serve Oregon’s rural communities.
2) Assess alternative methods of providing primary health care that may include Dental Hygiene Practitioner, Physician Assistant, Marriage and Family Therapist, Medical Sociologist, Respiratory Care Professional, Physical Therapist, and Clinical Laboratory Scientists.

Connection to Board Goals:

The proposal relates directly to the Board’s strategy of meeting the increased demand for health care professionals. In particular, this proposal will provide the opportunity to explore alternative methods of providing primary health care to rural Oregonians.
Budget

Rural Healthcare Initiative Budget

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Amount of Total Expenses Representing One-Time Costs

|                       | $2,000 | $ -     |

To support the Rural Healthcare Initiative, OIT would need a new, possibly permanent, program administrator position of 1.0 FTE to coordinate exploration of options with partners and legislative requests for expanded program options at respective OUS and OHSU campuses. This funding would be for a two year feasibility study and would terminate at the end of the two year period with a new legislative request addressing the need for rural healthcare practitioners. For assistance in evaluating options, this proposal would also contract with an outside consultant as part of its Professional/Contract Services budget. New employee set up (as a one-time cost), travel and general office supplies comprise the S&S for this proposal.

Financial Impacts

If this proposal is not approved, OIT’s ability to assess the health care needs of rural Oregonians and to explore alternative methods of providing primary health care would be very limited.
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Oregon Public Health Professions Initiative

Purpose:
Affordability and access to quality health care continue to be ongoing challenges for the people of Oregon. By shifting focus to prevention and investing in measures that help people remain healthy, we can reduce the need for acute and chronic care while saving lives, improving health and lowering costs. The purpose of the OSU Public Health Professions Initiative is to develop a robust public health workforce and improve public health practice for the state of Oregon. This initiative is essential to produce the workforce that Oregon’s health system requires to keep people healthy and achieve the triple aim of health care reform (improved cost, access and quality). In collaboration with OSU county extension offices, Oregon’s local health departments, and other academic institutions including local community colleges, the College of Public Health and Human Sciences (CPHHS) will:

- Strengthen the public health workforce through an engaged process of teaching and learning that brings undergraduate and graduate instruction, as well as OSU students, to Oregon communities.
- Enhance the capacity of the OSU Extension Service to support public health practice improvement and to utilize its infrastructure to create an economic engine around public health and human science professions in the communities.
- Provide or facilitate the delivery of continuing education and professional development to community-based practitioners through collaborations with community colleges and the Oregon Open Campus.
- Support engaged community-based research and the translation of other knowledge into a form that is easily used by communities.
- And, increase the numbers of public health graduates to establish the robust workforce that Oregon needs.

Key implementation activities include the following:

- Establish an on-campus **centralized support team** within CPHHS that includes administrative, managerial, clerical, and evaluation capacity for the public health professions initiative. (FY13)
- Establish a collaborative program whereby on-campus CPHHS faculty will assume assignments to provide **technical support and assistance** based on their expertise to public health workforce development, community problem solving, and Extension health program development. (FY13)
- Recruit, hire, and train **regional public health Extension professionals** (and support staff) to connect campus-based academic resources with community-based public health needs. (FY13)
- Recruit, hire and train **public health workforce development coordinators** (and support staff) in counties with existing Oregon Open Campus sites to facilitate delivery of both credit and non-credit public health courses for high school and undergraduate students. (FY13)
- Offer a **graduate certificate in public health** to practicing professionals in the allied and public
health professions. (FY13)

- Conduct annual **professional development and continuing education conferences** for practicing professionals from within Oregon and across the nation. (FY13)

- Place OSU students each year into **paid service learning internships located in both rural and urban communities** across Oregon. (FY14)

- Implement evidence-based programs in Oregon communities that **promote high school graduation, exploration of health careers, and enrollment in postsecondary education** by individuals from populations currently underrepresented in the health professions. (FY14)

**Relevance:**
This initiative advances all three areas identified in Oregon State University’s strategic plan for investment and development: Healthy People, Healthy Planet and Healthy Economy. An adequate and competent public health workforce is essential to improving the overall health status of Oregonians. Similarly, environmental public health professionals are critical to preserving and protecting Oregon’s environment. Additionally, attracting young people to and preparing them for jobs in health professions will help Oregon achieve its 40-40-20 benchmark. OSU, with the state’s only College of Public Health and Human Sciences, and with Extension offices in every county, is uniquely positioned to lead the initiative outlined in this proposal. Together with local, regional, and state agencies; the health care industry; non-profit organizations; community colleges; and other institutions of higher education, OSU will build synergies that result in improved outcomes for all. Existing relationships between OSU’s Extension Service 4-H Program and K-12 institutions across the state can also be utilized to accomplish the public health goals of this proposal.

**Planning:**
An emphasis on public health workforce development and practice improvement has been part of the strategic development of OSU’s CPHHS since 2008. The recent reorganization of both the College and the OSU Extension Service has consolidated all of the college’s outreach and engagement programs into one organizational unit with an explicit focus on health. Planning has included consultation, discussion and periodic briefings with leaders of the Northwest Health Foundation, Coalition of Local Health Officials, the Oregon Public Health Division, and representatives of local health departments. Presentations and focus group sessions were held at the annual conference of the Oregon Public Health Association. Faculty and staff involvement in the planning process has been assured by their leadership in the steering committee and four subcommittees planning and writing the College’s self-study for public health accreditation. National standards for this work are well outlined by the public health accrediting body, and the proposed effort adheres to these national standards.

**Alternatives:**
This initiative has broad-based support, and many of the early implementation steps are moving forward. However, the ultimate need for resources continues as a major challenge and has a direct impact on the rate of progress. In the absence of state appropriations, the work outlined here will continue to inch forward. That said, Oregonians need relief now from devastating health conditions that are draining economic resources and compromising quality of life. Professional and continuing education is the only way to build the workforce Oregon needs today and tomorrow. No other alternative is feasible to achieve the professional public health workforce Oregon requires.
Impact on Others:
The efforts outlined in this proposal are being coordinated with the Oregon Public Health Division, County Health Departments, the Land Grant Extension Service and community colleges (through our Open Campus agreement). Our focus is on Public Health workforce development and practice improvement and, therefore, complements and enhances the OHSU-PSU joint request for funding to conduct health workforce development activities focused on professions associated with medical care occupations.

Leveraged Funds
The Affordable Care Act of 2010 acknowledged the wisdom of academic outreach focused on public health practice improvement and authorized the use of “Health Extension Agents.” In anticipation of eventual Federal funding for such work, Oregon will be well served by investing early in public health workforce development and Extension. In addition, the CPHHS is positioned to leverage both existing funds and other resources toward this project. Federal, state, and local appropriations that currently support county-based Extension faculty and the maintenance of their offices will be leveraged to greatly reduce the cost of launching this initiative.

Outcomes/Impact:
This investment in a system for Public Health workforce development and practice improvement will enhance the health of Oregon residents, educate the public and create jobs throughout Oregon. A healthy population is essential for containing medical costs and to the success of Oregon’s healthcare reform. Supplying the growing health professions job market is critical to Oregon’s economic recovery. This initiative will produce a competent public health workforce trained for new jobs under state and national health reform that safeguard and promote the health of people in every legislative district. Reducing unemployment affects both health and the economy.

From a workforce development perspective, one area of high impact is advanced training for county health department employees. As the movement for national accreditation of county health departments gains momentum, the demand for highly qualified, well-trained public health professionals will increase. Successful accreditation of county health departments, in turn, makes them eligible for specific funding opportunities that allow them to better serve their constituents.

Coupled with high school and undergraduate outreach in health sciences, Oregon’s 40-20-20 goals will be within reach. The students in CPHHS will also be beneficiaries of this initiative through increased internship and service learning opportunities. It is well established that students who participate in these types of co-curricular activities experience higher college graduation rates. Impacts documented through formal assessment of this initiative will likely result in new revenue received from research, education, and service grants necessary to sustain this work over time.

Connection to Board Goals:
This initiative addresses all four goals of the Oregon University System’s strategic plan. By increasing the health literacy we support informed participation in a democratic society. Continuing education in the health sciences will help build a globally competitive workforce. Engagement in the learning process and opportunities for real-world experience is characteristic of high quality learning and improves student retention, graduation, and careers success. Community-engaged problem solving generates original knowledge and advances innovation in a way that is immediately put to use in communities. Finally, lifelong health and well being for every person, every family, and community are essential to experiencing the economic, civic, and cultural pursuits of everyday life.
Budget Summary and Narrative - Costs as best estimated at this point in time

Budget Summary Table

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Amount of Total Expenses Representing One-Time Costs

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<td>$ 150,000</td>
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Narrative and Justification

Personnel Services:
The proposed project involves 26.8 FTE of new positions or existing positions reassigned to this work.

Centralized Support Team to provide administrative oversight, managerial, clerical and evaluation capacity for the Public Health Professions Initiative.

- Public Health Professions Initiative Program Administrator will provide oversight of the entire project. A part time 0.3 FTE will be assigned through redirection of effort of the existing Associate Dean for Outreach and Engagement starting July 1, 2013.

- As part of the centralized support team, a 1.0 FTE Program Manager for Community and Population Health will direct the day-to-day operations of workforce development and public health practice improvement statewide. This new Extension faculty position is a fixed term professional faculty position and will begin July 1, 2013.

- The project will hire a new, full time (1.0 FTE) masters-level Program Evaluator with expertise in public health program evaluation, epidemiology, biostatistics or a related field. The position will evaluate program effectiveness, assist in grant writing, collect and manage data and generate necessary reports. This fixed term professional faculty position will begin during FY 2014.

- Clerical support for the Program Manager and the centralized support team will be provided by a new 1.0 FTE Administrative Assistant to be hired July 1, 2013. This is a fixed term staff position.
• Academic resources of the University will be made available to all Oregon counties through the Graduate Certificate in Public Health (GCPH) Program for practicing public health professionals either through e-campus or executive weekend format. The existing Associate Dean for Research and Graduate Programs will provide 0.1 (10%) FTE effort as **GCPH Program Administrator** providing oversight responsibility for the distance education program.

• Day-to-day operations of the Graduate Certificate in Public Health program will be managed by a 1.0 FTE **GCPH Program Manager**. This new position is a fixed term staff position.

• To provide the academic resources, nine (9) **on-campus CPHHS academic faculty** members will devote 0.3 FTE each in the academic program areas of Epidemiology; Biostatistics; Health Behavior and Health Promotion; Health Management and Policy; Environment, Safety and Health; Nutritional Sciences; Exercise Sciences; Human Development and Family Sciences; and Gerontology. These in-house faculty members will be responsible to serving as subject matter experts, providing consultation and technical assistance to Regional Health Agents, Public Health Workforce Development Coordinators and County Health Departments. Partial FTE of these existing faculty positions will be redirected to the project commencing July 1, 2013.

• Clerical support will be provided by a 0.5 FTE **GCPH Administrative Assistant** for the GCPH Program Manager and faculty who teach GCPH courses, as well as faculty members who serve as subject matter experts.

**Regional Team** for Public Health Workforce Development and Public Health Extension Professionals. The OSU Extension Service is organized into twelve (12) administrative regions (North Coast, Clackamas, Upper Columbia, West Central, Central Oregon, South East, Metro Portland, South West, South Central, North East Mid-Columbia and Southern Oregon). Three (3) of these regions will house Public Health Workforce Development Coordinators at existing or emerging Oregon Open Campus sites at Tillamook Bay Community College, Central Oregon Community College and the Southwestern Oregon Community College. The remaining nine (9) regions will house new regional Health Extension Agents to leverage existing strengths and local community relations.

• Three (3) new **Public Health Workforce Development Coordinators** will work with community colleges sharing an Open Campus agreement with OSU to deliver credit and non-credit courses for high school and undergraduate students exploring careers in public health and human services. Credits earned will be transferable to OSU. These Extension faculty positions are fixed term and will start throughout FY 2014.

• Nine (9) new **Regional Health Extension Agents** will provide public health-related academic resources including education, training and service in communities through their work with community based, non-governmental organizations and County Health Departments. These masters-level, fixed term Extension faculty positions will begin throughout FY 2014.

• Partial (0.6) FTE of twelve (12) **Administrative Assistant** positions will be hired or re-directed to provide clerical support for the 9 Regional Health Extension Agents and the 3 PH Workforce Development Coordinators identified above. These part-time fixed term staff positions will start throughout FY 2014.
Types of Services and Supplies

- **New Employee set up ($50,000)** is limited to year one. Start-up expenses include computers, office furniture, telephones, etc. needed for an estimated 10-12 new employees to conduct business, at $5,000 each.

- **General Office operating expenses ($75,000)** per year in years 1-4 include ongoing costs for telephone, mailing, photocopy, and utility services as well as space and expendable supplies for up to 40 employees working on this project.

Travel/Professional Development in years 1-4 supports three efforts each year:

- **Statewide Public Health Practitioner Training Conference ($75,000)**. Growing complexity of public health science requires that practitioners be trained in a variety of public health sub-disciplines. Emerging fields of study include: global health, genomics, gerontology, emergency preparedness, environmental toxicology, emerging infections and zoonotic diseases. Approximately 100 Oregon public health practitioners will receive training on state of the art public health practice and techniques each year.

- **Technical Assistance to County Health Departments to achieve national accreditation ($75,000)**. Project faculty will provide technical assistance to state, local and tribal health departments to help them conduct health needs assessments, develop strategic plans and build quality assurance programs required to apply to the national Public Health Accreditation Board.

- **Statewide Health Leadership Conference ($75,000)**. Project staff will convene approximately 100 health leaders to learn leadership skills and to find synergy to enhance primary care, public health and Health Extension in support of Oregon’s health services transformation.

- **Sponsor one time the Priester National Health Extension Conference ($100,000)**. This annual conference draws 175 – 200 Health Extension professionals from across the nation. OSU will produce the conference focusing on Health Literacy and Health Services Reform. The conference will feature a national training-of-trainers on health insurance literacy, and will make expert speakers and educational opportunities available to Oregonians.

Professional/Contract Services ($75,000).

- Service learning internships are key to developing professional students’ practical skills and to engaging experienced professionals in mentoring and professional development. Twenty-five (25) preceptor sites will receive $3,000 each to establish/sustain a cadre of mentors at OSU-engaged internship placement sites and to compensate public health practitioners for the work of mentoring professional students. We will establish a robust network of public health practitioner/mentors throughout Oregon.

Student Aid ($75,000).

- Twenty-five (25) Master of Public Health (MPH) interns will receive a $3,000 stipend each for completing their service learning internship at one of the OSU-engaged internship sites. The stipend will make possible, placement at OSU-engaged internship sites in rural counties.

Capital Outlay ($0.00). None is expected.
One-time only expenditures. Two expenses noted above (New Employee Set Up, $50,000 and Priester National Health Extension Conference, $100,000) are one-time expenditures, occurring in year one only.

Financial Impacts

Impacts to the University, the system and the state if the proposal is not funded.

This investment in a system for Public Health workforce development and practice improvement will not only enhance the health of Oregon residents but also will educate the public and create jobs throughout Oregon. Supplying the growing health professions job market is critical to Oregon’s economic recovery. Reducing unemployment affects both health and the economy. Once a robust professional training and continuing education program is in place, the economic burden of communicable and chronic diseases will decrease, and the triple aim of Oregon’s Health Services Transformation can be achieved. A healthy population is essential for containing medical costs and to the success of Oregon’s healthcare reform.

- Without funding for this initiative, the ability of OSU to effectively serve Oregonians will be delayed. The Oregon Public Health Division, along with its county partners has undertaken an effort to establish a fully functioning public health system for residents of Oregon. The greatest identified gaps are in the realm of academia: public health research, policy development and program evaluation. To meet this goal, the state requires academic outreach and engagement for training, technical assistance and workforce development to county health departments and human service agencies delivered through OSU Extension.

- Benchmarks/achievement areas potentially impacted – Successful implementation of this initiative will position the college to maintain and expand its undergraduate degree programs, contributing to Oregon’s 40-20-20 benchmark. It will help achieve the University’s goal for increasing the number of graduate students and the amount of research revenue generated. Healthy students learn better. Coupled with high school and undergraduate outreach in health sciences, Oregon’s 40-20-20 goals will be within reach.

Would initial state funding of the program allow for other future revenues to be generated?

State funding of the OSU Public Health Professions Initiative would position OSU to secure significantly more teaching, research and service revenue:

- This initiative will support the accreditation of our CPHHS. Accredited college status will allow OSU to apply for federal funding awarded only to such institutions. Nationally, approximately $100M annually is awarded to accredited schools of public health for research, service, teaching and workforce development.

- Steadily increasing investments under the Affordable Care Act are identified for Public Health. In anticipation of eventual Federal funding for such work, Oregon will be well served by investing early in public health workforce development and Extension.

- Initial state funding will enhance the opportunity of OSU to establish a federally-funded prevention research center that will garner resources for research, education and service on a variety of community-based, public health issues.
• Funding for this initiative will also assist OSU in achieving its signature area of excellence: Improving Human Health and Well-being. Under the national agenda for the “One Health” model, land grant universities co-locating colleges of public health and colleges of veterinary medicine will hold a distinct advantage. The OSU Public Health Professions Initiative will assist in securing resources needed for CPHHS, Pharmacy and Veterinary Medicine to achieve the OSU strategic plan.
Critical Degrees: STEM

(Science, Technology, Engineering & Math)
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OUS/ETIC, Enhancing Production of High-Quality High-Demand Degrees

PURPOSE
This proposal focuses on enhancing degree production in areas that will drive Oregon’s future economic growth and provide opportunities for Oregonians. Monies allocated to this proposal will be used to establish an ETIC Matching Fund as described below.

MATCHING FUND CRITERIA
We propose to establish a matching investment fund to support campus proposals that:

- document employer needs that are currently underserved;
- articulate a plan for cost-effectively serving this need;
- demonstrate they will be self-sustaining after no more than four years, using tuition, research grants and other campus resources;
- leverage existing expertise of the proposing organization;
- include measurable milestones, which are associated with milestone payments; and
- match each state dollar with at least one dollar from private sources.

PROPOSAL REVIEW PROCESS
To identify proposals that meet these criteria, ETIC will conduct three Request-For-Proposal (RFP) cycles.

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<th>Proposals received, reviewed and selected</th>
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All proposals received during each of these cycles will be reviewed by independent committees. Only the best proposals which receive high composite scores based on the criteria described above will be approved for funding. Proposals that receive such approval will be:

- eligible for funding as matching private funds are received and certified; and
- subject to regular review during the funding period to observe progress against objective milestones. Additional funds will be withheld unless and until milestones are met.

The proposals approved during the first cycle will serve as examples in explaining this proposal to the Governor’s Office, the OEIB and the Legislature.

RELEVANCE
This proposal addresses the 40-40-20 goal with a focus on engineering, computer science and material science as they are disciplines that are in particularly high demand. While previous ETIC investments have substantially increased the number of degrees granted annually, the Oregon Employment Department forecasts an average of 2,270 openings each year over the next ten years. This compares to only 1,219 engineering and computer science bachelor’s degrees produced by OUS campuses each year. Without additional investments, many of these rewarding jobs will go to people outside of Oregon. This supply-demand imbalance can also cause employers to grow their businesses in other states where the supply of technical graduates is stronger.

PLANNING
In September 2011, ETIC conducted a strategic review. A key conclusion of this review was that ETIC should redouble its focus on producing graduates who can help grow Oregon’s economy by increasing emphasis on the qualities, disciplines and degree levels demanded by industry. We agreed we should focus on providing opportunities for Oregon students interested in engineering and computer and materials sciences to stay in Oregon to study, graduate, and work in our state-located companies. As the economy improves and the need for engineering and technology graduates continues to grow, our universities must be ready to support Oregon companies with home-grown graduates in these fields.

At the ETIC quarterly meeting in February 2012, ETIC campuses brought forward several innovative ideas for increasing the production of high-demand degrees. The ETIC Executive Committee met several times to develop a structure that would allow ETIC to consider a variety of proposals based on specific criteria, fund the best proposals, and then oversee their implementation based on installment payments tied to measurable milestones. This structure was reviewed, improved and approved at the ETIC meeting on April 13, 2012 and is incorporated in this proposal.

ALTERNATIVES
Historically ETIC has made general investments in participating campuses’ engineering and technology programs where most of the money was allocated to hiring new tenure-track faculty. In most cases the campuses have relied on ETIC to continue underwriting the faculty salaries indefinitely. While this approach has resulted in substantial growth in degree production and externally funded research, it has become difficult for the ETIC members to add value to these ongoing investments. This proposal represents a shift back to the investment processes used in the first few years of ETIC’s history when campuses brought forward individual projects for review by the ETIC members, with the best proposals receiving funding for a limited number of years (allowing new projects to be considered each biennium).

Historically, the ETIC-supported campuses have prepared investment proposals that include forecasts for private support. In most cases they have exceeded the forecast, but the Legislature was not provided an advance guarantee that they would do so. In contrast, ETIC proposes that state monies associated with this proposal be deposited in a Matching Fund and that these funds be distributed to the campuses only as the forecasted private support is received.
**IMPACT ON OTHERS**
This proposal will provide seven OUS campuses plus OHSU the opportunity to grow their degree programs both individually and through multi-campus collaborations encouraged by ETIC.

**POSSIBLE LEVERAGED FUNDS**
To achieve the goals of this proposal, we must leverage limited state funds with private funds. Each state dollar will be matched by at least one private dollar, doubling the amount we can accomplish with limited state funds.

**OUTCOMES/IMPACT**
The outcome of the proposed investment will be increases in engineering and technology degree production in areas where the need is greatest. These will contribute to ETIC’s long-term goal of doubling the engineering and technology degree production at all degree levels.

**CONNECTION TO BOARD GOALS**
The proposal relates directly to the Board’s strategy as it focuses on educating students in disciplines in high demand by Oregon’s employers, thereby helping the economy grow by creating new products and services. It focuses on growing high-quality educational programs focused on innovation that will help grow Oregon’s economy and thereby creating jobs and supporting Oregon’s public services by growing tax revenue.

**BUDGET**

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*Amount of Total Expenses Representing One-Time Costs*

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**BUDGET NARRATIVE**
The Matching Fund will be used to fund proposals to be developed by campuses over the next two years, and reviewed using the process and schedule described above; therefore, it not yet possible to break out the expenditures by traditional budget categories. The proposed $12,000,000 matching fund is shown under “Services & Supplies” in the budget above. This will be matched by private funds producing a total impact of investing at least $24,000,000 over two years. ETIC believes this level of funding is needed to provide opportunities for Oregonian’s to participate in the growth of Oregon’s...
economy and support Oregon company’s growth through creating innovative new products and services. Because we expect to request a renewal of the Matching Fund for the 2015-2017 Biennium we show an additional $12,000,000 in that biennium, which would also be matched dollar-for-dollar by private funds. Because the matching fund will be used exclusively for one-time expenses associated with approved projects, 100% of the proposed funds are shown as one-time costs.

**Operation of Matching Fund**

1. Monies appropriated for this package will be deposited into the Matching Fund account and will not be released to the campus colleges and departments except for approved proposals and until the associated private match is received by that college or department.

2. Except for an initial transfer of no more than 25% of the state funds associated with the approved project or program, all future transfers will be conditional on the successful completion of specific measurable milestones described in the proposal.

3. Before each transfer is made the corresponding private match must have been received by the college or department to receive the transfer.

4. To qualify to be matched with state funds, private grants and donations must meet the following criteria:
   a) They must be assigned to an approved proposal based on the review process described above.
   b) They must be restricted for use for specific educational and research projects or programs described in the approved proposal.
   c) They must conform to the ETIC Private Support Policy dated 1-23-02 and, in addition
      i. They must be in the form of cash grants and donations. Equipment and in-kind donations will not be counted.
      ii. The private match must be received by an Oregon college of engineering, computer science department, or material science program that has historically received support under the ETIC program.
      iii. Private funds must be used at least dollar-for-dollar with the proposed state dollars.

5. To the extent that project costs underwrite the hiring of faculty or permanent staff, proposals must certify that campus resources including tuition will be used to pay salary and associated expenses after the project period.

6. Any unspent funds in the Matching Fund on June 30, 2015 will be returned to the State Treasury.

7. While it is ETIC’s intention that one of the outcomes of these investments is an increase in federal research grants, such grants will not be matched by the Matching Fund.

8. Participating ETIC campuses will be expected to recruit private support based on the forecast for private support included in their base plan for the biennium. Generally these forecasts show 1-to-1 matching or better. Private support raised in support of the base plans will not be counted to the Matching Fund described in this proposal.

**Financial Impacts**

If this proposal is not approved, engineering and technology programs will continue to operate with the reduced state funding level resulting from budget cuts over the last several years. As such, their ability to support more students particularly at the upper-division and graduate level will be extremely limited.

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If this proposal is approved, it will support growth in degree programs which will produce an increase in tuition revenue. In addition, we expect some of the approved projects to result in increases to the external funding of research, thereby funding more graduate students.
Degrees: Community Connections
The Americans in a Globalized World/Global Oregon Initiative

Purpose

In preparing students and the state for increasingly diverse and globalized markets, research priorities, and workplaces, one of the greatest challenges the University of Oregon and other AAU institutions face is how to link its pursuit of equity and diversity with its efforts to internationalize curricula and research. In order to be a world-class university, the University of Oregon needs to engage in a paradigm shift that will help students, faculty, staff, alumni, and all Oregonians to see themselves from a hemispheric perspective in order to succeed at home and abroad. Thinking about the United States as part of a larger community of nations and nation-states in the Western Hemisphere, sharing a long history and the urgency to build a sustainable future, will allow our academic community to pursue a vigorous and innovative research and teaching agenda and to foster a culture of engagement and dialogue with other peoples throughout the Americas. With particular project foci in China and Mexico, the Americas in a Globalized World and Global Oregon Initiatives address the complicated, yet fruitful, relationship between international understanding and domestic cultural competency. It is precisely by successfully linking concerns over access, diversity, and equity in the United States with a hemispheric model of internationalization that the UO can take the lead. The new paradigms championed by the UO will equip it to offer responses to this challenge that understand U.S. socio-economic and political processes within larger global and hemispheric contexts. By developing and providing access to multidisciplinary programs offering skill development in areas ranging from languages to international cultures and business practices, these initiatives will make Oregon known not just for salmon, track, natural wonders, and football, but for a new, pragmatic internationalism.

Timeline and Milestones. Searches for four tenure-related faculty will commence in the Fall of 2013, with anticipated start dates of July 1, 2013. A search for a non-tenure-related instructor for the American English Institute will be carried out in the Spring of 2013, with an anticipated start date of July 1, 2013. Faculty course buy-outs to allow creation of new curricula will commence effective September 15, 2013. Students will be selected for participation in international programs abroad during the preceding academic year (commencing in the 2012-13 year), allowing them to participate during the following academic year (commencing with the Fall term, 2013).

Relevance

These Initiatives address every aspect of the University’s core mission and align with many facets of the Academic Plan, building directly on UO’s mission statement and closely echoing the Plan’s overriding commitments to equity and diversity, internationalization, connected and cutting-edge research, innovation in undergraduate and graduate education, and a vision of liberal education in the twenty-first century as a essential to Oregon’s future. The initiatives provide access to a number of high impact
practices proven to enhance student retention and success, directly contributing to performance measure enhancement and directly addressing critical needs in reaching 40-40-20.

Planning

IN THE MOST RECENT ACADEMIC PLANNING process, the UNIVERSITY OF OREGON adopted a strategy to systematically raise the quality of all aspects of the UNIVERSITY. An invitation was made to “ANY GROUP OF FACULTY (BROADLY DEFINED)” to submit BIG IDEAS designed to align with the UO MISSION AND GOALS; ADDRESS THE CORE MISSIONS OF TEACHING AND LEARNING GENERAL EDUCATION, THE STUDENT EXPERIENCE, RESEARCH AND ENGAGEMENT; BUILD ON EXISTING ACADEMIC STRENGTHS AND DEMONSTRATE A CRITICAL MASS OF FACULTY INTEREST AND PARTICIPATION; FOSTER NEW CROSS-INSTITUTIONAL COLLABORATION AND PARTNERSHIPS; STRENGTHEN EXISTING DISCIPLINES; AND LINK TO FUNDAMENTAL SOCIETAL OPPORTUNITIES, CHALLENGES, OR NEEDS. NEARLY THIRTY BIG IDEA PROPOSALS WERE SUBMITTED AND FIVE WERE SELECTED, WITH GLOBAL OREGON AND THE AMERICAS IN A GLOBALIZED WORLD INITIATIVE AMONG THEM.

Alternatives/Why?
The alternative to rational, focused creation of new learning opportunities in the areas of globalism and internationalization is reliance on the status quo and the assumption that we can expand our range of learning outcomes to encompass these critical skills without additional investment through minor tweaks to our curriculum. Such an approach ignores the complexity of these issues and fails to address student retention and success (in both graduation and subsequent employment) impacts for which 40-40-20 demands consideration.

Impact on Others
Student graduates with high skill levels in the areas of globalism and internationalization will contribute to the state’s educational and economic future.

Possible Leveraged Funds
The Global Oregon initiative fosters new cross-institutional collaboration and partnerships and strengthens existing disciplines by encouraging them to internationalize. State support of this initiative will greatly enhance our prospects to obtain major U.S. Department of Education Title VI NRC funding. NRC grants, in turn, will serve as a way to leverage broader change, as Global Oregon is not about getting an NRC to make UO like other top universities; it is about seizing available opportunities to develop a more deeply distinctive mission for UO. It is about leveraging UO excellence to make a human capital investment in our state over a generation. Development fund-raising and some gradual steering of tuition revenue streams—as internationally-linked activities merit it through their gradual expansion—will further support the initiative over time. In this regard, we note the recent gift of $1.6 million from Timothy and Virginia Cha Foo to support student exchange with China. In collaboration with International Affairs, Development and the Alumni Association, we are proposing a study/tour program, in which faculty lead alumni on trips to their regions of expertise. Stanford has a model program, on which some of us have served as faculty leaders. Our program would be smaller, given our different alumni base. We will devote a percentage of study/tour proceeds to study abroad scholarships for
undergrads. Most importantly, these trips will be an engaging way to cultivate relationships with past and potential donors.

The requested strategic investments in the Americas Initiative will help build the infrastructure and intellectual momentum that is crucial to the continuing success of this initiative. With this strong foundation, and in partnership with colleagues in development, we expect to generate and leverage the support necessary to sustain this effort. We expect the requested State support to be leveraged through successful competition for external funds from public, corporate and foundation sources, and through new development and gifting opportunities, including well-recognized untapped sources – in particular women and communities of color – that might well be attracted to projects such as this.

Outcomes/Impact

The UO will properly develop these critical programs, expanding its student base and the educational opportunities afforded them and contributing to Oregon’s developing reputation as a national leader in globalism and internationalization.

Connection to Board Goals

These initiatives directly address each of the Board’s goals – creation of an educated and responsible citizenry and globally competitive workforce driving the state’s economy, ensuring access to high-quality educational opportunities, creation of new knowledge and advancement of innovation, and positive contribution to the economic, civic, and cultural life of communities throughout Oregon. We note here that these programs bear a particularly strong connection to diversity goals, including the development of a culturally responsive community, improving campus climate, building critical mass, expanding and filling the pipeline, developing and strengthening community links, and developing and reinforcing diversity infrastructure.

Budget Summary Table

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</table>
**Budget Narrative**

**Personnel details**

Four new 1.0 FTE tenure-related faculty, start date July 1, 2013. Two 1.0 FTE non-tenure related instructor, start date July 1, 2013. Eight faculty course releases per year, start date September 15, 2013.

**Services and supplies**

None.

**Student aid expense**

Support for five students per year in each program (ten total) to participate in international study programs abroad.

**Capital outlay expenses**

None.

**One-time only expenses**

This is a request for ongoing support.

**Financial Impacts**

**Impacts to university, system, and/or state if not approved**

These programs, critical to the education of globally-prepared graduates, require substantial investments of faculty time and effort, well beyond ordinary or even extraordinary expectations for faculty. Without additional funding for this program, it is unlikely that our faculty will be able to maintain this commitment, and these fledgling programs, central in the positioning of Oregon as an economic entity on the world stage, will likely wither. While no faculty positions would be eliminated, no new faculty would be hired.

**Would initial state funding allow other revenues to be generated?**

Please see discussion under Part 1 – leveraging possibilities.
Research/Economic Development
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OUS Sustainability umbrella proposal to be developed to include all institutions, but with specific example narrative and budget info on various institutional options from the institutional proposals below.
Sustainability—Sustainable Cities Initiative/Green Product Design Network

Purpose
The Sustainable Cities Initiative (SCI) is an innovative re-conceptualization of the research University as a vehicle for catalyzing community change toward sustainability. SCI engages and connects students, faculty, community partners, researchers, and policy makers across disciplines, institutions and sectors in the development of realistic approaches to sustainable development. This is achieved through three core programs: the Sustainable City Year Program (SCYP), the China Initiative for Sustainability (CIS), and the Interdisciplinary Sustainability Research Project (ISRP).

The SCI Sustainable City Year Program (SCYP) works intensely with at least one different Oregon city per year and focuses approximately 30 courses across 12 disciplines to assist with that city’s sustainability goals and implementation. This work, engaging approximately 500 students and 80,000 hours of student, staff, and faculty time each year, addresses the environmentally, socially, and economically sustainable transformation of Oregon cities, enhancing economic and business opportunities and fostering social equity while addressing central issues ranging from transportation and green building design to human and ecological health. SCYP brings together the full range of stakeholders from the public, private, and nongovernmental sectors to solve complex practical problems while contributing to the education of a generation of students able to cross traditional learning boundaries. The SCI China Initiative for Sustainability (CIS) focuses on international exchanges between Oregon and China-based researchers and practitioners. CIS not only provides a ripe laboratory for evaluating sustainability projects, but also represents a tremendous opportunity to effect large-scale implementation of sustainable development. The SCI Interdisciplinary Sustainability Research Project (ISRP) focuses on applied, multi-disciplinary research that can simultaneously build new knowledge and advance sustainability practices, programs, and policies at multiple scales (local, regional, state, and national). The ISRP has been asked for national policy white papers that have led to the creation of new federal programs and to advise state and national policy makers based on the research expertise.

The Green Product Design Network (GPDN) seeks to guide the development of the new and better products we desire while minimizing environmental and health impacts and simultaneously maximizing business success in bringing products to market. Modern society relies on tens of thousands of chemicals and materials, ranging from life saving pharmaceuticals to cleaning products, plastics, and high-tech electronics. As we steadily add to this list of new chemicals in our quest to improve our standard of living, we increase the likelihood that we will inflict the next environmental disaster on ourselves and our planet. To address the complex interrelationships among these needs, the GPDN bring together a diverse group of researchers and educators, ranging from chemists to design artists and business management specialists, who together seek to lead the world in discovering, developing and implementing greener solutions for products that provide high value for a more sustainable society. The
goal of the Network is to make Oregon the epicenter for green product research, education and leadership. The GPDN is up and running and has already fostered the attraction of a major federal grant and received substantial media attention.

Timeline and milestones. SCI key activities will include the recruitment of new city partners, for whom a competitive selection process will commence following notification of support for this request. This selection process, which will be carried out annually, will be expanded to allow competing partner cities to propose engagement at either the full partner level or for a more limited engagement with the SCI. State investments in offsetting the partnership fees could be provided in several allocations spread through each biennium. A search for a GPDN“Junior Chair,” a distinguished but early-career faculty member, will commence as soon as possible after notification of support for this request, but cognizant of national agreements regarding deadlines for the recruitment of faculty from other institutions. It is likely that a successful search would identify an individual prepared to join the University of Oregon no earlier than September, 2013.

Relevance

SCI and GPDN align well with the UO’s mission and objectives as a comprehensive research university by (i) providing outstanding avenues for undergraduate and graduate education that connect students’ passion for the discipline with those for protecting the environment, (ii) fueling innovation and societal advancement through a spectrum of basic and applied research, (iii) recognizing the role that UO and Oregon can and must play to advance sustainability at the national and international levels and (iv) integrating leading research, innovative educational programs and a commitment to society to guide change that benefits society.

SCI and GPDN are directly responsive to core elements of the Academic Plan, including Respectful Stewardship, Academics on a Human Scale, Institutional Agility / Core Strengths, Cooperative Leadership and Community Engagement, and Resourceful Creativity. Embedded geographically in Eugene and the State of Oregon, further justification and support for SCI comes from its relation to our international reputation for environmental quality, social stewardship, and innovative sustainability policy. Each also addresses each of the university’s goals, to Achieve and Sustain AAU Excellence on a Human Scale, to Promote the Cultivation of Intellectual Communities and Virtues, and to Enroll, Retain, and Engage a Diverse Community.

Planning

In the most recent Academic Planning process, the University of Oregon adopted a strategy to systematically raise the quality of all aspects of the University. An invitation was made to “any group of faculty (broadly defined)” to submit Big Ideas designed to align with the UO mission and goals; address the core missions of teaching and learning general education, the student experience, research and engagement; build on existing academic strengths and demonstrate a critical mass of faculty interest and participation; foster new cross-institutional collaboration and partnerships; strengthen existing disciplines; and link to fundamental societal opportunities, challenges, or needs. Nearly thirty Big Idea proposals were submitted and five were selected, with SCI and GPDN among them.
**Alternatives/Why?**

The SCI and GPDN, drawing upon the unique knowledge and skills of our faculty and our students in order to make important, creative, and practical contributions to sustainable practices in our state, region, and world, have attracted national and international attention for their innovation and impact. SCI was the only U.S. nominee for a prestigious international Globe Award for sustainability, was a national awardee for excellence by the Partnership for Livable Communities, and won the first (in Oregon) national NCARB award for student-based sustainable architecture excellence. Twenty-two universities from around the country came to Oregon in April, 2012, to learn about the SCYP educational model and how to replicate it in their institutions and States. Faculty in the GPDN partnered with faculty at Oregon State to compete successfully for a $20 million National Science Foundation grant in support of the Center for Sustainable Materials Chemistry. These programs are national models and provide opportunities for State-leadership in higher education for the nation.

**Impact on Others**

SCI currently coordinates with several OUS institutions, public agencies at the local and state level in Oregon, several federal agencies, private industry and nongovernmental organizations in Oregon, Universities across the country (including the twenty-two that travelled to Oregon in April specifically to learn about the SCYP program), international partner associations in China and Europe, and many others at local, regional, state, national, and international scales. SCI works to leverage expertise across existing institutions for greater impact and has been recognized with national and international awards for this work and approach. Similarly, the GPDN involves direct collaborations with faculty at Oregon State University and with regional industries and businesses to translate expertise derived within academia into action and output outside of academia.

**Possible Leveraged Funds**

Each initiative offers considerable leveraging opportunity and indeed has already been successful even from the limited initial seed investments made through the Big Idea process. The GPDN recently received a major grant from the NSF, catalyzed by internal seed funding, and we anticipate that this program will continue to grow far beyond the State investment, through a combination of expanded federal funding, public and private sector investment, and private philanthropy. SCI has attracted considerable support from national research organizations, foundations, and other public agencies, leveraging the initial UO seed investment into multiple times that in external return. Success in each of these highly competitive funding venues is rarely achieved in the absence of concrete evidence of organizational endorsement of the effort in the form of seed funding, and many of these funding sources will not invest if there is no evidence of long-term viability of the program. Thus, **leveraging** is indeed the key operative term; State support is essential for these programs to continue to compete externally.

**Outcomes/Impact**

Through support of the SCI, Oregon communities, thousands of Oregon students, and scores of Oregon researchers will carry out applied work that will enhance the sustainability and economic competitiveness of communities, as well as training the next generation of Oregon workforce prepared
for the complex, multi-disciplinary, and urgent challenges (climate, fiscal, and health) of the future. The model will be expanded within Oregon and internationally, guiding Chinese and American professionals, researchers, and students in sustainable development and leading to more sustainable development practices in projects undertaken by China partners. Support of the GPDN will allow it to bring together accomplished faculty from different disciplines – green chemistry, product design, journalism and communication, and business – with an interest in inventing sustainable products that can be readily adopted and marketed to our larger society, focused on taking ideas from invention to the marketplace quickly and with lasting impact. Each initiative will strengthen the State of Oregon’s national leadership in sustainable research and development. In the absence of State support, the future of these programs will be seriously jeopardized – for example, the prohibitive cost of participation in the City Partner program led to no new partner being identified for the coming year, and the loss of these revenues in turn will impact our ability to administer the other programs.

**Connection to Board Goals**

The SCI and GPDN proposals directly address each of the Board’s goals – creation of an educated and responsible citizenry and globally competitive workforce driving the state’s economy, ensuring access to high-quality educational opportunities, creation of new knowledge and advancement of innovation, and positive contribution to the economic, civic, and cultural life of communities throughout Oregon.

**Budget Summary Table**

GPDN:

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*Amount of Total Expenses Representing One-Time Costs*

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Amount of Total Expenses Representing One-Time Costs

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**Budget Narrative**

**Personnel details**

One new 1.0 FTE tenure-related faculty, start date July 1, 2013. Total of 3.2 FTE for non-tenure-related faculty for program coordination and administration; total of 3.0 FTE support for current tenure-related faculty for program direction and administration.

**Services and supplies**

New employee set-up for science faculty is approximately $750K total, these costs would be zeroed out in FY18, office, professional development and travel, professional and contract services.

**Student aid expense**

Three GTF per year.

**Capital outlay expenses**

None.

**One-time only expenses**

The SCI request includes a one-time outlay of $8,000 in the 2013-15 biennium, and the GPDN includes one-time expenses of $375,000 in each biennium (for faculty start-up). The remainder of this request is for ongoing support.
Financial Impacts

a. Impacts to university, system, and/or state if not approved

The SCI has already seen a drastic reduction in city partner applications (to zero in the current year) given the prohibitive cost to the city of engagement. In the absence of State support, this internationally acclaimed university-community partnership program will be at grave risk. While the GPDN has successfully attracted a major multi-year Center grant, renewal of this type of support will require clear and dramatic evidence of local support. In the absence of State support, it is unlikely that this innovative and collaborative program will be able to continue to recruit external support.

b. Would initial state funding allow other revenues to be generated?

Please see discussion under Part 1 – leveraging possibilities.
OREGON BEST
2013-15 OUS LEGISLATIVE REQUEST

Oregon BEST Capital Request

Purpose: The purpose of the proposed lab development is to increase the capacity of Oregon BEST’s partner institutions to conduct research, develop commercializable technologies and collaborate with industry partners to create economic value in Oregon. The four concepts proposed are:

- **Green Building Materials Characterization, Processing, Fabrication and Test Facility** – this facility will enable multiple capabilities supporting the development of new products and the integration of products into building systems. One part of the facility will support the pilot scale development, processing and fabrication of new building products. Another part of the facility will enable the durability, energy efficiency and indoor air quality testing of building components and whole building systems. The test capabilities will include the ability to maintain controlled environmental conditions of temperature, humidity, wind-driven rain, UV radiation and pressure. There is a validated demand for this capability from Oregon’s green building industry and the test capabilities are well aligned with faculty expertise in multiple colleges at Oregon BEST’s partner universities.

- **Bioenergy Center** – this facility will be a hub for faculty, students, entrepreneurs and community partners to engage in research, development, and commercialization of bioenergy technologies and products. The Center will connect Oregon’s rural and agricultural communities that contain significant, unique feedstock supplies with the technical expertise of Oregon BEST’s partner universities. Affiliates of the Center will engage in research and demonstration projects regarding chemical, thermocatalytic and biological processes for managing, processing and converting biomass into renewable chemicals, fuels and power supplies. These projects will include development of new business structures and financing mechanisms to bring the discoveries and innovations to market and provide a baseline funding source for the Center.

- **Grid Connectivity Test Center** – building on the significant opportunity for Oregon to play a role in demonstrating the ability to integrate distributed energy generation and storage technologies into the grid, this facility would allow university and private sector-developed technologies (partnering with Smart Grid Oregon) to be validated for integration into the grid (using IEEE and other standards) and would support research that would enable large utility entities like Bonneville Power Administration and Portland General Electric to better understand how to transition grid management strategies from current models to new methods which enable distributed energy generation (like rooftop solar, small wind and community-scale biomass energy) and storage (multiple Oregon startups are developing technologies for storing energy at the point of distributed generation or at customer sites to exploit time of use pricing) technologies to be effectively brought online without negatively impacting service quality and reliability. Functionality will include a microgrid test bed environment with grid interconnection and instrumentation to enable varied research and testing activities.
- **Solar PV Development, Characterization & Test Facility** – this facility will build upon the small equipment grant that Oregon BEST made in 2009 to establish the SuNRISE PV Characterization Lab. We propose to capitalize on the extensive materials science expertise among our university faculty and expand the PV cell development and characterization capabilities. Also, utilizing the existing equipment, expertise and network of the Solar Radiation Monitoring Facility, we would establish an outdoor product testing capability which would enable our university partners to provide greater support to companies developing and manufacturing solar cells and modules.

**Relevance:** Each of the labs developed or expanded under this proposal would be directly aligned with the research priorities and strengths of the university at which the lab is located as well as other affiliated faculty from Oregon BEST’s partner universities. For example OSU has a

In general, virtually all research projects undertaken in these labs by faculty will involve graduate and/or undergraduate students, providing them with industry-relevant research experience. This better prepares these students to join the workforce ready to contribute to their employer’s organization. In addition, the relationships developed between the universities and the industry partners with whom they are collaborating are likely to yield increased internship opportunities, another important educational experience for Oregon university students.

**Planning:** This proposal is modeled on the success of the State of Oregon’s $20 million investment in capital in 2005 to help establish the signature facilities affiliated with ONAMI (CAMCOR at UO, MBI at OSU and CEMN at PSU). In lieu of a large pool of capital investment, Oregon BEST used portions of its first two appropriations of funds via the Legislature/Oregon Innovation Council to make seven small equipment grants in 2009 and 2010 to OSU, PSU and UO to establish a network of shared user facilities.

Creating this network of labs was such a high priority to the Oregon BEST Board of Directors that they allocated nearly $2 million of the $5.1 million the organization received from the state in 2007-2011 to these grants, essentially carving infrastructure development out of operating funds. Still, this was less than 10% of the state investment in lab infrastructure that helped propel ONAMI to the leadership position it has helped establish for Oregon in nanotechnology R&D and commercialization.

Two of the concepts developed for this request are similar in nature to, but broader in scope than proposals submitted to Oregon BEST as part of the lab equipment grants solicitation in 2010. The others evolved from ongoing discussions with Oregon BEST member faculty, university research administrators and industry collaborators.

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3 ONAMI is the Oregon Nanoscience and Microtechnologies Institute. The three labs are the Center for Advanced Materials Characterization in Oregon (CAMCOR) at University of Oregon; Microproducts Breakthrough Institute at Oregon State University; Center for Electron Microscopy & Nanofabrication at Portland State University.
Alternatives/Why: There are some existing labs spread around the university system that are focused on clean technologies, but all of the capabilities proposed in this request represent a fundamentally different technical capability and unique industry engagement opportunities vs. the labs that exist today.

Impact on Others: These labs would all reside on university campuses and would become university assets that are managed by the universities. Oregon BEST has initiated discussions with the universities about how each of these concepts align with their research strategies, facilities plans and ability to operate them. As this request moves through the process, the specific impact and plans with each university will become more clear.

Possible Leveraged Funds: TBD

Outcomes/Impact: The expected outcomes are several: 1) Development of new technologies that can be commercialized; 2) Research collaborations between university and industry researchers; 3) Jobs resulting from 1 & 2 above; 4) Student research experiences

Connection to Board Goals: This proposal fits with the OUS objective to play a relevant role in economic development and to be aligned with Oregon’s innovation strategy. Further, the proposal supports areas of research and commercialization that are aligned with Governor Kitzhaber’s economic development priorities.

Budget Summary and Narrative

Budget Summary Table:

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| Student Aid         |         |         |

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Amount of Total Expenses Representing One-Time Costs

$ 20,000,000 $
**Budget Components:**
The entire request is a one-time request for capital to fund lab build-out and equipment. It is assumed that most, or all, of the lab infrastructure will be in existing buildings or new buildings that are already planned and funded through other requests/sources. Detailed budgets for each concept have not been developed yet, but will be developed in conjunction with Oregon BEST’s university partners. Since the $20,000,000 request would be distributed across multiple labs, it is possible that the timing of the funding could be staggered across multiple years or biennia.

**Financial Impacts:**
There would be no direct impacts on tuition or existing faculty/staff positions if this funding is not approved. Since these labs are well aligned with existing educational and research programs, it is possible that the positive trajectory that some of these programs are on could be negatively impacted if these labs are not funded.

Funding of these labs would very likely help to generate new incremental federal research funds for research work that would utilize the lab equipment. This funding could easily grow to tens of millions of dollars per year within 5 years of the labs being up and running. In addition, Oregon BEST industry collaborators would pay for use of the lab facilities which would generate a modest amount of revenue for the universities.
OREGON STATE UNIVERSITY
2013-15 OUS LEGISLATIVE REQUEST

National Center for Innovations in Seafood Safety

PURPOSE: Oregon State University proposes to create The National Center for Innovations in Seafood Safety (NCiSS) as the first national seafood center specifically focused on the enormous challenges of providing American consumers with safe seafood. The NCiSS will be a world-class seafood science research, education, and outreach center based on a partnership between Oregon State University, the State of Oregon, the Seafood Industry, and federal agencies, including the Food and Drug Administration (FDA), the National Oceanic and Atmospheric Administration (NOAA), the National Marine Fisheries Service, Sea Grant, and the United States Department of Agriculture (USDA). This will be primarily located at the Astoria Seafood Research & Education Center, a branch of the Coastal Oregon Marine Experiment Station, and one of OSU’s statewide network of Agricultural Experiment Stations throughout Oregon. NCiSS will include scientists located at the Food Innovation Center in Portland, Hatfield Marine Science Center in Newport, and the OSU Corvallis campus who will all collaborate with partners at the Federal agencies. NCiSS will produce the knowledge-based outcomes that will catalyze innovation and provide key stakeholders with the solutions needed to stay ahead of an ever changing, complex, and challenging global food safety environment. NCiSS will be a place where scientists from industry, government, and academia can work collaboratively to identify and address critical and emerging seafood safety issues encompassing pathogen reduction, parasite controls, foreign materials, and chemical/environmental contamination. Scientists will have at their disposal a unique, Biosafety Level 2 pilot facility to assess and validate pathogen reduction and control using innovative technologies under real-world processing, storage, and distribution conditions. NCiSS will be the global leader for seafood safety and health information and communication. NCiSS will bridge private enterprise and state and federal agencies with educational institutions, including K-12 and community colleges. The timeline involves completing current efforts already underway to clearly articulate the goals and mission of NCiSS by engaging and obtaining verbal commitments from partners and stakeholders. By the end of year one an advisory board will be established, MOUs will be under development, and the designs for the remodeling of facilities should be completed with some remodels initiated. In addition, support staff will be in place and faculty recruitment will be started. By year 2, faculty will be hired and facilities renovation and equipment acquisition will commence. Years 3-4 will involve completion of MOUs, facility renovations, and establishment of a network of partners to respond to global seafood regulatory issues and addressing seafood education/leadership gaps through training and developing credit and not-for-credit e-campus efforts. It would also involve bringing federal scientist onboard.

RELEVANCE: Creation of NCiSS is closely aligned with Oregon State University’s Strategic Plan to “align and strengthen innovative scholarly and research activities to continue discovering new products and technologies that generate economic activity and to focus even more intently on enhancing OSU’s ability to produce strategies and solutions for the most important – and intractable – issues facing Oregon, the nation, and the world.” Seafood research is a key competency area for OSU and NCiSS will produce the
strategies and solutions for seafood safety and health and global regulatory information. It will produce innovative research focused on delivering rapid detection and state of the art intervention technology to improve seafood safety. Finally, by its very nature as a National Center of Excellence it creates an outstanding environment for enhanced engagement and experiential learning for students in the State of Oregon.

PLANNING: The planning process to date has involved development of a proposal describing the formation of the National Center for Innovations in Seafood Safety in the State of Oregon. Proposal development process involved engagement and feedback from the Oregon State University administration, and with key liaisons from the Seafood Industry and Seafood Processors Association, at the FDA, NOAA, USDA-ARS, National Marine Fisheries Services, Sea Grant, important non-governmental organization (NGO) stakeholders and peer institutions. The proposal has been developed with the aid of administrators and faculty in the College of Agricultural Sciences, Coastal Oregon Marine Experiment Station, OSU Seafood Research & Education Center, the Food Innovation Center in Portland, and the OSU Food Science & Technology Department.

ALTERNATIVES/WHY?: Current direction and leadership in seafood safety is scattered amongst many federal agencies, thus, contributing to inertia. The US Department of Commerce and all its various segments (NOAA, National Marine Fisheries Service, and Sea Grant) along with FDA and USDA all have roles in assuring seafood safety. The plethora of players prevents our nation from developing clear leadership and direction when it comes to seafood safety. This has been pointed out over the last twenty years in several US Governmental Accountability Office (GAO) reports. Yet nothing has changed. Oregon State University is proposing to take a leadership role as a convener that brings stakeholders together in one location to develop clear strategies for addressing national seafood safety issues.

IMPACT ON OTHERS: The proposal for NCiSS has been distributed to stakeholders in industry, federal agencies, and academia, and the current, revised proposal reflects their feedback and comments. The purpose of NCiSS is not to divert resources, but to create partnerships that leverage already limited resources together to provide synergies in communication, science, and efforts that are far more impactful than what any one of the partners can do by themselves. Because of historical and continued investment in both fisheries and seafood science, OSU is uniquely positioned amongst its peers to take leadership in the development of a national center of excellence as envisioned by NCiSS. The creation of NCiSS will build upon and complement the existing foundation of expertise in seafood value-added processing, quality, traceability, economics, by-product utilization, and surimi technology at OSU creating a nucleus of seafood researchers and knowledge unparalleled by any other state in the nation.

POSSIBLE LEVERAGED FUNDS: It is the aim of NCiSS to leverage the investments made by both the State of Oregon and Oregon State University to bring federal agency personnel and their support to NCiSS. Additionally, funds will be leveraged from private industry to support operations, create endowments, update equipment and facilities, and support undergraduate and graduate students.

OUTCOMES/IMPACT:

What the State of Oregon Gains from its investment:
The State of Oregon will be recognized as the leader in seafood safety and health research and global regulatory information.

Expect full leveraging of initial commitment at 5:1 within 5-10 years.

The creation and transfer higher paying jobs to the state, particularly from federal agencies.

**CONNECTION TO BOARD GOALS:** NCiSS proposes to contribute to the economic well being of Oregon through creation of scientific positions and transfer of federal positions to the State of Oregon. The original knowledge developed through advanced innovative research at the NCiSS also aligns with OUS Board goals. Finally, NCiSS is envisioned as a place of scientific leadership and education in seafood safety not only for the State of Oregon, but the Nation and World. In this role, it will help to provide outstanding postsecondary education outreach and opportunities for Oregonians.

**Budget Summary and narrative – Costs as best estimated at this point in time**

**Budget Summary Table:**

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Amount of Total Expenses Representing One-Time Costs

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<td>$1,220,000</td>
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This request creates **nine new positions** equivalent to seven FTE. Administrative and staff positions will initially be supported at 0.5 FTE: Director, Facility Manager, Office Manager, and Information Technology, and will leverage already existing support by the Agricultural Experiment Station for these positions in Astoria. This leveraging will allow initial funding to focus on necessary renovations of existing space for seafood safety research. Further leveraging of space with partners will allow these administrative and staff positions to eventually be fully supported through partnerships. Additional new positions proposed are two 0.75 FTE faculty, two 0.75 FTE research associates, and two 1.0 FTE post-doctoral fellows all dedicated to seafood safety research.
Services & Supplies include new faculty startup packages, including recruiting and moving costs, office furniture, supplies, minor equipment for faculty, and post-docs. Funds for general office supplies are also requested. Travel funds are requested for meetings with industry, federal agency, and peer institution academic stakeholders. Other funds involve operational support for facilities and there are some funds for minor retrofitting of existing office space (note: OSU policy does not capitalize remodels that are <$100,000). One-time expenses due to minor remodeling and new employee set-up are estimated at $320,000.

Capital Outlay expenses are all one-time expenses that include retrofitting existing facility space into pathogen molecular microbiology research labs and equipping them with advanced instrumentation. Funds will be leveraged to retrofit existing pilot plant space to create a processing space for work with pathogens and to equip the pathogen pilot facility with processing technology that will allow research partners (industry and government scientist) to conduct pathogen reduction validation.

Financial Impacts

There is no impact on tuition, faculty/staff, programs, etc. if funding is not approved. NCiSS would leverage initial state funding to bring federal scientific jobs/resources to Oregon. It would also leverage industry support with the creation of the pathogen pilot plant testing facility. Enhanced facilities will also allow NCiSS to be highly competitive in leveraging funding for research from National Science Foundation, National Institutes of Health, NOAA, National Institute for Food and Agriculture, and other agencies.
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Northwest Collaboratory for Sustainable Manufacturing

PURPOSE
NWCSM will connect the existing metals manufacturing sector in Oregon with joint OUS capabilities in research and education. Oregon manufacturers export high value products, provide a large number of well-paying jobs, and make up a sizable portion of the GDP of the region. This industrial sector makes Oregon a world-class supplier of products that reach the global markets of aircraft, trucks, freight rail, passenger rail, watercraft, saw chains, construction machines, medical implants and equipment, cutlery, special hand tools, fuel cells, solar cells, and wave energy. The sector’s continued competitiveness depends on innovations and advances in processes and products.

The purpose of NWCSM is to support Oregon metals manufacturing and companies to maintain and expand their competitiveness in the world market. It will accomplish this by harnessing the capabilities of university-based researchers and their students to industry’s core technology and business needs. NWCSM will focus on four areas: a) rapid prototyping and transitioning technology to market; b) technology, process, and business innovations; c) creation of high performance manufacturing companies; and d) education and training of an industry relevant technical and engineering workforce. NWCSM forms a distributed but integrated laboratory and education resource, serving the metals manufacturing product clusters in Oregon (and SW Washington State). NWCSM will be a main supplier of technology, business, and educational services to companies in these clusters. NWCSM will pool the facilities and faculty strengths of four Oregon universities—OIT, OSU, PSU, and UO—and strengthen them with a one-time investment in human and laboratory infrastructure. Washington State University Vancouver is a member of NWCSM, although it will not receive Oregon funds. WSUV will participate fully in advisory committees, industry research, and collaborations with OUS institutions.

Timeline and Milestones
Portland Development Commission has committed to fund the creation of a business plan for NWCSM. The plan will be completed by University of Oregon, Lundquist College of Business. UO faculty and students will work closely with MFG 21 leadership to complete a draft business plan by October 2012.

Year 1: Organize NWCSM board of directors, initially drawing members from Manufacturing 21 and Oregon Metals Initiative companies. The board will oversee NWCSM start-up activities, including formal adoption of the business plan, hiring of an executive director, identification of key technology and business investment targets, and the recommendation of resource allocations to individual OUS institutions for new faculty and equipment and ultimately research. OMI will match and distribute research funds in coordination with NWCSM goals and business plan.
**Year 2:** Begin NWCSM branded research activities in collaboration with OMI and develop education and training programs integrating capabilities across the institutions and the industry's capabilities, including relevant community college programs.

**RELEVANCE**
Metals manufacturing employ thousands of people with a large variety of educational backgrounds and specific career interests and skills. The mission of NWCSM is to assist these industries to expand as a key economic sector in the region. This mission is central to the OUS mission. The continued economic success of these manufacturers is a powerful draw for high-school students into education and productive career paths. With direct connection to the industrial companies, NWCSM will function as a human capital supplier to the industry. The scope includes both employees with bachelor degrees in engineering and business and skilled workers with associate and high school degrees. It will contribute broadly to the 40-40-20 goals.

**PLANNING**
The concept of NWCSM was first developed and supported by the board of Manufacturing 21 Coalition in 2008. The idea has its roots in the experience of the Oregon Metals Initiative, which has supported the R&D needs of Oregon metals manufacturing companies since 1989. The industry advocates for NWCSM drew additional inspiration from the Advanced Manufacturing Research Centre (AMRC) at the University of Sheffield, United Kingdom, and A*STAR’s SIMTech in Singapore.

Industry leaders proposed NWCSM to the Oregon University System in 2010. Although it was not approved at that time, its industrial sponsors and academic partners have continued to develop the idea with their partner institutions.

There have been a series of planning activities and proposal submissions using NWCSM. The direct participants include representatives from OIT, OSU, PSU, UO, WSU Vancouver and these industrial partners: PCC Structural, Boeing, Oregon Iron Works, ESCO, Northwest Pipe, PGE, Wah Chang, Schnitzer, Blount, Daimler Trucks, PacifiCorp, Silver Eagle Manufacturing, and Marks Metals. Jim Francesconi, current Chair of the OUS Board, has provided encouragement to industry leaders as they have continued to define their needs and express support for NWCSM.

Two federal funding proposals have been submitted with NWCSM participants, one to DOE and another to the Department of Commerce for a Jobs and Innovation Accelerator Challenge (JIAC) grant. NWCSM joined Greater Portland Inc. and Portland Development Commission in submitting the JIAC proposal. A JIAC grant of $2.2M has been awarded. It contains $350,000 for collaborative work between NWCSM institutions and industry, which is presently being implemented.

PDC’s commitment to fund a business plan for NWCSM is a direct outgrowth of its work with MFG 21 and its commitment to support the Portland region’s metal manufacturing cluster.
ALTERNATIVES
Without the focus provided by NWCSM our universities and the manufacturing industry will likely continue their historic low level of interactions with Oregon’s university-based research and development resources. The global companies among them will look beyond local institutions for the services and collaborations they need and find useful. At the same time, smaller and often less sophisticated firms will have fewer faculty and equipment resources to call upon if the resources of large companies are not committed to OUS institutions. This will only accelerate the weakening of productive ties between the manufacturing industry and our higher education institutions.

IMPACT ON OTHERS
The NWCSM will have an impact on a number of metal manufacturers outside of Oregon, particularly southwest Washington. As it grows, it will have an impact on companies in other manufacturing sectors. NWCSM will support the applied research and development needs of some of Oregon’s largest and most innovative manufacturing employers, including Daimler, The Boeing Company, Vigor, PCC Corporation, Oregon Iron Works and more. At the same time, NWCSM will provide badly needed technical assistance to smaller companies, ranging from the state’s growing custom built bicycle industry to companies working to develop devices to harness wave and wind energy.

NWCSM will also play a large role in supporting regional and state economic development organizations. Finally, companies such as Portland General Electric and Pacific Power will benefit as well. The utility industry has a vested interest in the health of the metals products manufacturing industry – for the former is one of the largest consumers of energy and the latter is a growing supplier of energy.

POSSIBLE LEVERAGED FUNDS
If this proposal is accepted and acted upon, $5M in industry research funds (as part of the OMI), plus annual membership revenue of approximately $1M from represented industries to join NWCSM, will be leveraged by the $10M State funds.

OUTCOMES/IMPACT
The requested funding will establish a world-class center in support of manufacturers in Oregon and the surrounding region. The OUS institutions will have a mechanism to pool their resources for meeting the needs, both R&D and human capital, of the manufacturing industry. The Collaboratory will forge new and stronger relations between many of Oregon’s largest employers. Students from individual institutions will benefit from the teaching programs and the pooled facilities integrated and coordinated by NWCSM.

CONNECTION TO BOARD GOALS
NWCSM will begin its development with the metal products manufacturing industry as the base. Its aim of harnessing the applied research capabilities of university resources is designed to assist the industry’s transition to sustainable manufacturing. This will have a broad impact on regional goals on energy and material consumption, as well as carbon footprint. As the Collaboratory grows, it will expand to support
additional manufacturing capabilities within the State and further increase the economic impact of manufacturing in Oregon.

BUDGET SUMMARY AND NARRATIVE

Summary:

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<tr>
<td>Total Expenses</td>
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Narrative:

Funding model
This request is for the State to make a one-time commitment of $15 million to establish the Collaboratory’s public-private partnership.

- A one-time investment of $10 million will be committed to purchase equipment and hire faculty at OIT, OSU, PSU, and UO. The funds will be distributed to the institutions based on their proposals and approval from the NWCSM executive board. Funds will be used to purchase equipment and cover the start-up costs of hiring new faculty. On-going faculty salaries will not be paid with these funds.
- Oregon Metals Initiative (OMI) biennial funding will be increased to $5 million to fund its long-standing and highly successful dollar-for-dollar research and development program. Current funding of OMI is $1 million. These funds have been successfully and fully leveraged for private dollars, doubling the state’s investment. Increasing the state’s investment to $5 million, will provide that much more leverage of funds.
- Industry sponsors will provide approximately $1 million annually from membership dues to fund the core annual operations of the Collaboratory and additional investments in capital and equipment.

NWCSM will be organized as an independent 501(C) 3 tax-exempt entity. An executive director will be appointed by a private-public board of directors made up of representatives of member companies and
participating institutions and organizations. Public funding will be directed through the university system and administered by NWCSM under contract.
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OREGON UNIVERSITY SYSTEM
2013-15 OUS LEGISLATIVE REQUEST

OUS 21st Century Collaboratory

PURPOSE: The problems of the 21st century – improved health and human performance, food and energy security, sustainable economic development, and global competitiveness require harvesting information from enormous streams of data and connecting this information in a meaningful way to enable the continued economic progress in Oregon. While individually, each of the Oregon research institutions has comparative strengths in parts of these problems, our individual campus capacities are not connected in ways that permit Oregon to fully capitalize on its research university system.

The challenge of the century is to meet the educational needs in, and capitalize on the economic opportunities of, informatics (information mining and knowledge development/management), which incorporates telepresence, visualization, and decision support systems.

In response to this pressing need, the OUS research intensive universities propose to establish an integrated, state-wide, cyber-enabled collaboratory for knowledge development and management that brings together university research capacity, community needs, and economic development interests.

A sustained investment of approximately $14.2M in 13-15 and $11.1M in 15-17, to be matched directly with corporate, foundation and other external support, is requested to develop collaboratory capabilities, staffing and the cyberinfrastructure needed to allow full duplex, real-time interactive engagement among all OUS researchers and participation stakeholders at all times that enables Oregon to be more competitive for ideas and jobs. The state investment would support IT infrastructure (including hardware, operating systems, high-speed cable), dedicated telepresence, computing and visualization capabilities (e.g. state of the art videoconferencing facilities, cloud computing, and high tech videodisplay/information integration); software engineering (invention of next-generation decision support models and algorithms); dedicated, professional support technicians to operate, maintain the infrastructure and provide outreach training for campus and community users.

RELEVANCE: The proposed collaboratory advances the 40-40-20 goal by preparing the workforce for the next century in large data mining and informatics that cuts across STEM degree areas. Expertise and skill in this domain positions Oregon in this cutting edge area. Furthermore, the collaboratory provides a platform for connecting the unique institution’s strengths and mission in a seamless manner, while respecting the individual capacities of each institution. Given the prominent position of the State of Oregon in large data centers, this concept is a natural fit that leverages the current capacity and provides job growth for the future.

PLANNING: The Vice Presidents of the research intensive OUS universities came together to plan this proposal through consultation internally with administration, information service staff and pertinent faculty, as well as discussions with external stakeholders, including business and community interests. The plan was submitted to the Academic Strategies Committee and the OUSBHE, where it was received.
enthusiastically. Furthermore, this plan coordinates with parallel efforts underway as a part of the Governor’s regional solutions process to enhance coordination and planning to bring efficiency and effectiveness through regional alliances.

**ALTERNATIVES/WHY?:** There are no alternatives, as the need for investment in this information management capacity is critical to ensure that the State and its workforce is prepared for the information economy of the 21st century.

**IMPACT ON OTHERS:** This proposal brings together the OUS research-intensive universities to develop a coordinated collaborator, a network that can be the backbone for efforts across the system, and in connection to local agencies or governments.

**POSSIBLE LEVERAGED FUNDS:** With these investments, the competitive position of the local communities and OUS research-intensive universities will be enhanced, permitting increased success in bringing dollars and jobs to the state from the outside, as well as increased investment by donors and business interests. Campuses will vigorously pursue 1:1 match from external business and private entities to maximize impact and leverage of state dollars to support this project.

**OUTCOMES/IMPACT:** 1) Next generation Signature Research Centers, 2) increased competitiveness by the OUS research enterprise, 3) enhanced integration of academia/industry/government, 4) establishment of the OUS as a leader in information management and decision support, and 5) full engagement of OUS intellectual capital across the whole system.

This collaboratory will enable systematic links among pending OHSU datacenter projects and data centers on each campus to allow greater capacity than any individual center alone. Furthermore, it supports Governor’s six Regional Solutions Centers ([http://www.oregon.gov/Gov/ERT/regional_solutions_centers.shtml](http://www.oregon.gov/Gov/ERT/regional_solutions_centers.shtml)), an integrated decision center model, by linking them to Oregon's research universities in a modern way with IT infrastructure. Each university has unique strengths related to informatics that allow it to lead initiatives that connect academic, private sector, and government partners.

The impact of this collaboratory will be widespread, including traded sectors, personalized medicine, individual informatics (e.g., health/clinical informatics, individual p-20 education record systems, state agency integration), integrated transportation modeling, human performance, clean chemistry, food safety/security, renewable energy, advanced manufacturing, smart cities, and natural resource management--areas that are economic strengths of regions across the state and are supported by respective campus expertise.

**CONNECTION TO BOARD GOALS:** This collaboratory project addresses the OUSBHE’s goals to create an educated citizenry and a globally competitive workforce that drive’s the Oregon’s economy, as well as creating original knowledge and advancing innovation. It contributes positively to communities across the entire state by linking capacities at each of our research intensive universities and providing a virtual collaboratory that enhances access for all Oregonians.
Briefly, requested costs for the collaboratory include professional personnel, capital equipment, supplies, and student support to be distributed at the three research intensive campuses (UO, OSU & PSU, and collaborating with OHSU) over the next two biennia.

**Personnel** costs include 19 FTE total, 12 graduate students (4 at each of the 3 campuses), 6 senior programmer informatics specialists (2 at each campus), and one cross campus integration program coordinator. Activity would start immediately on funding.

**Services & Supplies** costs include office expenses, local scale computing equipment, networking needs.

The $3M professional/contract services will cover the outsourced items listed in the work statement as dedicated telepresence, computing and visualization capabilities (e.g. state of the art videoconferencing facilities, cloud computing, and high tech videodisplay/information integration); software engineering (invention of next-generation decision support models and algorithms); dedicated, professional support technicians to operate, maintain the infrastructure and provide outreach training for campus and community users. We believe a lease arrangement makes more sense for a lot of the equipment, as a means of pre-planning incorporation of product improvements, which is why professional and contract services are a more economical and efficient approach than acquisition.

Capital Outlay include costs for enhanced network capacity, cloud computing services, rack capacity, needed renovations and facility improvements.

**One-time only** costs include initial singular investments in fiber, server support infrastructure (Heating/Ventilation and Air Conditioning, Uninterruptible Power Supply), and security software.
Financial Impacts:

If this proposal is not funded, the OUS research intensive universities will continue to be at a gross disadvantage compared to peers, and the State will fall further behind in terms of economic development. The preparedness of the workforce for the information economy of this century will be jeopardized.

State funding of this program will enable strong growth in future revenues through increased connectivity with the private sector, venture capital, and business entities, as well as increased external grant funding.
Budget Building
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OREGON UNIVERSITY SYSTEM
2013-15 OUS LEGISLATIVE REQUEST

OUS Current Service Level Calibration

Purpose

The passage of SB 242 in the 2011 Legislative session created substantive reforms in public higher education in Oregon mainly by redefining the Oregon University System as a public university system, rather than a state agency. The reforms allowed the OUS more authority and independence to manage its affairs, operations and obligations. From a technical budget building perspective, it was anticipated that the budget methodology used by DAS for OUS would use a block grant funding model rather than a detail line item budget, similar to the approach used for the community colleges. The community colleges are allowed inflationary increases for health insurance, retirement, pension obligation bond debt, salary and other personnel costs, services and supplies, and capital outlay costs.

The Current Service Level (CSL) Budget is the portion of the budget proposal which requests funding to continue currently existing ongoing expenditures into future biennia. OUS recently submitted a Current Service Exception request to the Department of Administrative Services (DAS). The request proposed that OUS follow the same CSL calculation methodology as used for the Community College Support Fund. This request was denied on the basis that legislative approval would be required to authorize such a change. As a result of this decision, DAS will only be adding a 2.4 percent standard inflation rate to the OUS’s Legislatively Approved Budget in the calculation of the 2013-15 CSL budget instead of a truer cost increase of approximately 4.7 percent.

Until such time as legislative approval can be sought to provide a more accurate estimate of the cost to continue current services and align OUS methodology with that of the community colleges, the Oregon University System is proposing additional funding for 2013-15 that would better estimate the true costs of health insurance, retirement, pension obligation bond debt, salary and other personnel costs.

Relevance

Funding for this proposal would support the Education & General operations and OSU Statewide Public Services to maintain the current level of service at OUS institutions and would support keeping education affordable for Oregonians.
BUDGET SUMMARY

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| Capital Outlay     | -  | -  | -  | -  | -   |
| Total Expenses     | $11,200,000 | $1,100,000 | $900,000 | $110,000 | $13,310,000 |

BUDGET NARRATIVE

Personal services

Salaries: The portion of this request reflects the amount of additional inflation OUS is being denied which equates to the difference between 2.8 percent (amount community colleges will receive) and the 2.4 percent increase OUS is currently approved to receive on state appropriation funded base salaries.

Other Payroll Expenses (OPE): The portion of this request attributable to OPE reflects the difference between the significantly higher cost increases related to retirement and health insurance costs compared to the 2.4 percent DAS has approved for OUS’s CSL budget.

FINANCIAL IMPACTS

If institutions do not receive a level of funding sufficient to support their base of operations, any additional funding requested for new, enhanced programming to support state priorities will not be able to fully deliver the projected results.
OREGON UNIVERSITY SYSTEM
2013-15 OUS LEGISLATIVE REQUEST

OUS Funding for Enrollment Growth

Purpose: As Oregon’s public universities continue to grow and embark on implementing strategies to meet the State’s 40-40-20 goals, the Oregon University System (OUS) seeks additional funding to support anticipated enrollment growth. OUS has been managing record enrollment growth concurrent with declining state support and the resulting rises in tuition. For some time the amount of tuition paid by resident students plus the level of state support has been less than the cost of serving these students. This has led institutions to seek more and more nonresident enrollment to subsidize the loss incurred in providing education to residents. Our request projects the growth in fundable FTE and, using projected average tuition increases of 6%, determines the level of state support needed to address the subsidy and therefore incentivize institutions to decrease their reliance on nonresident enrollment. To accomplish this, the state would need to invest an additional $14.5 million.

Based on June 2011 projections, fundable enrollment is projected to increase by an additional 3,192 FTE to a total of 137,756 FTE in the 2013-15 biennium.

<table>
<thead>
<tr>
<th>Fundable FTE</th>
<th>FY 12</th>
<th>FY 13</th>
<th>2011-13</th>
<th>FY 14</th>
<th>FY 15</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Cost Disciplines</td>
<td>28,870</td>
<td>29,171</td>
<td>58,041</td>
<td>29,524</td>
<td>29,794</td>
<td>59,318</td>
</tr>
<tr>
<td>Medium Cost Disciplines</td>
<td>24,954</td>
<td>25,304</td>
<td>50,258</td>
<td>25,639</td>
<td>25,896</td>
<td>51,535</td>
</tr>
<tr>
<td>High Cost Disciplines</td>
<td>13,045</td>
<td>13,220</td>
<td>26,265</td>
<td>13,387</td>
<td>13,516</td>
<td>26,903</td>
</tr>
<tr>
<td>Total FTE</td>
<td>66,869</td>
<td>67,695</td>
<td>134,564</td>
<td>68,550</td>
<td>69,206</td>
<td>137,756</td>
</tr>
<tr>
<td>FTE Change over prior year/biennium</td>
<td>826</td>
<td></td>
<td>855</td>
<td>656</td>
<td>3,192</td>
<td></td>
</tr>
<tr>
<td>Corresponding Investment Request</td>
<td>$5,061,600</td>
<td></td>
<td>$9,481,525</td>
<td></td>
<td>$14,543,125</td>
<td></td>
</tr>
</tbody>
</table>

Relevance: In 2011, Oregon passed SB 253, which established the goal of educating Oregon residents so that by 2025, 40% of adults will have earned a bachelor’s degree or higher; 40% will have earned an associate degree or post-secondary credential; and 20% will have earned a high school diploma, modified high school diploma or the equivalent of a high school diploma.
In order to achieve 40-40-20 there must be opportunities and support for academically qualified Oregon citizens who cannot afford a college education. State support for enrollment growth contributes to the ability of the public universities to keep higher education affordable for Oregonians.

In allocating state general fund to the public universities, the number of fundable (i.e. resident) students is a key element. Another important component is the costs of the programs in which the students enroll. Using national classifications for low, medium, and high cost of instruction, levels of program costs are used to track projected enrollments to determine the level of state investment that would support anticipated enrollment growth.

**Impacts on Others:** This would benefit all of the OUS institutions. By receiving additional state support for in-state students, the OUS universities would be able to minimize tuition increases in the 2013-2015 biennium while keeping pace with increased in-state enrollment.

**Outcomes/Impact:** With the approval of this proposal, OUS institutions would be able to limit tuition increases for resident students while keeping pace with the needs of increased in-state enrollment. Institutions would also have increased flexibility to recruit more in-state students and decrease their reliance on out-of-state students to subsidize the cost of instruction for in-state students.

**BUDGET SUMMARY**

<table>
<thead>
<tr>
<th></th>
<th>2013-15</th>
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</thead>
<tbody>
<tr>
<td><strong>Personnel Services</strong></td>
<td></td>
</tr>
<tr>
<td>New FTE</td>
<td>56.21</td>
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<tr>
<td>Salary</td>
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<tr>
<td>OPE</td>
<td>4,193,834</td>
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<tr>
<td><strong>Total Personnel</strong></td>
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<tr>
<td><strong>Services &amp; Supplies</strong></td>
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<tr>
<td><strong>Student Aid</strong></td>
<td>-</td>
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<tr>
<td><strong>Capital Outlay</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$14,543,125</td>
</tr>
</tbody>
</table>
**BUDGET NARRATIVE**

Funding for this proposal would support the Education & General operations of the institutions in furthering their goals of student success. This funding would represent the addition of approximately 81 positions (56.21 FTE) across the university system. The remaining 20% would be spent on services and supplies used in delivery of instruction and academic services.

**FINANCIAL IMPACTS**

The continued disinvestment by the State of Oregon in our public universities is a serious concern to the state of Oregon as a whole. Without state investment to support the cost to educate our students, the cost of tuition will continue to rise to cover the true cost of a university education. Without this state support, class sizes and faculty to student ratios will continue to rise as universities are not able to hire faculty to keep pace with enrollment. There is also the potential for less class offerings, which could increase the time-to-graduate and adversely affect graduation and retention rates as students become frustrated with class offerings, class sizes and the cost of tuition before they complete their degree. Universities that have the ability will continue to turn to out-of-state students to subsidize the cost of educating in-state students.
Faculty Salaries
Oregon University System
2013-15 OUS Legislative Request

Enhancing Faculty Salaries
Education & General and Extension Services

Purpose: Recruiting and retaining high quality faculty is essential to carry out the central role and mission of our universities and the key to making initiatives related to student success, program development, research advancement, and economic contributions successful.

It has been as a result of the quality of our OUS faculty that we have thus far been able to serve a growing enrollment and growing research while making great strides to improve student success, shown by improvements in retention and graduation rates and other success indicators. We cannot, however, sustain nor grow out enrollments due to the growing disparities between OUS faculty salaries and those around the country. We are simply not able to remain competitive in the national market from which we recruit. OUS faculty continues to have lower salaries than do their regional and national peers. Comparisons improve somewhat when using total compensation due to benefit packages, yet OUS still lags behind.

Relevance: The Governor’s 10-year Education Policy Vision acknowledges that “teacher and leader effectiveness” improve outcomes. It has been identified that effective teaching is the most significant “in-school factor” influencing a student’s success. OUS’s ability to attract and retain top faculty is hindered by our lagging faculty compensation packages. This legislative request is to increase faculty salaries by 4% in each year of the 2013-15 biennium. These increases are necessary to position OUS institutions more favorably in a competitive faculty market.

Impacts on Others: This would benefit all of the OUS institutions and the OSU Extension Service, culminating with a positive impact on the quality of education provided to Oregonians.

Outcomes/Impacts: Direct outcomes of this proposal would result in a greater success rate in recruiting first choice faculty hires, increased faculty retention and employee satisfaction. This is particularly relevant to recruiting and retaining faculty of color. All of these outcomes would directly impact student outcomes in the areas of persistence, completion, time-to-degree and graduate satisfaction.

Connection to Board Goals: This proposal ties to the Board’s goals of creating an educated citizenry, ensuring high quality student learning, creating original knowledge and advancing innovation.
BUDGET SUMMARY AND NARRATIVE

Summary:

<table>
<thead>
<tr>
<th>E&amp;G and ES 2013-15</th>
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<tbody>
<tr>
<td>Personnel Services</td>
</tr>
<tr>
<td>New FTE</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Salary</td>
</tr>
<tr>
<td>$8,000,000</td>
</tr>
<tr>
<td>OPE</td>
</tr>
<tr>
<td>2,800,000</td>
</tr>
<tr>
<td>Total Expenses</td>
</tr>
<tr>
<td>$10,800,000</td>
</tr>
</tbody>
</table>

Narrative: Funding for this proposal would be used to provide faculty members paid from Education & General funds and Extension Services faculty with a 4% raise at the beginning of each year of the biennium and to cover the additional OPE charges as a result of the raises.

FINANCIAL IMPACTS

If this proposal is not approved, it will continue becoming more difficult for institutions to attract and retain the best faculty when they are offered more lucrative compensation packages in other states. The best and brightest students, usually with the most higher education options, will seek out institutions with premier faculty. If Oregon continues to rank among the lowest funding for higher education, the resulting “brain drain” will be for both faculty and students.
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Purpose: Recruiting and retaining high quality faculty is essential to carry out the central role and mission our universities and the key to making initiatives related to research development and economic contributions successful. The ability of the Oregon Agricultural Experiment Station and the Forest Research Laboratory to perform their state wide public service mission is directly linked to their ability to compete nationally for faculty, the primary service providers. OUS faculty continues to have lower salaries than do their regional and national peers. Comparisons improve somewhat when using total compensation due to benefit packages, yet OUS still lags behind.

The Oregon Agricultural Experiment Station (AES) is the principal agricultural research agency in the state. Its mission is to conduct research in the agricultural, biological, social, and environmental sciences for the economic, social and environmental benefit of Oregon. Research faculty of the AES provide vital, up-to-date research for use by producers, processors, and other scientists in the areas of childhood obesity, climate change, food safety, global food security, sustainable bioenergy, water and watersheds, and basic plant biology. Students, working with AES research faculty gain vital hands-on, experience in solving real, world-wide problems of our modern society.

The Forest Research Laboratory (FRL) is Oregon’s research agency that helps solve problems, create opportunities, and develop new understanding and innovation about forest ecosystems, forest management and forest-derived renewable materials. In addition to research in campus laboratories and university forests, studies are conducted cooperatively in public and private forests and in laboratories and manufacturing facilities throughout Oregon and the world. Faculty, staff, and students from the College of Forestry’s Departments of Forest Engineering, Resources, and Management; Forest Ecosystems and Society; and Wood Science and Engineering contribute to a diverse portfolio of fundamental and applied research and outreach activities. Activities benefit from collaboration with many other departments and colleges at Oregon State and elsewhere. Communication of results to science peers, land managers, policy makers, and the public is a high priority. Faculty provide leadership in addressing many of society’s challenges at scales ranging from molecules to the globe.
Constituting the largest expenditure category in the AES and FRL budgets and the primary resource for accomplishing their missions, a strong labor force of high quality faculty is essential if initiatives related to program development, research advancement, and economic contributions are to be successful.

**Relevance:** The Governor’s 10-year Economy & Jobs Policy Vision emphasizes the need to make Oregon’s economy more resilient through the promotion and protection of our natural resources. The AES and FRL are heavily involved in cooperative research to do just that. However, without competitive salaries and compensation packages, they cannot attract and retain the best and brightest in these areas so vital to Oregon’s economy. The research conducted by both the AES and FRL has direct economic impacts on all the counties of Oregon.

The AES leverages each state dollar into two dollars of external funding. The rate of return on public investment in agricultural research and development has been consistently shown to be greater than 20 to 1. Branch Stations serve communities across the state: Astoria, Aurora, Burns, Central Point, Hermiston, Hood River, Klamath Falls, Madras, Medford, Moro, Newport, Ontario, Pendleton, Powell Butte, and Union.

The FRL’s programs are designed to provide information that supports scientifically informed decisions about the management, conservation and use of Oregon’s public and private forest resources, and to enhance the competitiveness of Oregon’s forest-resource-based industries and businesses. Through its research and outreach education efforts, Oregon’s forests produce more wood products, water, forage, fish, wildlife, and recreation; green materials such as wood are harvested and used more efficiently and innovatively; some forests are used more intensively while others are conserved more effectively; employment, production, and profitability in forest-resource-related businesses are strengthened; and assistance is provided in maintaining a quality environment for Oregonians.

**Impacts on Others:** This would benefit the OSU Agricultural Experiment Station and Forest Research Lab, which provide vital statewide public services for the State of Oregon.

**Outcomes/Impacts:** Direct outcomes of this proposal would result in a greater success rate in recruiting first choice faculty hires, increased faculty retention and employee satisfaction. This is particularly relevant to recruiting and retaining faculty of color. All of these outcomes directly impact services that enhance industries in Oregon with resulting improvements in employment.

**Connection to Board Goals:** This proposal supports the Board’s goals of creating an educated citizenry, ensuring high quality student learning, creating original knowledge and advancing innovation and contributing positively to the economy in all regions of Oregon.
BUDGET SUMMARY AND NARRATIVE

Summary:

<table>
<thead>
<tr>
<th>AES and FRL</th>
<th>Personnel Services</th>
<th>2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>New FTE</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>OPE</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$1,300,000</td>
<td></td>
</tr>
</tbody>
</table>

Narrative: Funding for this proposal would be used to provide AES and FRL faculty with a 4% raise at the beginning of each year of the biennium and to cover the additional OPE charges as a result of the raises.

FINANCIAL IMPACTS

Unless Oregon can compete with other states in the area of faculty compensation, AES and FRL risk a reduction in their ability to contribute to both stabilizing and advancing Oregon’s economy. If state support continues to decline, AES and FRL would potentially have to raise fees charged to the public.