

APPENDIX: SUPPLEMENTAL INFORMATION

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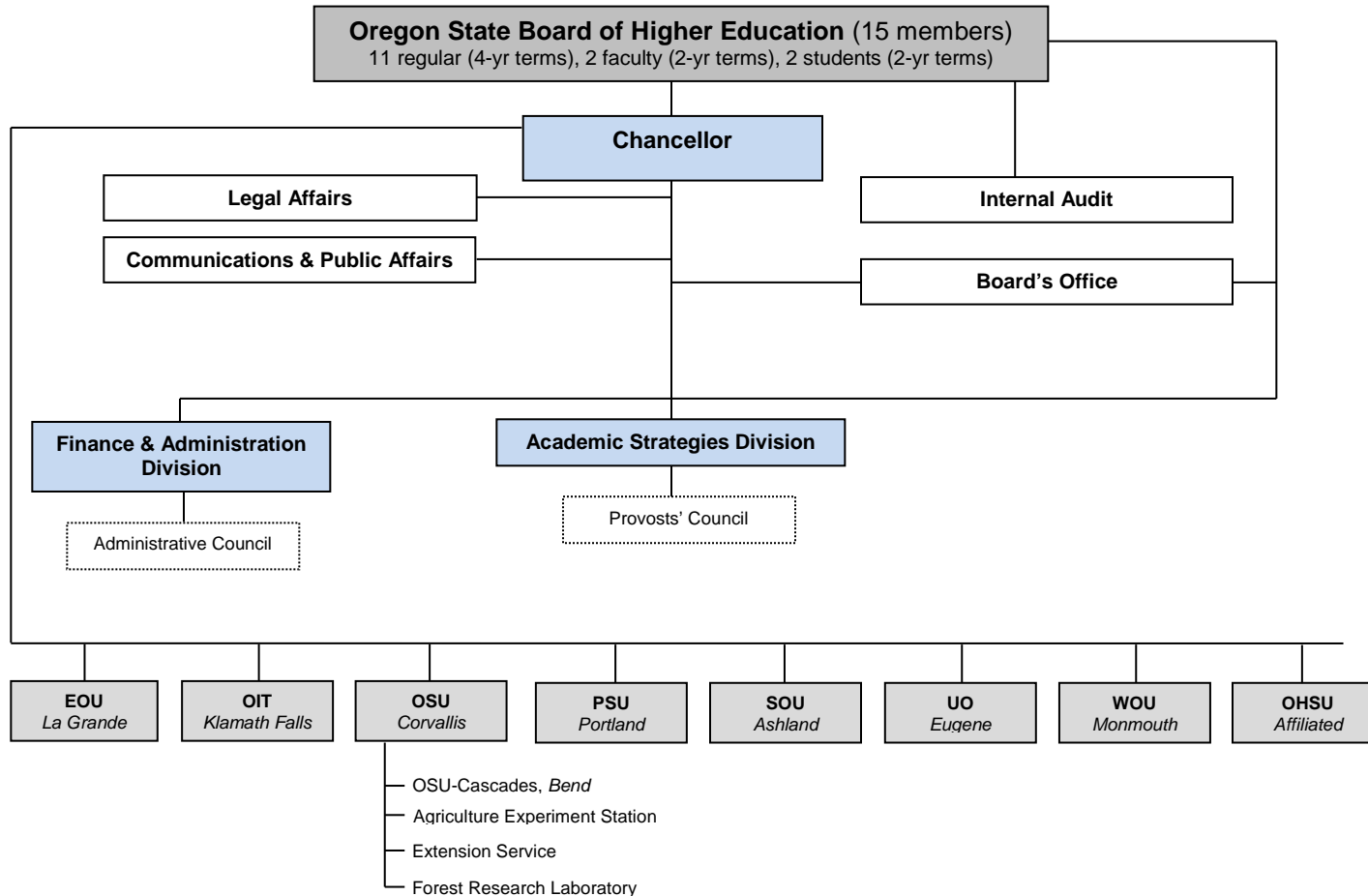
APPENDIX A

OUS ORGANIZATIONAL CHART

BUDGET NARRATIVE

2013-2015 Biennial Budget – Governor’s Balanced Budget 2013-15 Agency Organization Chart

The organization structure for the Oregon University System (OUS) generally remains unchanged except for the addition of three more board members. The seven institutions of the OUS continue to report to the Board of Higher Education, whose chief staff support is provided by the Chancellor’s Office.



APPENDIX B

OUS KEY PERFORMANCE MEASURES

Link: http://www.ous.edu/sites/default/files/OUS_FY_2011-12_APPR_Final.pdf

APPENDIX C

OUS PERFORMANCE REPORT TO THE BOARD

Link: www.ous.edu/sites/default/files/factreport/mp/files/2012_PM_Reportfinaweb3.pdf

APPENDIX D

2012-13 ACHIEVEMENT COMPACTS

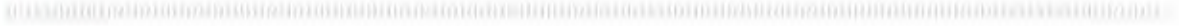
Link: www.ous.edu/sites/default/files/factreport/mp/files/AchievementCompact2012.pdf



APPENDIX E

BUDGET PHASES FROM 2007-11 THROUGH 2013-15

| Comparison of Budget Phases | | | | | | | | |
|---|------------------------|-------------------|-------------------|-------------------|-------------------------------------|-------------------|---|-------------------|
| Fund/Program | 2009-11 | 2011-13 | 2013-15 | | | | | |
| | Final LAB ¹ | LAB ² | GBB ³ | Comp to 11-13 LAB | Co-Chairs as of 3/4/13 ⁴ | Comp to 11-13 LAB | Co-Chairs less 2% Holdback ⁵ | Comp to 11-13 LAB |
| State General Fund | | | | | | | | |
| E&G - GF only | 562,502,731 | 486,520,696 | | | 520,953,990 | | | |
| Public Univ Support Fund | | | 483,899,785 | | | | | |
| OUS Statewide Programs | | | 37,054,205 | | | | | |
| E&G - Federal Stimulus | <u>70,823,654</u> | <u>-</u> | <u>-</u> | | <u>-</u> | | <u>-</u> | |
| E&G Subtotal | 633,326,385 | 486,520,696 | 520,953,990 | 7.1% | 520,953,990 | 7.1% | 510,534,910 | 4.9% |
| AES | 53,498,403 | 51,793,494 | 51,793,494 | 0.0% | 54,887,352 | 6.0% | 53,789,605 | 3.9% |
| ES | 39,087,553 | 37,463,402 | 37,463,402 | 0.0% | 39,701,233 | 6.0% | 38,907,208 | 3.9% |
| FRL | <u>5,829,217</u> | <u>5,698,684</u> | <u>5,698,684</u> | 0.0% | <u>6,039,052</u> | 6.0% | <u>5,918,271</u> | 3.9% |
| SWPS Subtotal | 98,415,173 | 94,955,580 | 94,955,580 | 0.0% | 100,627,637 | 6.0% | 98,615,084 | 3.9% |
| Subtotal Operations | 731,741,558 | 581,476,276 | 615,909,570 | 5.9% | 621,581,627 | 6.9% | 609,149,994 | 4.8% |
| Debt Service | <u>68,736,956</u> | <u>86,788,277</u> | <u>92,706,573</u> | 6.8% | <u>92,706,573</u> | 6.8% | <u>92,706,573</u> | 6.8% |
| Total General Fund | 800,478,514 | 668,264,553 | 708,616,143 | 6.0% | 714,288,200 | 6.9% | 701,856,567 | 5.0% |
| Lottery Funds | | | | | | | | |
| Sports Lottery | 9,665,082 | 8,592,720 | - | -100.0% | 8,000,000 | -6.9% | 7,840,000 | -8.8% |
| Debt Service | <u>13,439,349</u> | <u>14,394,033</u> | <u>28,488,687</u> | 97.9% | <u>28,488,687</u> | 97.9% | <u>28,488,687</u> | 97.9% |
| Total Lottery | 23,104,431 | 22,986,753 | 28,488,687 | 23.9% | 36,488,687 | 58.7% | 36,328,687 | 58.0% |
| Grand Total | 823,582,945 | 691,251,306 | 737,104,830 | 6.6% | 750,776,887 | 8.6% | 738,185,254 | 6.8% |
| <p>1) Final 2009-11 includes all legislative actions, Governor's allotment reductions, add'l \$1.87M ARRA in HB 5050, add'l \$30M GF (MOE) in HB 5055</p> <p>2) 2011-13 Legislatively Approved Budget = original Legislatively Adopted Budget plus/minus adjustments made in February 2012 session</p> <p>3) The 2013-15 Governor's budget proposed E&G be split into two distinct funding areas: Public University Support Fund and OUS Statewide Programs</p> <p>4) Very earlier estimates based on preliminary Co-Chairs information release with limited details</p> <p>5) Estimated holdback not applied to debt service</p> | | | | | | | | |



APPENDIX F

SECRETARY OF STATE AUDIT REPORT

BUDGET NARRATIVE

**2013-2015 Biennial Budget – Governor’s Balanced Budget
Special Reports
Audit Response Report**

Oregon Audit Division (OAD) Report Summary for the Oregon University System: July 1, 2009 to December 31, 2012.

| Audit Title | Audit Issue Date | Major Audit Findings | Agency Response & Actions |
|---|------------------|---|---|
| OUS Annual Financial Statement Year End 6/30/09 | November 2009 | Financial statements contained an unqualified audit opinion. No major findings. | No findings or action needed. |
| OUS Annual Financial Statement Year End 6/30/10 | December 2010 | Financial statements contained an unqualified audit opinion. No major findings. | No findings or action needed. |
| Improve Management of Faculty Workload | May 2011 | Recommend that universities set clear and specific workload expectations, consistently gather and analyze faculty workload information, and develop criteria for prioritizing faculty activities. Recommended universities should more closely track and analyze student demand for courses and continue monitoring low class enrollment. | The university system continually seeks ways to improve effectiveness and efficiency of operations. A collective meeting of campus department heads was recently held to share and discuss successful techniques for setting, measuring, and achieving departmental mission and goals. In addition, the university employs measures to track and analyze student demand for courses and continually seeks ways to manage course enrollment. |
| Employment Contracts with Former University of Oregon President Management Letter | July 2011 | Recommended that measures be taken to ensure contracts are signed timely and all parties involved receive copies of agreements. | The Chancellors Office and the UO have changed processes to ensure timely routing and adequate communication of contract terms. |
| OUS Annual Financial Statement Year End 6/30/11 | November 2011 | Financial statements contained an unqualified audit opinion. No major findings. | No findings or action needed |

| | | | |
|--------------------|------------------------------|---------------------------|-------------------|
| ___ Agency Request | __X__ Governor’s Recommended | ___ Legislatively Adopted | Budget Page __550 |
|--------------------|------------------------------|---------------------------|-------------------|

BUDGET NARRATIVE

| | | | |
|---|---------------|---|------------------------------|
| OUS Annual Financial Statement Year End 6/30/12 | December 2012 | Financial statements contained an unqualified audit opinion. No major findings. | No findings or action needed |
|---|---------------|---|------------------------------|

| | | | |
|--------------------|-----------------------------------|---------------------------|--------------------------|
| ___ Agency Request | <u> X </u> Governor's Recommended | ___ Legislatively Adopted | Budget Page <u> 551 </u> |
|--------------------|-----------------------------------|---------------------------|--------------------------|



APPENDIX G

PROPOSED LEGISLATIVE SUMMARY

Proposed Legislation Possibly Impacting OUS
As of March 13, 2013

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|---|--|-----------------------|--|--|---|
| HB 2033 | Eliminates loans of university funds by Department of State Lands. | Governor John A. Kitzhaber, M.D., for Department of State Lands | Yes | - | - | passed House 2/13; Senate committee public hearing possible work session 3/14 |
| HB 2051 | Extends privilege tax on merchantable forest products harvested on forestlands. | Governor John A. Kitzhaber, M.D., for State Forestry Department | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 2/14 |
| HB 2095 | Aligns definition of "former foster child" with federal standard for purposes of higher education grants, tuition waivers and scholarships. | Governor John A. Kitzhaber, M.D., for Oregon Student Access Commission | Yes | - | - | passed House 3/7; Senate 1st reading 3/11 |
| HB 2104 | Revises definition of "medical imaging" to include medical imaging procedures not related to clinical diagnosis and treatment. | Governor John A. Kitzhaber, M.D., for Board of Medical Imaging | Yes | - | - | House committee work session 3/11 |
| HB 2148 | Makes non-substantive and technical changes in Oregon law. | House Interim Committee on Higher Education for House Interim Committee on Judiciary | Yes | - | - | signed by Governor 3/11 |
| HB 2149 | Establishes institutional boards for University of Oregon and Portland State University. | House Interim Committee on Higher Education for Joint Interim Committee on University Governance | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 3/15 |
| HB 2152 | Requires State Board of Higher Education and Department of Community Colleges and Workforce Development to conduct annual reviews of public universities and community colleges, respectively, regarding staffing to student ratios. | House Interim Committee on Higher Education | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 1/22 |
| HB 2155 | Directs each public university to conduct study on how to better use campus resources during summer term and examine benefits of year-round, full-time operation of university. | House Interim Committee on Higher Education | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 1/22 |
| HB 2156 | Directs each public university to conduct study of how reducing number of students who change course of study, or who delay in completing course of study, affects graduation rates and costs of higher education. | House Interim Committee on Higher Education | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 1/22 |
| HB 2158 | Allows nonresident veterans discharged under other than dishonorable conditions to pay tuition and fees at Oregon resident rates. | House Interim Committee on Veterans Affairs | Yes | - | - | House committee public hearing 2/26 |
| HB 2160 | Appropriates moneys to Department of Veterans' Affairs for purposes of operating Campus Veterans' Service Officers Program. | House Interim Committee on Veterans Affairs | Yes | - | - | House committee public hearing 2/21 |
| HB 2162 | Removes 12-month residency requirement for admission as residents to community colleges and public universities for persons who are members of specified uniformed services and their spouses and dependents. | House Interim Committee on Veterans Affairs | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 2/26 |
| HB 2253 | Requires Portland State University Population Research Center to issue population forecasts for land use planning that are currently produced by counties. | Governor John A. Kitzhaber, M.D., for Department of Land Conservation and Development | Yes | 440,716 | 472,655 | House committee public hearing 3/7 |
| HB 2302 | Guarantees admission to public universities of this state if students meet certain standards established by State Board of Education. | Reps READ; DOHERTY, GREENLICK | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 1/22 |
| HB 2312 | Establishes Portland State University as independent public university, governed by university board of directors. | Rep READ | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 1/22 |
| HB 2339 | Establishes Portland State University as public corporation under control of Portland Metropolitan Universities Board of Directors. | Reps GREENLICK; HARKER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 2/22 |
| HB 2537 | Requires institution of higher education to maintain list of degrees and certificate programs at institutions of higher education that compares costs for each degree or certificate program and average salary earned by recent graduates in common positions of employment. | Rep JOHNSON | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 2/18 |
| HB 2623 | Creates Veterinary Loan Repayment Program. | Rep CLEM at the request of Oregon Veterinary Association | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 3/18 |
| HB 2636 | Establishes STEM Investment Council. | Rep HARKER, Senator STEINER HAYWARD | Yes | - | - | voted out of House committee "Do Pass"; to W&M by prior reference 3/12 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|--|---|-----------------------|---|--|--|
| HB 2646 | Applies provisions of prevailing wage law to agreement under terms of which private entity constructs, reconstructs, renovates or paints improvement on real property that Oregon University System or institution in Oregon University System owns or will use, occupy or ultimately own. | Rep DOHERTY | Yes | - | - | House committee work session 3/15 |
| HB 2653 | Removes Oregon University System's exemption from Public Contracting Code. | Rep DOHERTY | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to House committee 1/22 |
| HB 2674 | Requires public body to reserve one percent of appropriation for constructing, reconstructing or renovating park or public building for purpose of renovating or improving existing park or public building to meet current accessibility standards for persons with disabilities that are promulgated under Americans with Disabilities Act and regulations adopted pursuant to Act. | Reps GELSER; CLEM | | fiscal impact unknown at this time; analysis is not yet available or requested by LFO | | House committee public hearing 2/27 |
| HB 2742 | Prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate. | Reps GELSER; BUCKLEY | | fiscal impact unknown at this time; analysis is not yet available or requested by LFO | | House committee public hearing 3/1 |
| HB 2743 | Establishes Task Force on High School and Transition Success for Students with Disabilities. | Reps GELSER; BUCKLEY | Yes | - | - | House committee public hearing 3/8 |
| HB 2787 | Provides that certain students are entitled to exemption from nonresident tuition and fees at public universities. Allows for direct Supreme Court review of challenge to Act. | Reps DEMBROW, HUFFMAN, JENSON, KOMP, Senator COURTNEY; Reps GALLEGOS, GELSER, HARKER, VEGA PEDERSON, Senators HASS, MONROE, THOMSEN | Yes | - | - | passed House 2/22; Senate committee public hearing and work session 3/19 |
| HB 2838 | Directs Oregon Education Investment Board, Oregon University System and Department of Community Colleges and Workforce Development to propose "Pay Forward, Pay Back" pilot program to replace current system of tuition and fees required to attend institution of higher education. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 2/25 |
| HB 2865 | Establishes Task Force on Outcomes-Based Funding for Education. | COMMITTEE ON EDUCATION | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/18 |
| HB 2888 | Directs Higher Education Coordinating Commission to establish subcommittee to develop model for funding post-secondary education. | Representatives DEMBROW, GORSEK | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/18 |
| HB 2898 | Allows student with disability to earn credit at community college or public university as part of transition services. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 3/1 |
| HB 2970 | Directs Higher Education Coordinating Commission to develop standards related to requirements for associate transfer degree in specific areas of study, including business and engineering. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | Yes | - | - | House committee public hearing 3/11 |
| HB 2975 | Directs institutions of higher education to provide enrolled students receiving student loans information about total debt owed upon graduation. | Rep JOHNSON; Reps DEMBROW, HUFFMAN, WHISNANT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/25 |
| HB 2979 | Establishes work group to study how to establish common course numbering system for lower-division undergraduate courses in Oregon public colleges and universities. | Reps DEMBROW, JOHNSON | Yes | 190,167 | - | House committee public hearing 3/11 |
| HB 3009 | Provides certain persons with right to possess firearm on college or university grounds. | Reps ESQUIVEL, SMITH; Reps KRIEGER, THATCHER, WEIDNER, WHITSETT | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3015 | Requires State Board of Higher Education to adopt rules that prohibit public university within Oregon University System from providing information about student enrolled in public university to person that is engaged in business of extending or offering to extend credit by means of credit card unless student gives public university express written consent and from advertising or permitting another person to advertise any offer to extend credit by means of credit card in official publication. | Reps GALLEGOS, WILLIAMSON; Reps FREDERICK, GORSEK, GREENLICK, HOYLE, KOMP, WITT | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 3/15 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|---|---|-----------------------|--|--|---|
| HB 3056 | Eliminates use of accumulated unused vacation leave and unused sick leave in computation of final average salary for purposes of determining retirement benefit of member of Public Employees Retirement System. | Rep HANNA | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3057 | Limits cost-of-living adjustment under Public Employees Retirement System to first \$3,000 of monthly benefits. | Rep HANNA | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3058 | Eliminates employer pick-up of six percent employee contribution required of members of individual account program of Public Employees Retirement System as of July 1, 2020. | Rep HANNA | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3059 | Prohibits Public Employees Retirement Board from paying increased retirement benefits resulting from state income taxation of payments made by board if person receiving payments does not pay Oregon income tax on benefits. | Rep HANNA | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3068 | Authorizes State Treasurer to issue Article XI-R bonds, in addition to and not in lieu of biennial budget authorization for bond issuance, to finance corpus of Oregon Student Opportunity Fund. | Rep READ | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/1 |
| HB 3116 | Removes Oregon University System's exemption from Public Contracting Code. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/1 |
| HB 3117 | Requires each institution of higher education to establish recognized student government. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/1 |
| HB 3119 | Provides that part-time faculty members are entitled to health care benefits regardless of whether Patient Protection and Affordable Care Act requires institution of higher education to provide health care benefits. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/1 |
| HB 3120 | Directs State Board of Education and State Board of Higher Education to work with Governor and conduct study on improving education governance. | COMMITTEE ON HIGHER EDUCATION AND WORKFORCE DEVELOPMENT | | fiscal impact anticipated; analysis not yet available or requested by LFO (bill is placeholder for creation of DPSEWD) | | Referred to House committee 3/1 |
| HB 3148 | Modifies law providing increased retirement benefits to members of Public Employees Retirement System in compensation for income taxation of retirement benefits. | COMMITTEE ON BUSINESS AND LABOR | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/1 |
| HB 3175 | Directs public universities and community colleges to increase voter registration access and information. | COMMITTEE ON JUDICIARY | | fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing and possible work session 3/13 |
| HB 3202 | Limits cost-of-living adjustment under Public Employees Retirement System to first \$2,000 of monthly benefits. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3203 | Requires Public Employees Retirement Board to establish rate of return for crediting member accounts. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3204 | Limits total retirement benefit payable under Public Employees Retirement System to 100 percent of final average salary. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3205 | Directs Public Employees Retirement Board once every two years to calculate savings in employer contributions attributable to legislation enacted in preceding two years and set aside savings in Employer Contributions Savings Account and rate stabilization subaccount. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3206 | Provides that Tier 1 and Tier 2 members cease to be members of individual account program on effective date of Act. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3207 | Directs Public Employees Retirement Board to recalculate required employer contributions to reflect savings from legislation relating to public employee retirement enacted by Legislative Assembly during 2013 regular session. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3209 | Prohibits Public Employees Retirement Board from using assumed interest rate of more than six percent in determining amount of annuity for money match calculation of retirement benefits. | Rep CONGER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|---|--|-----------------------|---|--|---|
| HB 3218 | Exempts employee of higher education institution who is performing research in child abuse and neglect, human trafficking or underage prostitution from mandatory child abuse report law unless employee reasonably believes child is at imminent risk of harm. | COMMITTEE ON HUMAN SERVICES AND HOUSING | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 2/27 |
| HB 3232 | Directs Oregon Education Investment Board to design and implement programs that make strategic investments related to education. | COMMITTEE ON EDUCATION | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | House committee public hearing 3/18 |
| HB 3272 | Establishes Oregon's Best and Brightest STEM Loan Forgiveness Program for certain students in science, technology, engineering or mathematics programs that are willing to commit to working in Oregon after graduation. | Rep DAVIS | | fiscal impact unknown at this time; analysis is not yet available or requested by LFO | | House committee public hearing 3/11 |
| HB 3305 | Establishes University of Oregon and Portland State University as independent public universities, governed by university boards of directors. | Rep BARNHART | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3312 | Requires member of Public Employees Retirement System to contribute ___ percent of salary to benefit funding account. | Rep SPRENGER at the request of Oregon School Boards Association | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3313 | Changes definition of "qualifying position" for purposes of public employee retirement benefits to require employee to work at least 1040 hours in calendar year. | Rep SPRENGER at the request of Oregon School Boards Association | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3314 | Eliminates payments toward cost of health insurance premiums for retired members of Public Employees Retirement System who are not eligible for Medicare. | Rep SPRENGER at the request of Oregon School Boards Association | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3341 | Exempts public universities and community colleges from requirement to enter into agreement with for-profit institutions of higher education before implementing potentially duplicative new post-secondary programs. | Reps DEMBROW, MCKEOWN, VEGA PEDERSON | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3342 | Prohibits public employer from assisting, promoting or deterring union organizing and from using public property to hold meeting with employee or supervisor if purpose of meeting is to assist, promote or deter union organizing. | Rep DEMBROW; Res BARKER, MATTHEWS, Senator ROBLAN | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3351 | Removes exceptions that allow retired member of Public Employees Retirement System to be reemployed by public employer and continue to receive pension payments. | Rep JOHNSON | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| HB 3364 | Amends list of state agencies and public universities required to adopt integrated pest management practices. | Rep KENY-GUYER, Senator MONNES ANDERSON; Reps BARNHART, GREENLICK, HOLVEY, LIVELY, Senators BURDICK, STEINER HAYWARD | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | Referred to House committee 3/4 |
| SB 010 | Provides that certain students are entitled to exemption from nonresident tuition and fees at public universities. | Senator COURTNEY | | fiscal impact anticipated; analysis not yet available or requested by LFO (see HB 2787) | | referred to Senate committee 2/7 |
| SB 011 | Authorizes State Treasurer to issue Article XI-R bonds, in addition to and not in lieu of biennial budget authorization for bond issuance, to finance corpus of Oregon Student Opportunity Fund. | State Treasurer Ted Wheeler | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | Voted out of Senate committee "Do Pass" 3/8; referred to W&M by prior reference |
| SB 031 | Allows representatives of certain landowners to serve on forestland classification committee | Governor John A. Kitzhaber, M.D., for State Forestry Department | Yes | - | - | passed Senate 2/14; referred to House committee 2/19 |
| SB 041 | Provides that matters for which quorum of governing body may not meet in private for purpose of deciding or deliberating are limited to budget, fiscal or policy matters that are before, or likely to come before, governing body. | Senate Interim Committee on Judiciary | Yes | - | - | Senate committee public hearing 2/13 |
| SB 125 | Requires state agencies to notify parties in contested case hearing of rights that active duty service members have to stay proceedings under federal law | Senate Interim Committee on Veterans' and Military Affairs for Oregon State Bar | Yes | - | - | Voted out of Senate committee "Do Pass" 3/12 |
| SB 170 | Creates Task Force on Educator Health Benefits. | Senate Interim Committee on Health Care, Human Services and Rural Health Policy | Yes | - | - | Senate committee work session 3/12 |
| SB 174 | Changes maximum term of employment for temporary state employees to six months or 1,040 hours in 12-month period. Excludes mandatory training periods from limitation. | Governor John A. Kitzhaber | Yes | - | - | referred to Senate committee 1/22 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|---|--|-----------------------|--|--|--|
| SB 211 | Provides that State Board of Education shall consist of 11 members appointed by Governor to represent kindergarten through grade 12, community colleges and institutions of higher education. | Senator KRUSE | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/16 |
| SB 218 | Establishes Task Force on the Organization of Oregon Public Education. | Governor John A. Kitzhaber, M.D. | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/16 |
| SB 241 | Directs Oregon Business Development Department to develop and implement program to assist technology-based, start-up businesses whose primary purpose is commercialization of university research. | Senate Interim Committee on Business, Transportation and Economic Development | Yes | - | - | Senate committee public hearing 3/7 |
| SB 264 | Modifies definition of "managerial employee" to include certain employees of Oregon University System. | Senate Interim Committee on Education and Workforce Development for Oregon University System | Yes | - | - | Senate committee work session 3/22 |
| SB 265 | Authorizes issuance of higher education revenue bonds in addition to bonds authorized pursuant to biennial budget process for bond authorization. | Senate Interim Committee on Education and Workforce Development for Oregon University System | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | Senate committee public hearing 2/28 |
| SB 266 | Creates individualized process for Oregon University System to enter into financing agreements. | Senate Interim Committee on Education and Workforce Development for Oregon University System | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Senate committee public hearing 2/28 |
| SB 267 | Changes title of president of State Board of Higher Education to chairperson of board. | Senate Interim Committee on Education and Workforce Development for Oregon University System | Yes | - | - | Senate committee public hearing and work session 3/12 |
| SB 268 | Allows amounts contributed for employee by State Board of Higher Education or Oregon Health and Science University Board of Directors for supplemental retirement benefits to be transferred to Public Employees Retirement Fund to offset liabilities for employer contributions of board if employee separates from service of board before certain period elapses. | Senate Interim Committee on Education and Workforce Development for Oregon University System | Yes | (2,569,077) | - | Senate committee public hearing 2/27 |
| SB 269 | Modifies provisions relating to Optional Retirement Plan for administrative and academic employees of Oregon University System | Senate Interim Committee on Education and Workforce Development for Oregon University System | Yes | 101,606 | 62,190 | Senate committee public hearing 2/27 |
| SB 270 | Establishes institutional boards for University of Oregon and Portland State University. | Senate Interim Committee on Education and Workforce Development for Special Committee on University Governance | | fiscal impact anticipated; analysis not yet available or requested by LFO | | Senate committee work session 3/7 |
| SB 277 | Establishes University of Oregon and Portland State University as independent public universities, governed by university boards of directors. | Senator BEYER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/18 |
| SB 278 | Establishes Portland State University as independent public university, governed by university board of directors. | Senator BEYER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/18 |
| SB 279 | Establishes institutional boards for University of Oregon and Portland State University. | Senator BEYER | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/18 |
| SB 297 | Requires all education entities to have achievement compact advisory committee. | Senate Interim Committee on Education and Workforce Development for Oregon Education Investment Board | Yes | - | - | Senate committee public hearing and possible work session 3/14 |
| SB 361 | Requires State Board of Higher Education, Oregon Health and Science University Board of Directors or community college board to receive approval from commodity commission for disposition of intellectual property if commission provided monetary assistance to board to acquire property. | Senator GEORGE | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 1/18 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|--|--|-----------------------|--|--|--|
| SB 392 | Requires State Board of Higher Education, Oregon Health and Science University Board of Directors or community college board to receive approval from commodity commission for disposition of intellectual property if commission provided monetary assistance to board to acquire property. | Senator GEORGE | | No fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/22 |
| SB 598 | Establishes requirements for 9-1-1 calls placed from multiline telephone system. | Senator OLSEN; Senators COURTNEY, THOMSEN, WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/21 |
| SB 652 | Eliminates employer pick-up of six percent employee contribution required of members of Public Employees Retirement System. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 653 | Requires that employee contribution to individual account program be percentage of salary, be not less than one percent of salary or more than six percent of salary, and be whole number. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 654 | Eliminates, on and after January 1, 2014, employee contributions, employer contributions and rollover contributions to individual account program of Public Employees Retirement System. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 655 | Eliminates employer pick-up of six percent employee contribution required of members of individual account program of Public Employees Retirement System. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 656 | Directs Public Employees Retirement Board to use assumed interest rate of five percent in determining amount of annuity for money match calculation of retirement benefits. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 657 | Requires public employee to pay 50 percent of contributions to Public Employees Retirement System required to fund benefits. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 658 | Limits cost-of-living adjustments for monthly benefit payments under Public Employees Retirement System to members of system who have at least 10 years of creditable service at time member retires, becomes disabled or dies. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 659 | Limits cost-of-living adjustment under Public Employees Retirement System to first \$2,000 of monthly benefits. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 660 | Eliminates use of accumulated unused vacation leave and unused sick leave in computation of final average salary for purposes of determining retirement benefit of member of Public Employees Retirement System. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 661 | Provides that certain persons hired by participating public employer on or after January 1, 2014, may not become members of pension program of Oregon Public Service Retirement Plan. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 662 | Permits employer to pay all or part of employee contribution to individual account program of Public Employees Retirement System. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 663 | Increases normal retirement age for active and inactive members of Oregon Public Service Retirement Plan. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 664 | Modifies calculation of final average salary for members of Oregon Public Service Retirement Plan. | Senator WHITSETT | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/27 |
| SB 702 | Directs Oregon Student Access Commission to award at least 50 percent of Oregon Opportunity Grant moneys awarded each year to qualified students majoring in science, technology, engineering or mathematical fields. | Senator GIROD | | no fiscal impact anticipated; analysis not yet available or requested by LFO | | Senate committee public hearing and possible work session 3/14 |
| SB 706 | Directs Oregon University System to conduct feasibility study on developing nursing school in Lebanon, Oregon. | Senator GIROD | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/28 |
| SB 738 | Modifies provisions relating to public employee retirement. | Senator FERRIOLI; Senators BAERTSCHIGER JR, BOQUIST, CLOSE, GEORGE, GIROD, HANSELL, KNOPP, KRUSE, OLSEN, STARR, THOMSEN, WHITSETT, WINTERS | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 3/8 |
| SB 748 | Modifies provisions relating to Public Employees Retirement System and collective bargaining by public employees. | Senator KNOPP; Senator WHITSETT, Reps CONGER, FREEMAN | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/28 |

| Bill Number | Topic | Sponsor | FIS Submitted to LFO? | 2013-15 Estimated Fiscal Impact ¹ | 2015-17 Estimated Fiscal Impact ¹ | Where is the bill today? |
|-------------|---|--|-----------------------|---|--|--|
| SB 751 | Establishes Fair Retirement Plan for persons hired on or after July 1, 2013, who have not established membership in Public Employees Retirement System before July 1, 2013. | Senator KNOPP; Senators OLSEN, WHITSETT, Reps CONGER, ESQUIVEL, FREEMAN | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/28 |
| SB 754 | Modifies provisions relating to public employee retirement. | Senator KNOPP, Rep SPRENGER at the request of Oregon School Boards Association | | fiscal impact anticipated; analysis not yet available or requested by LFO | | referred to Senate committee 2/28 |
| SB 5506 | Establishes amounts authorized for issuance of general obligation bonds, revenue bonds, certificates of participation and other financing agreements for biennium. | Oregon Department of Administrative Services | | Bond Authorization Bill | | referred to W&M, assigned to subcommittee 1/23 |
| SB 5535 | Appropriates moneys from General Fund to Oregon Department of Post-Secondary Education for certain biennial expenses. | Oregon Department of Administrative Services | | Appropriations Bill | | referred to W&M, assigned to subcommittee 1/23 |

108 Count of bills

¹Fiscal impact statements are prepared on an expense basis. A positive number indicates increased expenses, whereas a negative number indicates either cost savings or increased revenue.



APPENDIX H

ROUND TWO FUNDING TEAM PROPOSAL



**Oregon University System
FY 2013-15
Program Funding Proposals
Round 2**

**For Joint Committee on Ways & Means
Subcommittee on Education**

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|----------|---|---------------------------------|-----|-----|--------|-----|-----|----|-----|---------------|
| | Program | Page # | EOU | OIT | OSU/CC | PSU | SOU | UO | WOU | System Office |
| | State Budget Request 2013-15 - Case Statement | 1 | | | | | | | | |
| 1 | Enrollment-based Funding & Incentive Funding | 7 | X | X | X | X | X | X | X | |
| 2 | Regional Support & Regional University Funding | 12 | X | X | X | | X | | X | |
| | Engineering Programs | | | | | | | | | |
| 3 | <i>Industry Partnerships</i> | 17 | | | | | | | | X |
| 4 | <i>Oregon Metals Initiative (OMI)</i> | 20 | | | | | | | | X |
| 5 | <i>Engineering Technology Investment Council (ETIC)</i> | 23 | X | X | X | X | X | X | X | X |
| 6 | <i>Engineering Undergraduate/ Graduate</i> | 28 | | X | X | X | | | | |
| | Research Funding | | | | | | | | | |
| 7 | <i>Sponsored Research/Faculty Research Salaries</i> | 32 | X | X | X | X | X | X | X | |
| 8 | <i>Signature Research Centers/ Oregon InC</i> | 36 | | | X | X | | X | | |
| | Institutes/Programs | | | | | | | | | |
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| 11 | <i>Institute for Natural Resources (INR)</i> | 52 | | | X | X | | | | |
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| 13 | <i>Oregon Climate Change Research Institute (OCCRI)</i> | 60 | | | X | | | | | |
| 14 | <i>NEW Leadership Oregon (PSU)</i> | 63 | | | | X | | | | |
| 15 | <i>Health Professions Programs</i> | 67 | X | X | | | X | | X | |
| 16 | <i>Rural Access</i> | 72 | X | | | | | | | |
| 17 | <i>Clinical Legal Education</i> | 76 | | | | | | X | | X |
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| 19 | <i>OSU Building Maintenance for Statewide Public Services</i> | 85 | | | X | | | | | |
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| 23 | <i>Forest Research Laboratory (FRL)*</i> | 107 | | | X | | | | | |
| 23 | Sports Action Lottery | 111 | X | X | X | X | X | X | X | |
| 24 | Capital Construction | 115 | X | X | X | X | X | X | X | |

*All programs went to the Education Funding Team, except these which went to the Economy and Jobs Funding Team.

State Budget Request 2013-15 – Case Statement “An Eye to the Future for a Better Oregon”

Introduction: Why the 40-40-20 Goals are so Important

Earlier this year during the state’s revenue forecast presentation, State Economist Joe Cortright responded to a question about the most effective, fastest way that Oregon can address the down-revenue cycles in the state, and he responded: the single largest driver of attaining higher state per capita income is the number of people in the state who possess a four-year college degree. In 1997 Oregon ranked 22nd in the country in per capita income and was close to the national average. In 2010, Oregon’s per capita income level was \$36,427, a rank of 32nd in the country and more than \$3,500 below the national average of \$39,945. Thus, Oregon is moving in the wrong direction and can only reverse this trend by increasing the numbers of its citizens who have two- and four-year degrees. This is why the Oregon Legislature adopted the 40-40-20 goal for the state. As more Oregonians obtain 2-year and 4-year college degrees, they will earn more, be less prone to unemployment and use of social services, and contribute to a greater extent to the state economy and their local communities.



According to a report from the State Higher Education Finance Officers (SHEF), in 2011 Oregon’s appropriations to support higher education were 44th in the country at \$4,359 per full-time equivalent student, which is almost \$2,000 less than the national average of \$6,290. Oregon’s net tuition was 25th in the country at \$5,631 and was about \$850 higher than the national average of \$4,774. So, Oregon has lower per capita income levels, lower state funding per student, and higher tuition than the national averages, thus placing many Oregonians in a difficult position when it comes to their ability to afford a college education. This creates a vexing dilemma for policymakers who would like Oregon to accomplish the 40-40-20 goals by 2025.

Preserving the Public Good and the Promise of a Better Life

Education is not just about improving personal income and job security. Higher levels of education are associated with better health, greater family stability, less need for social services, lower likelihood of involvement with the criminal justice system, and increased civic participation, among other positive outcomes¹. All are benefits not only to the educated individual and his or her family, but also help support healthy, thriving communities across Oregon. Thus, raising the education levels in Oregon will have numerous multiplier benefits for our people and our State, including helping us to stabilize the state’s revenues and break out of the bust-boom-bust cycles that Oregon has experienced in recent years.

¹ Education Pays 2010, The Benefits of Higher Education for Individuals and Society; Baum, Ma and Payea; College Board Advocacy and Policy Center, 2010

With the funding and tuition amounts detailed above, Oregon public institutions are being challenged to preserve, and enhance, attainment, access and affordability. Attainment is one of the primary measures of the 40-40-20 goals and must be maximized to ensure Oregonians are equipped for today's job market and changing economic times. It is the right measure focused squarely on student success and degrees as a pathway to a better future for Oregon and its citizenry.

Access is increasingly being challenged by limited funding, changing demographics and limited availability of higher education programs in certain parts of the state where expanding access for underserved populations and regions must be a priority. First, we must do a better job of reaching out and supporting the growing Latino populations and other underserved communities of color who make up a growing percent of the population in the state's public school system. Achieving the 40-40-20 goals include increasing the numbers of high school graduates going on to attend college, which is inextricably linked to student success in early childhood education and in K-12. Second, we need resources to bring middle and high school students to campuses (in the form of campus visits, college tours, lectures, summer learning programs, pre-college academic enrichment, and hosting community events), having faculty visit middle and high schools, and providing access to earn early college credit. These are all examples of pre-college initiatives that are underway now but must be provided to many more students and communities in order to create a college going culture and prepare students for college level work and success in postsecondary education. Third, we must increase the number of counselors who can engage in "high touch" advising, develop early alert systems to catch underperforming students before they fail or drop out, create systems that give students the ability to track their degree progress, hire retention specialists to help students stay in college, and provide time for meaningful interactions between students and faculty members, are some examples of tested ways to increase a student's chance to attain a degree. Finally, we must offer multiple opportunities for students to work while they go to school as this can assist them in paying for college as well as giving them opportunities to connect with mentors in the community and enhance the workplace readiness of graduates.

Affordability has multiple dimensions, each of which is very important to student success and the delivery of higher education. First, better state funding per student is needed as this is the largest driver of public university tuition increases today. As state funding declines, tuition goes up, increasing student costs for tuition and borrowing as the state investment decreases. Higher education in Oregon has now reached the critical tipping point: as tuition increases, more and more students – particularly the most underserved – will be unable to afford to attend, and thus unable to access a college education. Second, tuition increases must be moderated. OUS is willing to do its part, but this is predicated on the receipt of adequate state funding for operating, capital and student aid. Finally, costs must be better managed at our institutions, and more efficient delivery models must be added to the program mix to get the maximum return for every dollar invested. This was the focus of Senate Bill 242 approved by the Legislature in 2011-13, but now these reforms must be aggressively pursued and implemented.

The educational cycle begins by having excellent, culturally competent teachers in PK – 12, with recognition that our university colleges of education help to train these educators who end up in Oregon's classrooms. Recently there has been a shift in the education field in what is known to constitute a highly effective educator preparation program, and what is needed to sustain a teacher's continued professional development and retention. Also, we need teachers with whom students can identify, and thus we need teachers that mirror the diversity of the students with whom they are working. OUS Colleges of Education are embracing innovative practices in educator preparation

that would allow university faculty, students, and PK-12 teachers to work collaboratively to foster an environment that produces, supports, and retains a cadre of diverse educators of the highest quality for every PK-12 student in Oregon; and to help achieve the 40-40-20 by 2025.

To be successful the OUS needs to create more capacity at our institutions in Central, Southern and Eastern Oregon, and needs adequate, stable funding for operations, capital and student aid for all institutions around the state. Capacity includes bonding limitation for capital projects, and funding to repair, maintain, enhance and expand our campuses to meet the access needs of Oregon students. Capital projects and funding also ensure the safety of our students, employees, visitors and surrounding communities as we work towards seismic readiness, and ensure that classrooms, labs and other instructional spaces meet the technology and learning needs of today's and tomorrow's students who need to be ready on day-one to succeed in the constantly changing workforce.

OUS institutions need more diversified revenues that maximize investment earnings, utilize state matching programs to leverage private investments, and generate others forms of support for the operation of the campuses. In addition, a renewed focus on efficiencies and prioritization of expenditures is needed to address limited state and institutional resources and the "new normal" in higher education funding.

More and Better Jobs for Oregonians

Oregon's public universities play a major role in developing the workforce of the future and thus have a major, positive impact on Oregon's economy in a number of aspects. OUS graduates provide a highly skilled, homegrown workforce who can garner higher salaries, make Oregon an attractive environment for companies, and provide a stronger state tax revenue base to support state needs and priorities. OUS institutions provide research and business acceleration opportunities to grow our own new businesses and create jobs for Oregonians. Universities also provide key networking and advice and work with multiple public and private organizations to leverage opportunities for local communities as well as the state as a whole. Faculty collaborations, student involvement and sharing resources with emerging companies build capacity for technology development and transfer, as well as community development. The Regional Solutions teams have discovered the potential that universities offer through some of their early work around the state in strengthening the economic base of these regions through collaborative enterprise projects. Universities are also powerful economic engines in their own right as diverse employers, purchasers of goods and services, and as developers of real estate.

Continuing to invest in the Engineering and Technology Industry Council (ETIC) is a critical component of economic growth as it addresses the underserved needs of industry that will create job opportunities for Oregonians. Related to this is the need for a laser-like focus on increasing the number of graduates in science, technology, engineering, math (STEM) and healthcare professions as these fields support top Oregon industries, offer significant potential for job growth, and garner high-wage jobs for Oregonians. This begins with ensuring that more students are in the K-12 STEM pipeline, that we have the faculty and program capacity in OUS to serve the student and industry demand, and that there are more qualified teachers trained in these areas who can encourage students to pursue these fields and support their academic growth.

Oregon needs a statewide PK-20 STEM strategy that ensures that students at all educational levels have the requisite skills to meet the knowledge needs of the work place and the needs for our

economy for skilled STEM graduates. To achieve this Oregon must increase enrollment and degrees through greater program capacity; create new graduate programs connected to research and industries; create a system-wide applied research matching fund; and grow PK-12 outreach to increase the number and diversity of young people motivated and academically prepared to pursue engineering and applied science degrees in Oregon.

Oregon is also poised to be a leader in seafood safety, with Oregon State University proposing the establishment of the National Center for Innovations in Seafood Safety (NCiSS). This will be a world-class seafood science research, education, and outreach center based on a partnership between OSU, 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 part 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, ultimately helping to grow Oregon's seafood industry and the reputation of Oregon's seafood products. 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.

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. OUS proposes to form the Northwest Collaboratory for Sustainable Manufacturing (NWCSM) to support Oregon metals manufacturing and companies in maintaining and expanding their competitiveness in the world market. It will accomplish this by harnessing and aligning 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.

Collaborating Across Institutions to address Oregon's Needs

We must continue to develop more efficient models to deliver education programs and services throughout Oregon. One way to do this is to have better coordination with the other educational providers such as K-12 districts, community colleges, Oregon Health and Science University and the Oregon Student Access Commission. While Oregon is known nationally as a leader in community college and university coordination which produces successful transfers and more degrees, we must find even more ways to blur the boundaries separating these organizations to create synergies in

programs and operations that reduce the obstacles and barriers that transitions between sectors can create for students.

Models like the “Eastern Promise” are using local solutions to bring more AP and other college credit courses to high school students no matter they are in the state. Eastern Promise leaders have a tri-coordination approach between the education service district, the community colleges and Eastern Oregon University. This program directly follows Governor Kitzhaber’s “tight-loose” approach to increasing attainment: be “tight” on the outcomes expected, but “loose” on the approach to getting there, recognizing that local solutions to local problems have a greater likelihood of success. Ensuring that students have access to college courses while still in high school also reduces college costs as students come to postsecondary education with some coursework already completed, entering further along in their freshman year. Letting Oregon’s local education and other leaders create new approaches that break down decades-old barriers to student success will help increase educational attainment rates in rural communities, and in underserved communities statewide.

Conclusion: Why Invest in Oregon Public Universities?

Never has education been more important to the lives and well-being of Oregonians and our communities. Education cements shared state and community values, enriches our culture, and expands the horizons of individuals and of our society. Education advances family life, civic stability, and democratic ideals. It provides opportunity for all, no matter their ethnicity, home language, ability or disability, or family income. As knowledge and innovation become the prime capital in this global economy, education increasingly determines the fortunes of individuals, communities, states and nations. To revitalize Oregon’s economy, our workforce needs higher levels of knowledge and skills than ever before. Oregon is falling behind, and now trails many states and developed nations in achievement and completion.

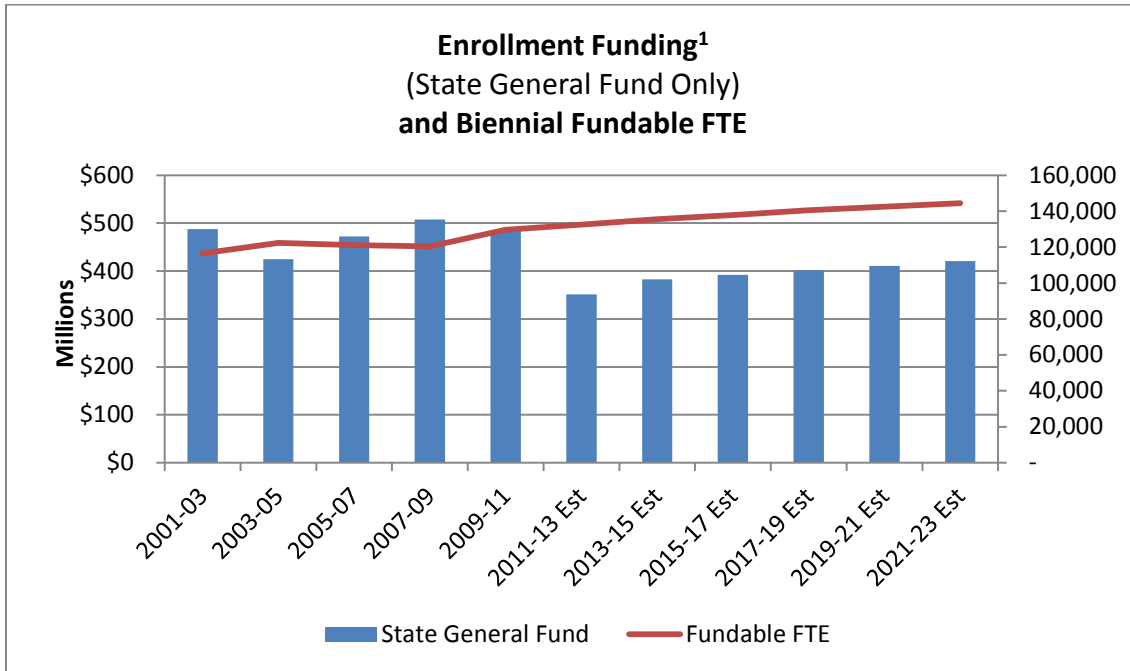
The value-adding benefits from an investment in Oregon’s public universities include:

- A citizenry better prepared for the evolving 21st century work world, with higher per capita incomes and lower unemployment rates.
- An inclusive educational system in which all qualified Oregonians can partake of a university education and the benefits that accrue from it.
- A more accessible and affordable system of public higher education that is tightly integrated with its educational partners and values student success and degree attainment as its primary measure.
- A more robust and better distributed economy that provides all Oregonians family wage job opportunities no matter where in the state they choose to reside.
- Leading edge research and innovation activities that create job opportunities for Oregonians and competitive businesses around the state.
- Efficient campuses that are good partners with other educational providers, financially viable and focused on the needs of their various markets and constituencies around the state.

The 2013-2015 budget proposed by the OUS will enable Oregon to move forward on our collective education, economic and community goals, and move closer to achieving the benefits outlined above which accrue to all Oregonians. This funding request is tendered with *An Eye to the Future for a Better Oregon*.

Oregon University System: Enrollment Funding

Primary Outcome Area: Education
 Secondary Outcome Area: Economy & Jobs
 Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



¹ Enrollment funding plus any one-time funding not specifically identified with another targeted program
 Note: Starting 2015-17, funding projected at growth rate of 2.4%. Fundable FTE projected starting 2012-13.

Executive Summary

Enrollment funding supports the education of over 65,000 full-time equivalent students (primarily Oregon resident student enrollment known as “fundable FTE”). **This funding provides nearly three quarters of the Oregon University System’s Education & General allocation of state general fund appropriation.**

Program Funding Request

Program Description

In the late 1990’s, Governor Kitzhaber’s Task Force on Higher Education and the Oregon Economy recommended a fundamental overhaul of Oregon’s higher education policy framework and governance including rebuilding its funding model for state institutions comprising the Oregon University System. This task force report became the basis of development and approval by the legislature for the current OUS funding allocation model called the Resource Allocation Model (RAM). The majority of the RAM State General Fund funding allocation is distributed on a per-fundable-student basis called “enrollment driven funding” and the balance is distributed for “targeted programs” relating to research, public services and other factors. In addition, the State Board of

Higher Education allocates a small amount of this enrollment funding to increase the effectiveness and outcomes of student success initiatives through use of incentives. The most recent incentive funding was distributed according to the measurement of success in two areas:

- One-half for the total number of resident Oregon degree recipients produced by each institution (including both undergraduate and graduate students);
- One-half for the number of declared underrepresented resident Oregon degree recipients plus rural resident Oregon degrees produced (including both undergraduate and graduate students).

Higher education services are largely comprised of instructional, research and public services that are delivered by the faculty and staff in the Oregon University System. Given the nature of higher education services compensation costs are the most significant cost driver for OUS, comprising approximately 78 percent of the total Education & General expenditures. Yet these expenditures lie largely outside of the control of OUS due to:

- Collective bargaining parameters have been largely established by the State; and
- Employee benefit programs mandated by the State, which have increased significantly in the last ten years and are now among the highest in the nation.

Program Justification and Link to 10-Year Outcome

Enrollment funding is used to support the following State Board of Higher Education goals: Increase the education level of Oregon’s adults; provide high quality education; and to contribute to the civic and economic success of communities throughout Oregon. Some of the state goals that are also advanced by this funding are:

To address the state’s 40-40-20 goals that seek to have 40% of working age Oregonians possess a bachelor’s degree or higher by 2025, the Board of Higher Education has adopted the following outcome measures:

- Number of bachelor’s degrees awarded to Oregonians
- Number of bachelor’s degrees awarded to rural Oregonians
- Number of advanced degrees awarded to Oregonians

To achieve Oregon’s education goals equitably for Oregon’s diverse population:

Degree completion related metrics are being developed to track degree completion for 1) Oregon residents and 2) Oregon students who are disadvantaged (defined as being a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant).

Invest in evidence based programs and practices that improve outcomes:

OUS currently graduates students with STEM & health professions degrees which are key to the growth of the state’s economy and addressing the healthcare workforce shortages in the state.

Postsecondary Access & Affordability:

OUS establishes goals and metrics to address the need to keep the cost of education accessible and affordable to Oregon students.

The enrollment funding program also helps support OUS’s secondary outcome area – “Economy and Jobs”. The state has a goal of generating at least 25,000 jobs a year to keep Oregon consistently below the national average unemployment rate. OUS has identified the following performance

metrics to monitor progress toward assessing the quality of the education and the readiness of graduating students who are entering the workforce:

- Percent of graduates unemployed in Oregon compared with the percent of the workforce unemployed in Oregon; and
- Employer and alumni satisfaction.

Program Performance

| Program Performance | 2005-07 | 2007-09 | 2009-11 | 2011-13 Est | 2013-15 Est | 2015-17 Est | 2017-19 Est | 2019-21 Est | 2021-23 Est |
|--|---------|---------|---------|----------------|----------------|----------------|----------------|----------------|----------------|
| <i>Bachelor's degrees awarded to Oregonians</i> | 21,151 | 20,952 | 22,037 | 24,446 | 26,417 | 27,572 | 28,686 | 29,845 | 31,051 |
| <i>Bachelor's degrees awarded to transfer students from Oregon community colleges</i> | 6,161 | 6,230 | 6,500 | 7,321 | 7,908 | 8,370 | 8,880 | 9,420 | 9,994 |
| <i>Fundable FTE</i> | 121,044 | 120,455 | 129,600 | 132,478 | 135,511 | 137,785 | 140,527 | 142,436 | 144,421 |
| <i>State General Fund per Fundable FTE</i> | \$3,902 | \$4,212 | \$3,747 | \$2,654 | \$2,825 | \$2,845 | \$2,856 | \$2,885 | \$2,914 |
| <i>Percentage of first time full-time resident freshmen undergraduate students graduating within 6 years</i> | 60.1% | 60.5% | 60.1% | 61.2% | 61.7% | 62.2% | 62.7% | 63.2% | 63.7% |

Enabling Legislation/Program Authorization

ORS 351-352 as amended.

A budget note in the 1999 Legislative Session (HB 5061) directed the implementation of the RAM within the funding received for the 1999-01 biennium. Subsequently, in 2007-2009 the Legislature further directed that OUS utilize the RAM model to allocate funding to the campuses as the Board had frozen allocations in 2001-2003 due to the economic recession.

Funding Streams

The educational mission of the OUS is primarily supported by the following funding streams: Tuition & Fees, State General Fund, and other revenue. The other revenue category includes indirect cost recoveries from grants and contracts, investment and interest earnings, and sales and service charges.

Tuition & Fees: Tuition and fees are charged to students to cover a portion of the cost of education for residents, with State General Funding comprising the balance. Non-resident students must, at a minimum, pay the cost of their education. The Oregon Legislature grants authority to the State Board of Higher Education to establish tuition and fees for enrollment at Oregon University System institutions. Oregon Administrative Rule (OAR) 580-040-0040 contains enrollment fee policies that are common to the institutions of the Oregon University System.

In 2011, Oregon's average net tuition¹ was 25th in the country at \$5,631 and was about \$850 higher than the national average of \$4,774. As illustrated by the following table over the last twenty or so years, though our institutions have maintained costs at the rate of CPI, the burden for covering the cost of education has shifted from the State to the student. We must reverse this trend if we are to achieve Oregon's education and economic goals.

¹ 2011 SHEF report – Net tuition equals gross tuition and fees, less state and institutional financial aid, tuition waivers or discounts.

Significant Proposed Program Changes from 2011-13

The most significant change from 2011-13 would be a more focused approach to using enrollment based funding and campus incentives to make progress on the 40-40-20 goal and align resource allocation and campus efforts with achievement compact targets.

Costs of Instruction for Resident Student and Associated Funding Sources

35

Average Cost of Instruction:

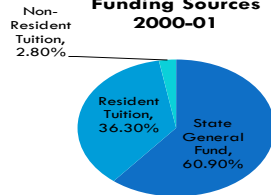
1990-91 = \$6,285

2000-01 = \$8,759

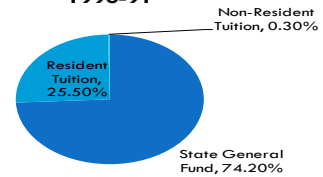
2010-11 = \$11,670

2011-13 will result in further decline in State General Fund contribution

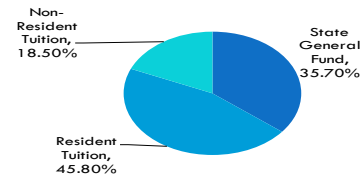
Resident Instruction Costs Funding Sources 2000-01



Resident Instruction Costs Funding Sources 1990-91



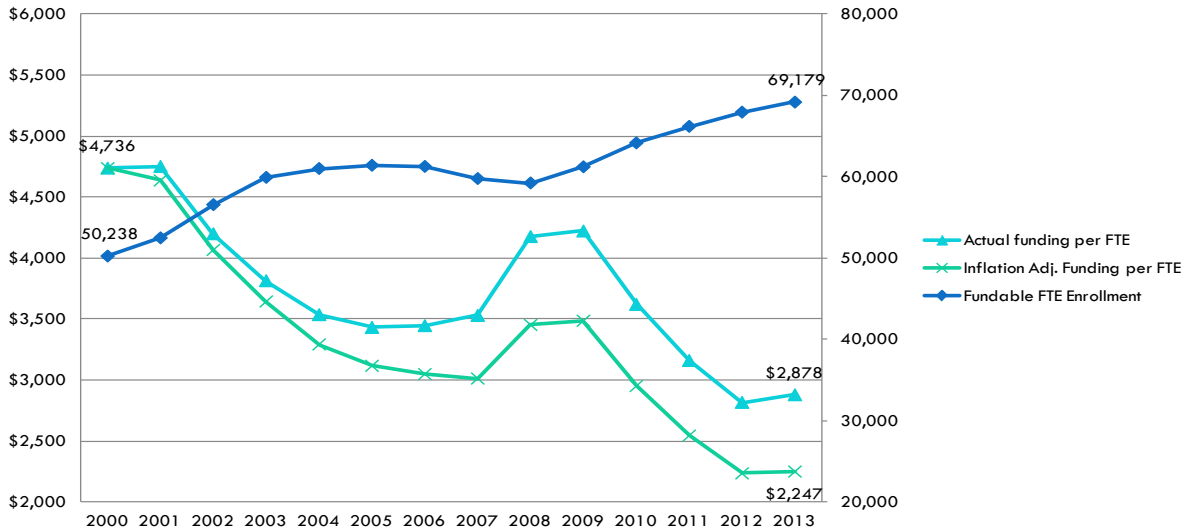
Resident Instruction Cost Funding Sources 2010-11



State Funding per Fundable FTE

23

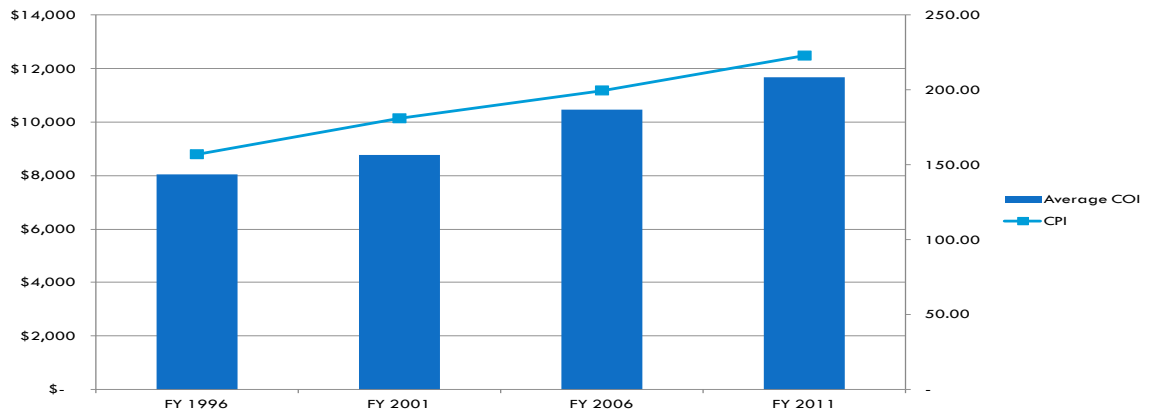
OUS Enrollment Funding per Fundable Student FTE



Average Instructional Costs Per FTE Student 1996-2011 – up 44% (CPI +42%)

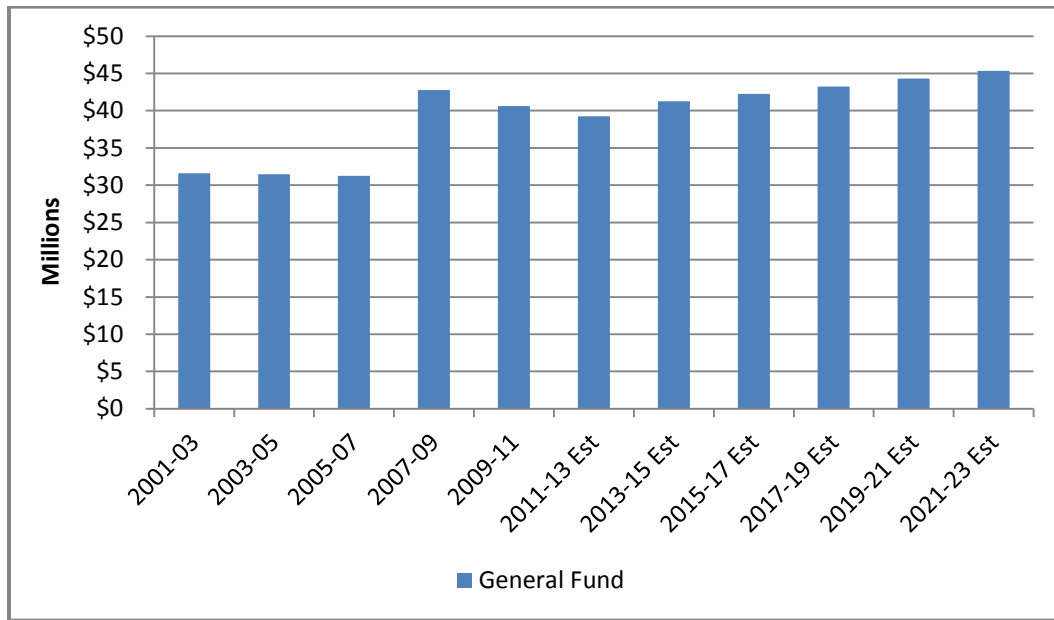
34

Average Cost of Instruction vs Portland Consumer Price Index



Oregon University System: Regional Support

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

This funding provides financial stability at OUS regional campuses and Oregon Institute of Technology (Oregon Tech) and funds the Governor’s Regional Solutions centers. This funding is critical to support the financial infrastructure of smaller universities that collectively serve over 22,000 students; helps address issues of economies of scale and lack of depth in funding streams common at the larger institutions; and addresses issues associated with serving the typically under-represented and more economically challenged students in their areas.

Program Funding Request

Program Description

The Oregon University System regional institutions include Eastern Oregon University (EOU), Oregon State University’s Cascades campus (OSU-Cascades), Southern Oregon University (SOU), and Western Oregon University (WOU). Oregon Tech also participates in this funding which provides for the following:

- **Regional Support Adjustment (enrollment driven targeted program)** - Funding that addresses issues of economies of scale.
- **Regional Support (Underpinning, Retrenchment, Retention & Graduation and 2011-13 Regional Support)** – Provides financial stability and improves regional retention and graduation rates. The 2007 Legislative Assembly (via SB 5515) approved ongoing funding for “Regional University Support” to help institutions manage the significant challenges that called into

question their long-term financial viability. Subsequent support in the 2011 legislature provided additional ongoing funding to support regional campuses operations (SB 5532).

- **Regional Solutions Funding** - Supports the Governor's Regional Solutions centers which work at the local level to identify community priorities, solve problems, and seize opportunities to ensure that these projects are completed in the most economical and streamlined process possible.
- **Statewide Access** –Support provided in recognition of the growing demand for technology education at Oregon Tech.
- **Collaborative Nursing (enrollment driven targeted program)** - Provides funding to campuses that host Oregon Health & Sciences University (OHSU) nursing students. OHSU receives the tuition dollars for the nursing courses taught on the regional campuses. This supplement supports the cost of providing common services to the students.
- **Regional Access** – Provides core program support for regional institutions with small enrollment bases to ensure geographic access to public higher education for all Oregonians.

Program Justification and Link to 10-Year Outcome

Financial stability is critical to ensuring the state's 40-40-20 goal and access to education for all Oregonians is met. In section 2.3 *Invest in evidence-based programs and practices that improve outcomes* of the Education Policy Vision, it is noted that "To reach Oregon's 40-40-20 Goal, the state must be strategic in instilling a college-going culture across the continuum, and in making, and honoring, a promise that post-secondary education will be within reach for all learners who achieve the important outcome of earning a high school diploma." Ensuring the stability of regional post-secondary options will provide a pathway for those that are region-bound.

In section 1.3 *Focus on transition points between learning stages* of the Education Policy Vision, it is noted that specific attention must be given to the transition points between learning stages. Regional support allows OUS institutions to provide a focus on ensuring that students make effective transitions through the use of:

- Articulation agreements – helping students build a pathway between community colleges and universities.
- Advanced Credit Programs (ACP) – giving high school students an opportunity to take college courses during their senior year to help give them a head start on pursuing a higher education degree.
- Distance Education (DE) Programs – providing access to place-bound students to many programs. DE also provides access to place-bound practicing professionals with associate degrees interested in career advancement and who want to pursue a baccalaureate degree.
- Partnership programs in different regions of the state – dental hygiene in La Grande in partnership with Oregon Dental Service (ODS) and EOU, clinical laboratory science and paramedic programs in Portland in partnership with OHSU, and dental hygiene in Salem in partnership with Chemeketa Community College.
- Pilot reverse transfer – developing a process by which community college students can transition to a university baccalaureate degree program, saving time and money, as well as transfer university credits back to the community college to complete an associate's degree.

In section 2.3 *Investing in education based programs and practices that improve outcomes* of the Educational Policy Vision, one of the areas of investment is Science, Technology, Engineering and

Math (STEM). The technology degrees offered by Oregon Tech are unique in the university system. No other Oregon university offers these unique applied laboratory-based degrees. However, laboratory intensive programs are expensive to deliver. Regional Support funds allow Oregon Tech to:

- Maintain access and affordability for students by helping to hold tuition as low as possible.
- Maintain the quality of current programs.
- Explore opportunities to develop new programs to meet industry needs.

The funding for the Collaborative Nursing program ties to the Economy and Jobs Policy Vision as follows:

Strategies 3.1 *“Use Sector Strategies to assure a highly skilled workforce that can help sustain and grow priority industry clusters”* and 3.2 *“Strengthen and align Oregon’s workforce to meet the labor skill demand of employers and move people into career pathways.”*

Economic & Jobs Policy, Strategy 2: *Be more effective, integrate economic and community planning, project finance, infrastructure and regulatory services from the bottom up for efficiency*

Strategy 2.2 *Create a fertile economic environment in Oregon for all businesses*

- Partner with local communities to identify local solutions that balance economic, equity and environmental grass-roots values.
- Be a proactive partner in local pursuits through data collection, research, facilitation and leveraging of resources.

Program Performance

Below are performance metrics and information from selected universities:

The **OSU-Cascades** campus has seen substantial growth, with a focus on serving Oregon residents. Enrollment of the last five years has been:

| | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Undergraduates | 417 | 432 | 488 | 574 | 640 |
| Graduates | 80 | 78 | 123 | 104 | 124 |
| % OR residents | 92% | 96% | 96% | 96% | 96% |

Approximately 75% of OSU-Cascades Campus enrollment is local to the Bend area. OSU-Cascades provides a direct pathway for COCC students to complete their 4-year degrees.

The regional support funds have enabled **SOU** to provide the support necessary to increase their regional student base, as indicated in the table below. This supports the state mandates to provide an educated workforce in the region.

| Regional Access | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 (prelim) |
|------------------------|----------------|----------------|----------------|----------------|-------------------------|
| Degrees ¹ | 463 | 525 | 559 | 559 | 511 |
| SCH ² | 99,228 | 105,484 | 107,359 | 109,980 | 111,446 |
| Enrolled ³ | 4,336 | 4,666 | 4,728 | 5,353 | 5,308 |

¹ Total degrees conferred each academic year (AY) by students from So. Or. region.

² Total student credit hours (SCH) generated each AY by students from So. Or. region.

³ Unduplicated headcount each AY of students from So. Or. region.

| Academic Term | Jackson Co | S Or 6 Cnty Region | % of Total Enrollment |
|----------------------|-------------------|---------------------------|------------------------------|
| Fall 2003 | 37% | 13% | 50% |
| Fall 2004 | 37% | 13% | 50% |
| Fall 2005 | 38% | 14% | 52% |
| Fall 2006 | 38% | 14% | 52% |
| Fall 2007 | 39% | 14% | 53% |
| Fall 2008 | 42% | 14% | 56% |
| Fall 2009 | 42% | 14% | 56% |
| Fall 2010 | 45% | 14% | 59% |
| Fall 2011 | 45% | 14% | 59% |

Note: Southern Oregon 6 County region includes: Douglas, Coos, Curry, Josephine, Klamath, and Lake Counties.

The following metrics relate to **Oregon Tech**:

- Engineering Technology Programs – number of students enrolled and degrees awarded:

| Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Students Enrolled | 839 | 847 | 803 | 833 | 900 |
| Degrees Awarded | 119 | 144 | 125 | 148 | 158 |

- Regional access and enrollment by Oregon county:

| Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Klamath and Lake Counties | 850 | 998 | 1,024 | 913 | 1,067 |
| All Other Counties | 1,942 | 2,077 | 1,975 | 2,164 | 2,166 |
| % Enrolled from Klamath and Lake | 30.4% | 32.5% | 34.1% | 29.7% | 33.0% |

- Quality of Programs Provided:
 - 92% of graduates employed or pursuing a higher degree. (Based on those who responded to our career services survey.)
 - \$56,000 average salary of graduates. (Based on those who responded to our career services survey.)
 - All technology programs are accredited by programmatic accreditation agencies.
 - All programs used industrial advisory councils (IAC) made up of practicing professionals who help maintain the currency of curricula.

Enabling Legislation/Program Authorization

This program is not mandated by federal or Oregon law.

Funding Streams

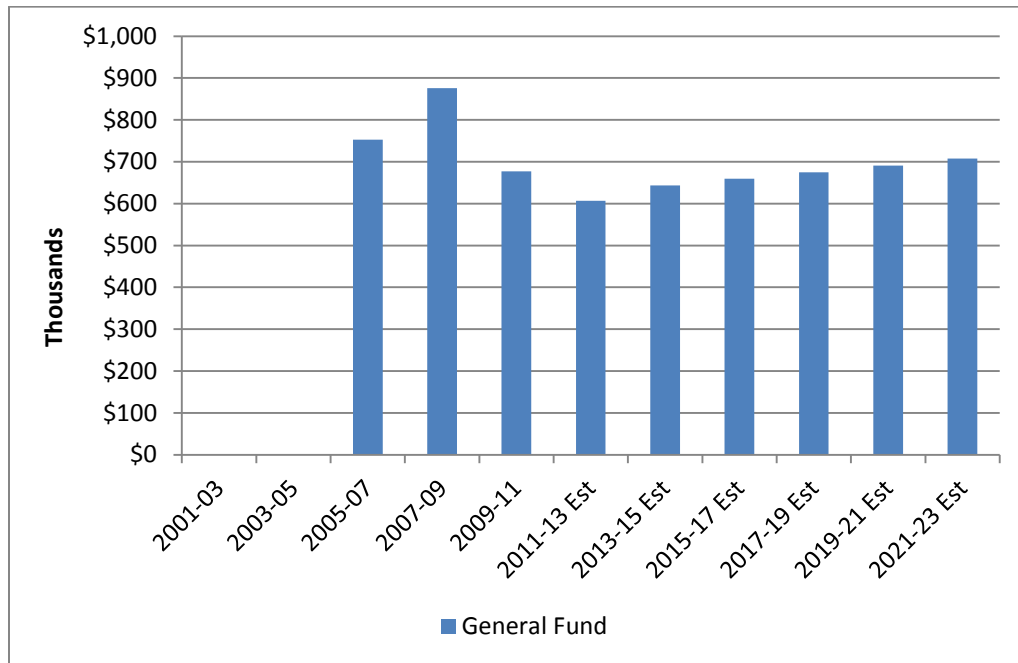
All campuses receive tuition revenue as a primary source of funding to provide instruction. Instructional grants and contracts may provide supplemental funding but those are more typically restricted to a focused purpose and not available for general instruction.

Significant Proposed Program Changes from 2011-13

This funding will help sustain the investments made in core services and faculty support that contribute to education of students at the regionally located universities. This funding will also continue to support outreach activities aimed at increasing enrollment of regional students.

Oregon University System: Industry Partnerships

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Industry Partnerships department (formerly Industry Affairs) works with industry to determine their needs and gain their support for educational programs that provide opportunities for Oregonians and service Oregon's economy. In support of this mission, the department manages high-impact programs, including the Engineering & Technology Industry Council (ETIC).

Program Funding Request

Program Description

The Industry Partnerships department, within the Academic Strategies division of the System Office, manages several public-private partnerships including the ETIC. The department works with industry to determine their needs for educational programs and to secure their support for programs that support those needs. The department also develops outreach programs to help ensure that Oregonians consider engineering and computer science as careers, with a special emphasis on ethnic, economic, and gender diversity. The department recruits resources from industry and government to underwrite new engineering educational and research initiatives, and administers outreach programs.

Programs and projects managed by the Industry Partnerships department include the Engineering and Technology Industry Council (ETIC), Oregon Pre-Engineering and Applied Sciences Initiative

(OPAS), Oregon Robotics Tournament and Outreach Programs (ORTOP), and the Oregon Metals Initiative, Inc (OMI).

The Engineering and Technology Industry Council (ETIC) was established in 1997. The mission of ETIC is to make post-secondary engineering and technology education a strategic resource that fuels the Oregon economy and creates opportunity for all Oregonians. It establishes success criteria and measurements for investments from the Oregon Engineering Education Investment Fund, makes specific investment recommendations, and monitors the results of these investments. See the ETIC Program Proposal for further information and details on this specific program.

The Oregon Pre-Engineering and Applied Sciences Initiative (OPAS) is an ETIC program that fosters collaboration between industry, non-profit, and public educators and leaders working to help achieve ETIC's goal of increasing the number and diversity of Oregon students pursuing engineering and similar fields at colleges and universities. OPAS develops and implements strategies that expand formal and informal educational opportunities in pre-engineering, computer science, and other applied sciences for students in middle and high school. OPAS administers a small portion of ETIC funds by issuing Request for Proposals and similar solicitations to non-profits and school districts to enhance their capacity to grow high-impact programs that support ETIC's goals.

Administered by OUS, the Oregon Robotics Tournament and Outreach Programs (ORTOP) is a volunteer-led team robotics program that implements the Jr. *FIRST* LEGO League, *FIRST* LEGO League and *FIRST* Tech Challenge programs for students in kindergarten through high school. All three programs are based on national and international programs offered by *FIRST*. Students experience the challenges and rewards of technical teamwork and gain insights into possible careers in engineering, computer science, and other technical areas. Students build and program robots, prepare research presentations, and compete in local and state tournaments. ORTOP is underwritten by private donations and grants, with Industry Partnerships providing office space and accounting services.

The Oregon Metals Initiative, Inc. (OMI) is a consortium of metals industry companies and research institutions that pursues research to improve the long-term competitiveness of the metals industry and the research infrastructure in Oregon. The Oregon University System matches each corporate research dollar on a 1:1 basis for approved projects. Major achievements include new material discoveries, technological advances, multiple patents, and several successful commercial applications. See the OMI program proposal for further information and details on that specific program.

Program Justification and Link to 10-Year Outcome

The Industry Partnerships department's connection with high-tech industry has a direct impact on a number of the Governor's 10-year Outcome goals for education. The department has a direct impact on the number of Science, Technology, Engineering, and Math (STEM) degrees awarded by the OUS in their work through ETIC, OMI, OPAS, and ORTOP. OPAS, which is funded by ETIC, and ORTOP, which is funded by grants and donations, introduce elementary, middle- and high-school age children to science, technology, engineering, and mathematics at an early age, allowing them to see why studying these fields is important to their futures and allowing more of them to aspire to pursue degrees in these fields.

The Industry Partnerships department also has connections to goals in the Economy and Jobs Outcomes area. Through the ETIC and OMI programs, Oregon's industries are provided with a growing supply of both innovative research and work-ready graduates that allow Oregon companies to create competitive products and services.

Program Performance

As described above, two key roles of the Industry Partnerships department are to provide support to the Engineering & Technology Industry Council and to the Oregon Metal Initiative. As such the department contributes to the outcome measures of these two programs, which are documented separately. Another role of the Department is to serve as the home of ORTOP, which deploys two statewide robotics programs, which are funded by grants and donations. ORTOP serves approximately 4200 students per year by leveraging the help of about 2000 volunteers. These volunteers help keep the cost per student served to only about \$55 per student. A survey conducted in early 2012 of high school seniors participating in this program indicated that 84% of them planned to pursue a college degree in engineering or computer science within a year.

Enabling Legislation/Program Authorization

There is no federal or state legislation authorizing the Industry Partnerships department.

Funding Streams

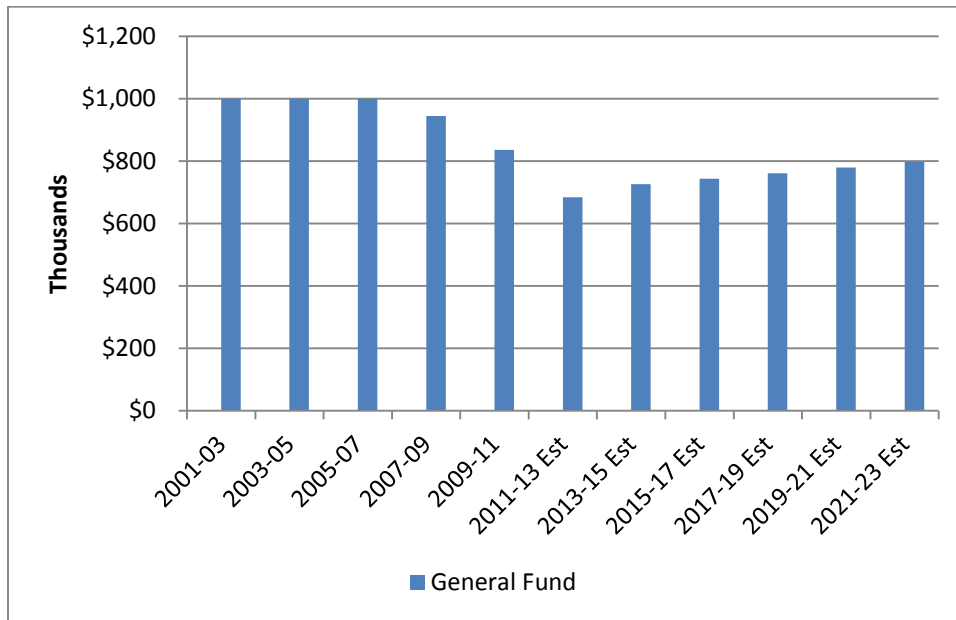
The Industry Partnerships department is supported by Education & General Funds that are part of the OUS budget. In addition, the ORTOP and OMI programs benefit from private donations, grants and contracts that magnify the impact of state dollars.

Significant Proposed Program Changes from 2011-13

The Industry Partnerships department is not proposing or planning any significant program or operational changes for 2013-15 at this time. Funding for 2013-15 will continue the support of the many partnership programs described above.

Oregon University System: Oregon Metals Initiative, Inc. (OMI)

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

Currently under the umbrella of the Industry Partnerships Department of the OUS Academic Affairs Division, the Oregon Metals Initiative (OMI) is a public-private partnership that matches state and private industry funds on a dollar-for-dollar basis to finance metals-related research projects. The partnership assists the metals industry by funding important research projects and assists academic institutions by supporting research that is important to graduate education and graduate student support.

Program Funding Request

Program Description

The Oregon Metals Initiative, Inc. (OMI) is a consortium of metals industry companies and research institutions that pursues research to improve the long-term competitiveness of the metals industry and the research infrastructure in Oregon. The OUS uses state funding to match each corporate research dollar on a 1:1 basis for approved metals-related research projects. It is the availability of the matching dollars that renders OMI feasible. With the matching support, the industry has been able to undertake research that would not have been pursued at all or at this time, and research institutions have benefitted from the invaluable experience of conducting this research and working with industry. Major achievements include new material discoveries, technological advances, multiple patents, and several successful commercial applications. OMI is managed by a ten-member board of directors which includes both industry and research (university) representatives.

OMI was established in 1990 as a mechanism to both support and enhance the competitive position and economic contribution of the metals industry to Oregon's economy and, more generally, to the national economy. The organization is managed by a ten-member board of directors which includes both industry and research (university) representatives. The following are the objectives of OMI:

- develop new technologies and new applications of existing technologies
- increase metals research capacity, accessibility and infrastructure
- encourage collaboration on research between the metals industry and Oregon's scientific research institutions
- improve the competitive position of Oregon's metals industry

The objectives are met through joint industry-academic research projects. Interested companies work with one of the research institutions, currently Portland State University and Oregon State University, to develop a project proposal. In July of every year, the OMI Board meets for their annual meeting. At this meeting, the Board reviews the proposals to ensure they meet the criteria established in the bylaws. The Board then determines which projects will be funded up to the level of available matching funds.

Program Justification and Link to 10-Year Outcome

Through its connection to industry and involvement in innovation, the OMI is uniquely positioned to encourage students in the Science, Technology, Engineering, and Math (STEM) areas. Degrees in the STEM disciplines will drive the Oregon economy in the coming decades.

The OMI also has connections to goals in the Economy and Jobs Outcomes area. Through the OMI program, the OUS is able to assist the metals industry in moving new ideas to research and fabrication, which ties to the Governor's policy vision of focusing "on sustainable business development and the chain of innovation."

Program Performance

The key quantitative performance metric for OMI is leverage of private dollars for graduate education and research. The qualitative metric is the economic value of the research, i.e. product innovations and improvements that make Oregon manufactures more competitive in the global marketplace. In the last five years, OMI companies have provided \$4,780,335 in private funds that have been used to support graduate education by providing graduate students opportunities to perform research that prepares them to join industry when their degree is complete. In addition, jointly-sponsored research has resulted in a wide variety of product and efficiency improvements that allow manufacturers to retain and grow jobs in Oregon. Here are just a few of the titles of these research projects:

2011-2012 OMI project titles

- Aluminum Bat Performance
- Bicriteria Forge Scheduling of Jobs
- Blade Steel Alloy Formulation
- Development of a Sustainability Assessment Method for Fabrication of Metal Aircraft Components
- Effect of Temperature and Strain Rate on the Flow Stability of ...Materials
- Electroslag Welding Advanced Technology Development

- Sensor and Brake Systems for a Chain Saw
- Material Properties of Forming Materials and Cast Alloys
- Optimum Garden-Pruner Blade-Edge Geometry
- Reducing Visual Inspector Error
- Self-Cleaning System for Caustic Tanks

2010-2011 OMI project titles

- Comparison of Materials Used in Pressure Pipe Applications
- Development and Application of a Metal Cutting Tool Selection Procedure
- Development and Testing of Modified Connection System for Steel Pipe
- Fractographic and Microstructural Analysis of Ni-based Alloy Test Bars
- Fracture Toughness of Various Printed Circuit Board Surface Finishes
- Intelligent Optimization of SuperTruck Routing and Fleet Operation
- Investigation of Materials for Liquid Metal Ion Sources
- Materials Properties for Computational Modeling of Machining Process
- Nitrate Removal Optimization for Treatment in Constructed Wetlands
- Optimum Blade Characteristics for Blade Sharpness
- Peltier Cooling of an Incubator
- Street Car Monotonic and Fatigue Test

Enabling Legislation/Program Authorization

There is no federal or state legislation authorizing the OMI. The program was established in 1996 by the State Board of Higher Education in support of their goals for Employability and Access.

Funding Streams

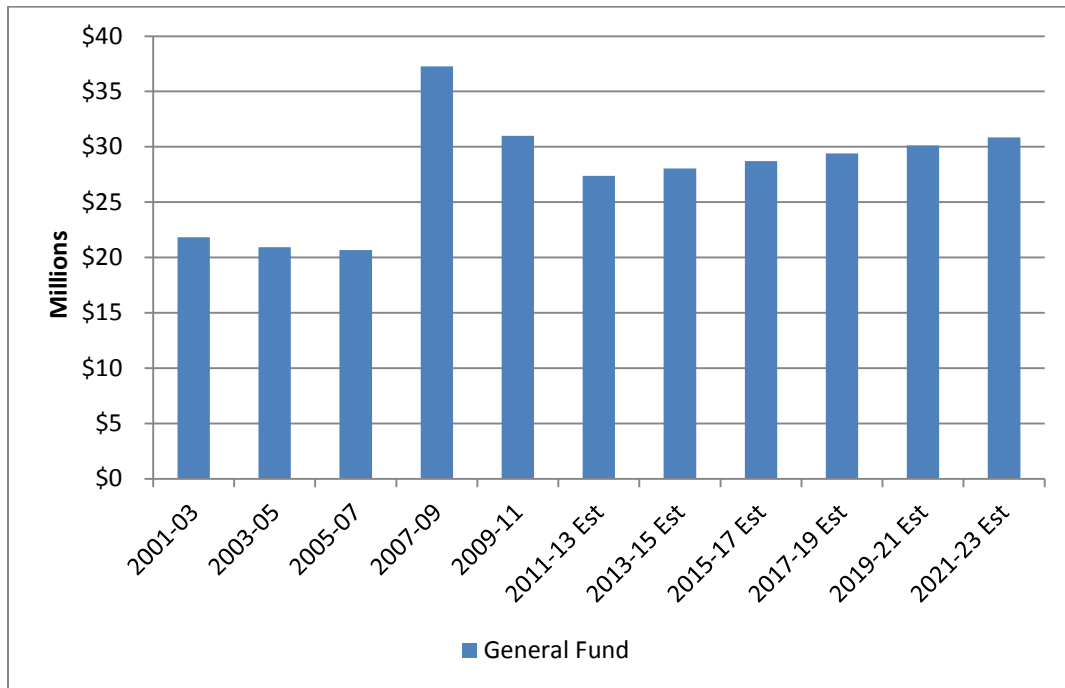
The State General Fund money appropriated for this program is used to match industry funds on a 1:1 basis.

Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and, more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposal assumes continued support of metals-related research at the OUS institutions. A related proposal titled Northwest Collaboratory for Sustainable Manufacturing has been forwarded to the Economy and Jobs Funding Team.

Oregon University System: ETIC

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Engineering and Technology Industry Council’s (ETIC) mission is “to make post-secondary engineering and technology education a strategic resource that fuels the Oregon economy and creates opportunity for all Oregonians.” It establishes success criteria and measurements for investments in these areas, makes specific investment recommendations, and monitors the results of these investments.

Program Funding Request

Program Description

ETIC was originally established in late 1996 by the State Board of Higher Education. In 1997 it was put into statute with the passage of SB 504. The ETIC role, as defined in its bylaws, is to advise the Chancellor of the Oregon University System (OUS) and the State Board of Higher Education on how Oregon public educational institutions can best improve and expand engineering facilities, programs and educational capacity to meet the engineering and technology needs of Oregon’s public and private sectors with an emphasis on economic growth and opportunity. In particular, ETIC provides advice on all matters related to the investment of funds appropriated by the Oregon Legislature to improve and expand engineering, computer science and technology programs.

ETIC is a key example of the OUS's partnership with the private sector to meet statewide goals of making engineering and technology education a strategic resource fueling Oregon's high tech and other sectors that use technology, including agriculture, healthcare, forestry, electronics, utilities, and retail. The membership of ETIC is made up of executives representing a wide variety of industries from throughout Oregon as well as leadership from Oregon universities.

ETIC is comprised of between 8 and 20 voting members as appointed by the OUS Chancellor. The voting members cannot be employees of Oregon public or private educational institutions, and generally serve terms of four years. Seventy five percent of the voting members are to be senior executives with Oregon operations that employ engineers and computer scientists. The Chancellor appoints the Chairman of ETIC, who is currently Eric Meslow, President of Timbercon, Inc. The Executive Director of ETIC has been Bruce Schafer, Director of the Industry Affairs Department, since 2001.

ETIC is also comprised of up to 30 non-voting members, including the Chancellor of the OUS and one member from each Oregon public university with programs in engineering, computer science or material science and may include past voting members, representatives of industry organizations, private universities, community colleges, governmental agencies and other organizations. ETIC meets quarterly, with meetings open to the public.

Program Justification and Link to 10-Year Outcome

ETIC programs are linked directly to Education Strategy 2.3: *Invest in evidence-based programs and practices that improve outcomes with a focus on Science, Technology, Engineering and Math (STEM).*

ETIC programs are also linked directly to the Economy and Jobs Strategy:

- 1.1: Focus on sustainable business development and the chain of innovation and particularly item 2 (Focus Oregon's academic and research institutions on innovation related to the identified traded sector industries).
- 3.1: Use Sector Strategies to assure a highly skilled workforce that can help sustain and grow priority industry clusters, particularly "Leverage Oregon's public education investment ... to integrate with skill outcomes demanded by the targeted sectors and clusters."

ETIC investments have allowed participating campuses to increase their education and research offerings, bringing opportunities to Oregon residents and the access to talent and innovation needed by Oregon companies to produce jobs in a globally competitive economy. ETIC uses objective metrics to set goals and measure progress toward the goals. These goals are focused on producing STEM graduates in the areas most needed by Oregon's trade-sector industries. Achieving these goals will allow Oregon's economy to create new jobs at the same time it raises the average income to meet and exceed the national average. And perhaps more importantly, ETIC's focus on investing in and raising the quality of successful programs will allow students to achieve their desired outcome of an education that supports rewarding careers.

ETIC investments have led to increases in private support, enrollment, graduations and externally funded research. Private support grew from \$7.1 million in the biennium ending June 1999 to over \$45 million in the biennium ending June 2011. Degrees awarded have increased over 55% at the bachelor's, master's and doctoral level since the ETIC base-line year of 1999. Externally funded research has increased from \$30 million in 1999 to over \$82 million per year in 2012.

More graduates mean Oregon companies can get the high-end skills they need to grow their businesses in an increasingly competitive world. More private support and more research dollars increase the quality of the education received by students, support students through scholarships, fellowships and assistantships, and provide innovations that can fuel the growth of Oregon companies and serve as the basis for new companies that create new jobs. Collaboration among the OUS and affiliate campuses with engaged industry leadership has built strong education-career pathways and supports.

Program Performance

ETIC uses several performance metrics to set goals and monitor progress against these goals. Primary among these goals are degrees awarded, private support, external funds for research. The ETIC Metrics and Accountability Committee is developing new measures for employer satisfaction and alumni success.

Bachelor's Degrees in Engineering & Computer Science

| Year ending June of | 1999 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|------------|--------------|------------|------------|--------------|--------------|--------------|
| EOU | 0 | 11 | 17 | 7 | 10 | 15 | 14 |
| OIT | 167 | 198 | 152 | 183 | 181 | 240 | 199 |
| OSU | 390 | 579 | 501 | 536 | 561 | 614 | 658 |
| PSU | 157 | 205 | 215 | 185 | 203 | 261 | 274 |
| SOU | 33 | 17 | 31 | 35 | 31 | 43 | 39 |
| WOU | 40 | 18 | 23 | 35 | 32 | 46 | 53 |
| TOTAL | 787 | 1,028 | 939 | 981 | 1,018 | 1,219 | 1,237 |

Master's Degrees in Engineering, Computer Science & Material Science

| Year ending June of | 1999 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|
| OHSU | 103 | 78 | 52 | 36 | 12 | 14 | 13 |
| OIT | 0 | 3 | 4 | 7 | 2 | 6 | 8 |
| OSU | 123 | 106 | 126 | 138 | 168 | 185 | 206 |
| PSU | 105 | 189 | 164 | 180 | 203 | 237 | 216 |
| SOU | 5 | 3 | 1 | 3 | 1 | 2 | 3 |
| UO | 2 | 18 | 29 | 23 | 43 | 44 | 58 |
| WOU | 0 | - | 0 | 1 | 8 | 17 | 24 |
| TOTAL | 338 | 397 | 376 | 388 | 437 | 505 | 528 |

Doctorate Degrees in Engineering, Computer Science & Material Science

| Year ending June of | 1999 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| OHSU | 9 | 9 | 17 | 8 | 9 | 12 | 10 |
| OSU | 27 | 35 | 26 | 36 | 41 | 41 | 46 |
| PSU | 4 | 7 | 7 | 14 | 9 | 9 | 9 |
| UO | 9 | 17 | 10 | 6 | 9 | 16 | 16 |
| TOTAL | 49 | 68 | 60 | 64 | 68 | 78 | 81 |

Private Support by Biennium (in Millions)

| | 1997-1999 | 2005-2007 | 2007-2009 | 2009-2011 | 2011-2012 (1 year) |
|--------------|-------------|--------------|--------------|--------------|-----------------------|
| EOU | n/a | 0.08 | 0.07 | 0.41 | 0.210 |
| OHSU | 3.00 | 5.66 | 4.21 | 5.97 | 2.090 |
| OIT | 0.658 | 1.73 | 0.87 | 0.81 | 0.930 |
| OSU | 1.58 | 27.91 | 35.72 | 24.06 | 14.030 |
| PSU | 1.48 | 7.18 | 8.04 | 6.03 | 2.210 |
| SOU | n/a | 1.17 | 0.13 | 0.05 | 0.003 |
| UO | 0.42 | 6.79 | 7.75 | 7.82 | 3.470 |
| WOU | n/a | 0.41 | 0.18 | 0.48 | 0.100 |
| TOTAL | 7.14 | 50.93 | 56.97 | 45.63 | 23.05 |

Research Expenditures (in Millions)

| | FY1999 | FY2007 | FY2009 | FY2011 | FY2012 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| EOU | 0.00 | 0.00 | 0.00 | 0.00 | 0.22 |
| OHSU | 15.88 | 14.63 | 12.2 | 14.24 | 16.23 |
| OIT | 0.77 | 0.28 | 0.06 | 0.43 | 1.336 |
| OSU | 12.00 | 26.70 | 30.00 | 37.19 | 38.80 |
| PSU | 1.65 | 5.77 | 7.75 | 8.45 | 8.95 |
| SOU | 0.10 | 0.01 | 0.00 | 0.03 | 2.75 |
| UO | 2.88 | 8.55 | 11.89 | 14.39 | 14.06 |
| WOU | 0.00 | 0.00 | 0.10 | 0.03 | 0.00 |
| TOTAL | 33.28 | 55.94 | 62.00 | 74.76 | 82.35 |

Enabling Legislation/Program Authorization

ETIC is authorized in ORS 351.663.

Funding Streams

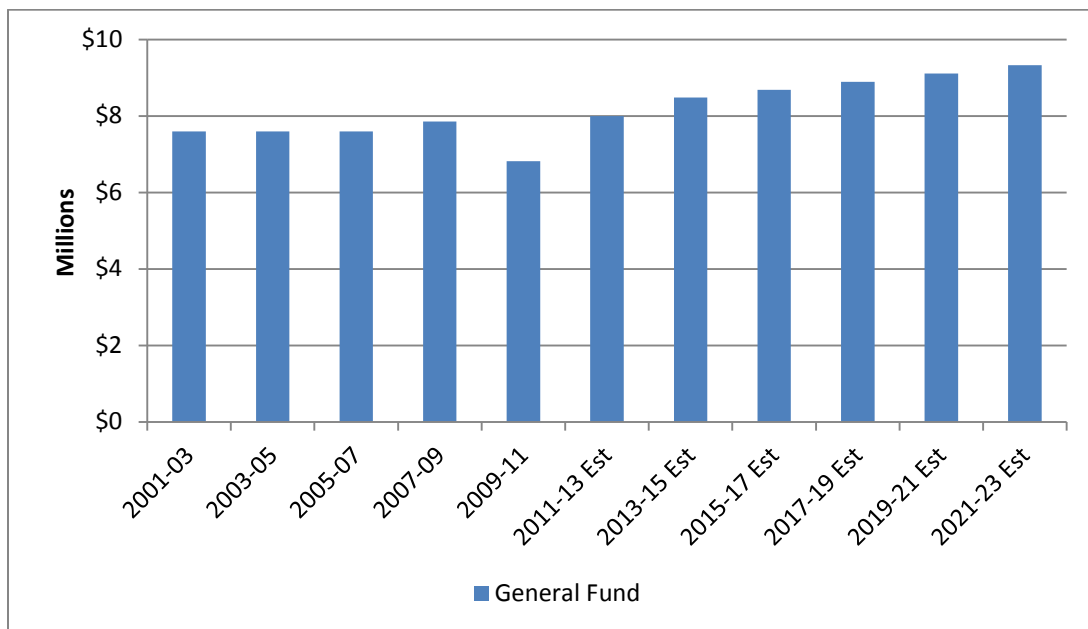
ETIC is supported by a portion of OUS's Education & General Fund. In the current biennium, this is \$27.4 million. Campuses participating in the ETIC program forecast and raise private funds to leverage the state funds. In the biennium ending June 2011, \$45.6 million in private support was raised for ETIC-supported programs.

Significant Proposed Program Changes from 2011-13

Targeted Programs like ETIC are primarily mission-based, although the allocation calculation can be enrollment driven. In the case of ETIC, it was created by Legislature in 1997 to grow Oregon's engineering & technology educational capacity and address the needs of industry. Because of budget cuts in recent years almost all of ETIC's current funding is allocated to current faculty and staff in support of degree production. ETIC is requesting one-time state support in a separate request for STEM/ETIC Capacity and Outreach Funds.

Oregon University System: Engineering Technology Undergraduate and Graduate Engineering

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, Budget Operations, 541-737-4605



Executive Summary

The Engineering Technology Undergraduate and Engineering Graduate programs are enrollment based targeted programs intended to supplement the enrollment funding per student full-time equivalent (FTE) in recognition of the extraordinary program costs of these high demand, high cost disciplines.

Program Funding Request

Program Description

These programs support growth of engineering degrees granted to Oregon resident undergraduate students and are part of a long-term strategy to increase graduates in areas that are critical to the growth of Oregon's high-technology and manufacturing sectors. Jobs in these sectors provide high salaries and a relatively high demand for these skills exists even in today's market. Many students recognize the opportunities in these markets and enrollment and graduates have grown considerably as shown below. However, the educational and training of engineers and technologists prepared for careers in the 21st century is expensive. Compared to many academic programs, faculty in engineering and technology programs command higher salaries, instructional laboratories are more expensive, and the required computer facilities are more complex. This program helps to offset those costs.

The program has two parts. The Engineering Resident Graduates funds help support critical degree programs in engineering and associated colleges that provide the foundation for entry into the professional engineering programs. These courses include sequences in chemistry, mathematics, physics and biology; engineering orientation courses, and pre-professional courses in each of the major engineering programs. A portion of the funds also help support academic success activities such as tutoring, study tables, and summer bridge programs. The goal of these efforts is to increase the stream of students who are prepared for entry into professional schools and to ensure that those students are representative of Oregon's gender and ethnic diversity.

The vast majority of the Oregon State University (OSU) engineering and computer science students receive their education in Corvallis. However, in recognition of the evolving learning styles and to accommodate place bound students, Oregon State University increasingly utilizes alternative delivery methods to deliver engineering programs. As an example, beginning 1 July 2012, OSU will offer what we believe is the only fully on-line computer science degree available anywhere geared to those holding any type of baccalaureate degree. This degree can be completed in twelve months and will help meet the high demand for computer scientists.

At Portland State University (PSU), this funding goes to support the Maseeh College of Engineering and Computer Science, which is the only comprehensive research school of engineering in the Portland metropolitan area. The Portland area has the highest concentration of many industrial sectors, including electronics, software, metal manufacturing, transportation, infrastructure construction, and product design. The Maseeh College aims to be the premier school of engineering to serve the students and industry in the region. The Maseeh College offers bachelors, masters, and doctoral degrees in: civil engineering; environmental engineering; computer science; electrical engineering; computer engineering; mechanical engineering; and engineering & technology management.

Oregon Tech's Engineering Technology programs offer innovative and rigorous applied degree programs in the areas of engineering and engineering technology. The goal is to provide an intimate, hands-on learning environment that focuses on application of theory to practice. Programs offer educational opportunities with a focus on workforce development, sustainable technologies, applied research, and economic development.

Program Justification and Link to 10-Year Outcome

Funding of the Engineering Technology Undergraduate and Engineering Graduate programs supports Education Policy Vision strategy 2.3: Invest in evidence-based programs and practices that improve outcomes:

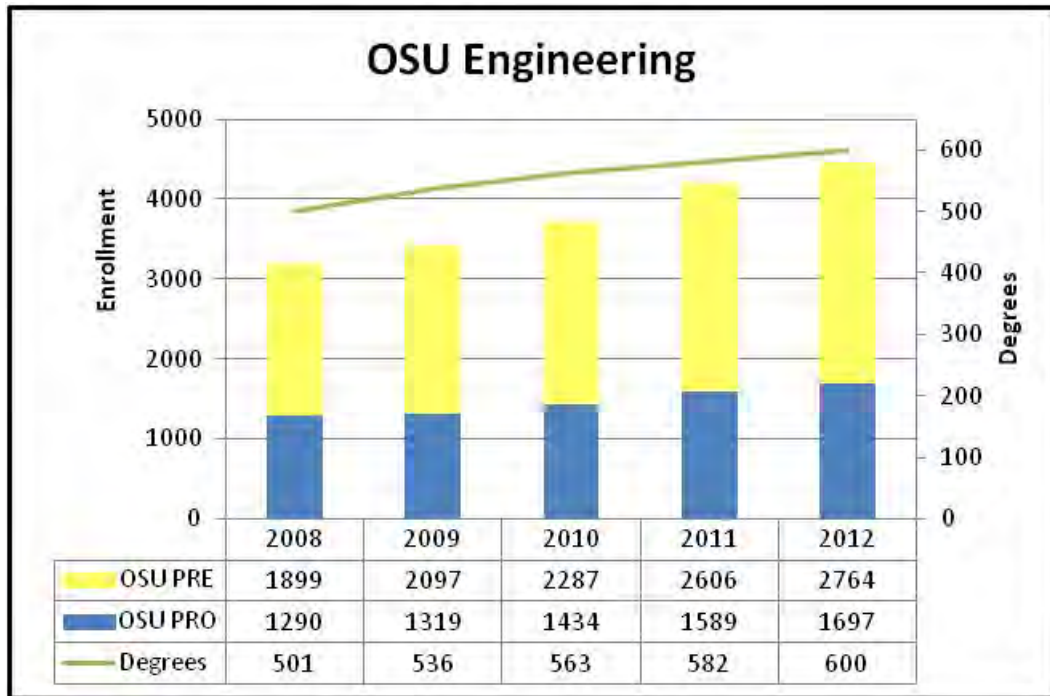
“Support Science, Technology, Engineering and Math (STEM): In light of the emerging consumer economies of China, Brazil, and India, long-term economic growth is heavily dependent on growing the number of workers in STEM degrees...STEM graduates drive innovation, boost productivity and ensure workers remain competitive in global export markets. Currently Oregon's education system is producing only about one-third of the STEM graduates employers will need to satisfy new openings and replace the positions of retiring baby boomers...”

This program also supports the state's overall education goal of 40-40-20 as well as the Oregon State Board of Higher Education's (OSHBE) goals to produce the highest level of educational outcomes for Oregonians. These goals include: Create an educated citizenry in Oregon; provide high quality

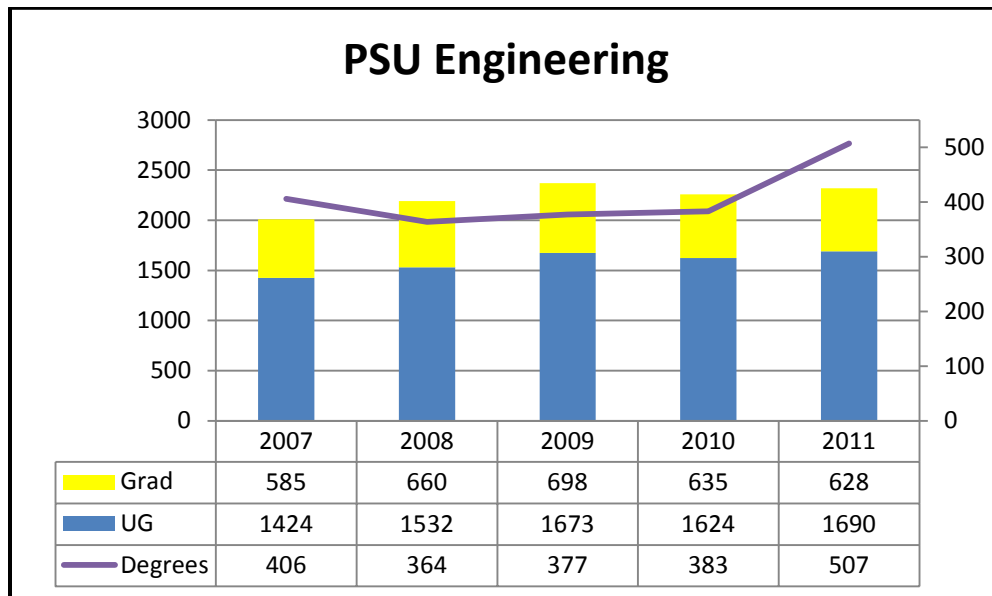
education; create original knowledge and advance innovation, and; contribute to the economic, civic and cultural success of communities throughout Oregon.

Program Performance

As shown in the figures below, the enrollment in pre-engineering and pre-computer science programs at OSU has increased nearly 50 percent between 2007 and 2011. Enrollment in the professional programs has increased nearly one-third in the same period. OSU enrollment estimates suggest this trend will continue. Awarded baccalaureate degrees increased nearly 20 percent over the same period and Oregonians constitute about 88 percent of the total number of awarded baccalaureate degrees each year.



At PSU, there are approximately 1,700 undergraduate students and 650 graduate students enrolled in the Maseeh College of Engineering and Computer Science. For the period from 1999 to 2009 the enrollment in the College has roughly doubled.



Oregon Tech program enrollment and number of degrees awarded in engineering technologies and engineering:

| | Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------------------------|-----------------|------|------|------|------|------|
| Engineering Technologies | Degrees Awarded | 119 | 144 | 125 | 148 | 158 |
| | Number Enrolled | 839 | 847 | 803 | 833 | 900 |

| | Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------|-----------------|------|------|------|------|------|
| Engineering | Degrees Awarded | 26 | 52 | 56 | 71 | 73 |
| | Number Enrolled | 327 | 496 | 451 | 435 | 450 |

Enabling Legislation/Program Authorization

This program is not mandated by federal or Oregon law.

Funding Streams

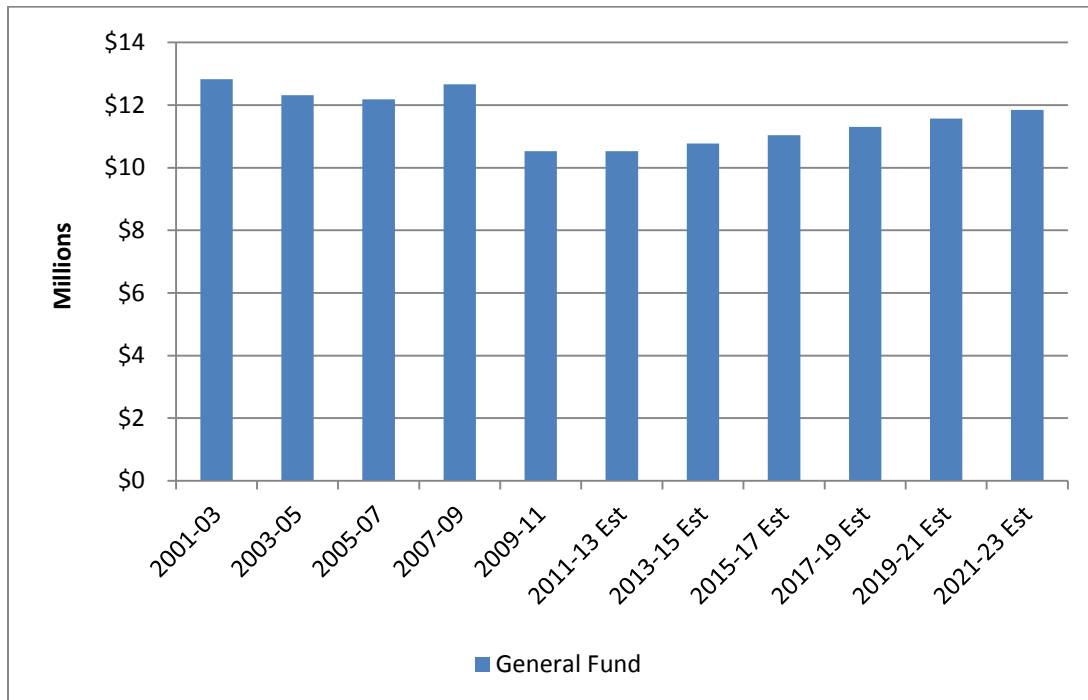
Engineering Technology Undergraduate and Engineering Graduate programs at Oregon Tech, OSU and PSU are supported by additional enrollment funding distributed through the Resource Allocation Model (RAM) (see Enrollment Funding proposal) as well as the tuition and fees charged for the degree programs.

Significant Proposed Program Changes from 2011-13

This funding will help sustain the investments made in core services and faculty support that contribute to education of undergraduates and graduates in fields critical to a strong engineering workforce in Oregon.

Oregon University System: Sponsored Research/Faculty Research

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

The program provides incentive support for sponsored research growth through investment in sponsored research infrastructure and faculty research efforts. Research is a core part of the mission of higher education; it promotes economic growth and innovation and ensures that our students, the next generation of innovative professionals, have on-the-ground training and the tools needed to serve state workforce needs, and compete in an increasingly competitive global marketplace, particularly in the STEM disciplines.

Program Funding Request.

Program Description

This program has two components:

1. The Sponsored Research program provides funding to the institutions as leverage to attract additional research grants and awards to the OUS campuses. The support level is calculated as four percent of sponsored research expenditures from the 1996-97 fiscal year. Due to insufficient funding, the calculation has not been updated from the base year, despite each institution's success in raising the level of sponsored research funding over the past fifteen years.

2. The Additional Research Support program provides funding to the institutions in support of faculty research. The support level for each institution is calculated as 3 percent of faculty salaries at Oregon State University (OSU), Portland State University (PSU) and the University of Oregon (UO); and 2 percent of faculty salaries at Eastern Oregon University (EOU), Oregon Institute of Technology, Southern Oregon University (SOU), and Western Oregon University (WOU) during the base year 1996-97. Due to insufficient funding, all future biennial funding levels have been calculated on the 1996-97 base year faculty salaries adjusted for inflation, legislative reductions or allotment reductions.

Program Justification and Link to 10-Year Outcome

Research is one of the primary missions of higher education and is an integral part of training undergraduate and graduate students for careers in STEM disciplines. These activities represent essential elements of achieving the state's desired outcomes. These funds are invested in each campus to support critical shared facilities and research centers and to support the work of accomplished faculty.

Connections to the *Education Policy Vision*:

- **2.3 Invest in evidence-based programs and practices that improve outcomes**
The research funding received by the Oregon University System (OUS) supports increasing numbers and quality of Science, Technology, Engineering and Math (STEM) graduates at every level and attracting the best students to those fields in Oregon. Education in these areas requires hands-on learning in research methodology, instrumental techniques, and group inquiry. There is substantial research on the efficacy of this kind of learning.
- **3.2 Research and dissemination of best practices**
“Along with creating new knowledge and learning best practices, universities use their research activities to educate students who will become Oregon’s next generation of scientists, entrepreneurs, teachers and leaders in government and industry. An undergraduate’s engagement is deepened immensely through interaction and involvement in the scholarly activities of faculty. Research is the driving force for innovation in our society, and students need training in the creative aspects of scholarship in order for our economy to be competitive in the 21st century and to maintain their skill sets throughout their careers. Universities are uniquely positioned for this important work. Taxpayers place a high value on university research connections with their lives, such as the curing of diseases, increasing business productivity and improving the quality of life.”

Connections to the *Economy & Jobs Policy Vision*:

- **1.1 Focus on sustainable business development and the chain of innovation**
Key to accomplishing this strategy is focusing Oregon’s academic and research institutions on innovation related to the identified traded sector industries; coordinating workforce systems to identify skills required for emerging industries; and coordinating economic development activities with those institutions. One of the most important steps in the innovation chain is the seeding of new ideas and spinoffs from university research.

- **1.2 Amplify local and state economic effects and make Oregon’s economy more resilient**
Making Oregon’s economy more resilient will require the state to be a proactive partner in data collection, research, facilitation and leveraging of resources. The university research enterprise is a highly effective mechanism for leveraging funds from Federal and private foundation grants, developing partnerships that lead to inventions and intellectual property that are essential to building a diverse and broad-based economy and to identifying the “disruptive technologies” that fuel completely new avenues of economic growth.

Program Performance

These funds are invested at each campus to provide core shared facilities and services that enable research activity across broad groups on campus. The funds also sustain key research centers and institutes that coordinate groups of faculty to pursue large funding opportunities from agencies like the National Science Foundation and the National Institutes of Health. Every campus augments these funds at least 3:1 to support the research infrastructure of the campus.

Some examples of programs supported in part by these funds include:

| Institution | Shared Research Facility Examples | Center and Institute Examples |
|--------------------------------|---|---|
| Oregon State Univ. | Laboratory Animal Resource Center Electron Microscopy Center Mass Spectrometry Laboratory | Hatfield Marine Science Center Linus Pauling Institute; Environmental Health Sciences Center; Center for Genome Research and Biocomputing |
| Portland State Univ. | Center for Electron Microscopy and Nanofabrication | Regional Research Institute, Institute on Aging, Center for Urban Studies |
| Univ. of Oregon | Center for Advanced Materials Characterization Oregon (CAMCOR); Bio-facilities Core | Center for High Energy Physics; Materials Science Institute; Oregon Institute of Marine Biology, Oregon Center for Optics |
| Western Oregon Univ. | Teaching Research Institute | Center for Educator Preparation and Effectiveness; Center on Brain Injury; Research & Training; Center on Inclusion and Early Childhood Care & Education; Education Evaluation Center; Center on Sensory Disabilities |
| Southern Oregon Univ. | Stable Isotope Ratio Mass Spectrometer | |
| Oregon Institute of Technology | | Oregon Renewable Energy Center (OREC) |

The key metric for research performance are the outside dollars brought to Oregon through external grants and contracts, largely from Federal Agencies. For the previous four years, those numbers are:

| Sponsored Research and Other Support¹ | | | |
|--|----------------|----------------|----------------|
| <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> |
| \$316,022,207 | \$350,853,082 | \$380,174,787 | \$409,538,609 |
| Sponsored Research and Other Support¹ per Full-Time Faculty² | | | |
| <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> |
| \$118,928 | \$127,850 | \$136,307 | \$140,913 |
| ¹ Restricted funds expenditures. Excludes student aid and gifts. Includes sponsored research, teaching/training grants, student services grants, library grants, and similar support. | | | |
| ² This table reports regular full-time faculty (.90 FTE or greater) whose primary assignment is instruction (more than .50 FTE in an instructional department). Regular faculty on sabbatical leave are included. For Oregon State University, ranked full-time faculty at the Agricultural Experiment Station, the Forest Research Laboratory, and the Extension Service are included as long as some of their FTE is budgeted in an instructional department. | | | |

The campuses have invested these funds strategically, and despite a decline in state support, the faculties collectively have produced significant research growth. These grant dollars support salaries for research staff and students at Oregon institutions and provide significant direct and indirect economic activity.

Enabling Legislation/Program Authorization

This program is not mandated by federal or Oregon law.

Funding Streams

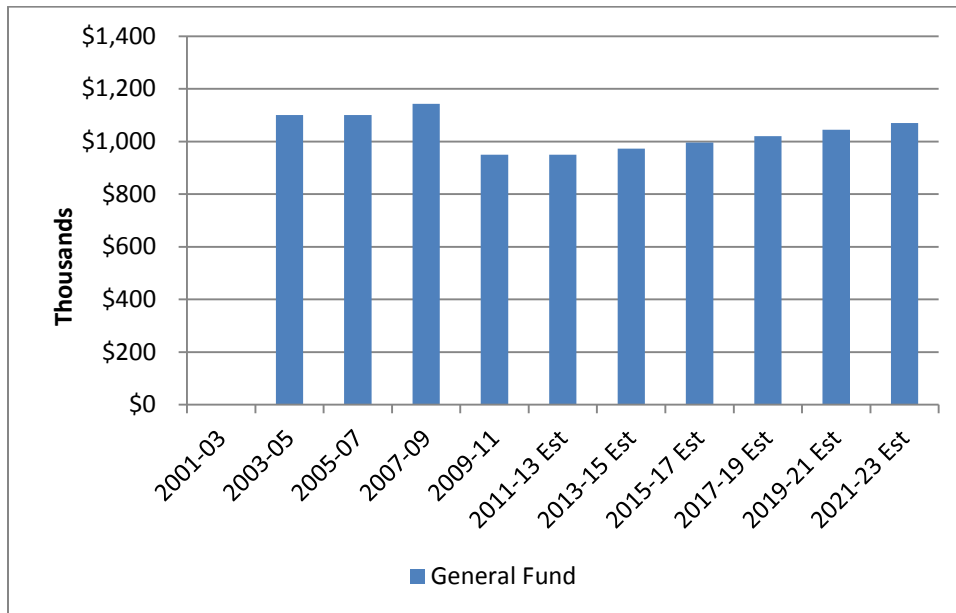
This funding is matched several times over by each campus to support the entire research infrastructure and enable the campus-wide research enterprise. The funding helps generate the external grant and contract revenue described above.

Significant Proposed Program Changes from 2011-13

This funding will sustain the investments made in core services and faculty support that contribute to the diverse and substantial research mission of the OUS institutions.

Oregon University System: Signature Research & Oregon InC

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

The Signature Research program was initially funded by the 2003 legislature to support the operations of the three Signature Research Facilities (also known as Shared User Facilities) at Oregon State University, the University of Oregon and Portland State University affiliated with the Oregon Nanoscience and Microtechnologies Institute (ONAMI), one of Oregon’s three Signature Research Centers. (In 2003, prior to being called ONAMI, this Signature Research Center was referred to as Multi-scale Materials and Devices.) The overall mission of the initiative was, and remains, to create high-wage jobs by promoting high-technology economic development within the state.

The Oregon Council for Knowledge and Economic Development (OCKED) was established in 2001 by the legislature to promote knowledge-based economic development. Its successor organization, the Oregon Innovation Council (Oregon InC), established in 2005, is similarly focused on investments in Oregon innovation and improving the state’s economic competitiveness.

Program Funding Request

Program Description

The three ONAMI-affiliated Signature Research Facilities whose operations are in part supported by State Of Oregon general funds are:

- Center for Advanced Material Characterization (CAMCOR), University of Oregon
- Center for Electron Microscopy and Nanofabrication (CEMN), Portland State University
- Microproducts Breakthrough Institute (MBI), Oregon State University

Center for Advanced Material Characterization, University of Oregon

CAMCOR is a full-service comprehensive materials characterization center at the University of Oregon providing enabling infrastructure for research in chemistry, geology, archaeology, nanoscience, materials science, bioscience, and optics. CAMCOR houses capital-intensive equipment for microanalysis, surface analysis, electron microscopy, semiconductor device fabrication, as well as traditional chemical characterization. The staff members who run the facilities are expertly trained and highly experienced in sample preparation, data collection and data analysis.

Center for Electron Microscopy and Nanofabrication, Portland State University

CEMN offers access to state-of-art scanning electron microscopes, transmission electron microscopes, dual beam ion milling with Omniprobe, thin film deposition and E-beam lithography. Collaborations involve more than 30 industrial companies and seven academic institutions. Provided services include a comprehensive array of materials characterization, nanofabrication techniques and testing services including chemical analysis, laboratory research services, material analysis, and certification testing, analysis and evaluation of goods and services.

Microproducts Breakthrough Institute, Oregon State University

The Microproducts Breakthrough Institute (MBI) is a 70,000 square foot nano- and microtechnology development institute and ONAMI user facility with the charter to research, develop and help commercialize microchannel and nanomanufacturing process technologies developed at OSU. The MBI serves OUS faculty and graduate students and OSU partners in the MBI such as Pacific Northwest National Laboratories and several small startup companies that are taking OUS technologies to market.

As a facility, the MBI was originally formed through a \$22M donation from Hewlett Packard providing a long-term loan of a building on their Corvallis campus. This donation was coordinated by ONAMI in concert with a \$9.5M state investment through ONAMI. Subsequent, an additional \$5M in facilities and equipment has been invested from a variety of sources including the OSU College of Engineering (COE), MBI partners including the Pacific Northwest National Laboratory and various equipment grants. Since establishing the facility, operation of the MBI has been the responsibility of the OSU (COE). Operating budgets have been supported in part by line item funding through the OSU (COE) and through equipment fees generated by research and development performed by researchers at the facility. The facility currently has a staff of five individuals directly supporting operations plus a part-time director and business development manager. In the past year alone, the MBI has supported the graduate research of over 69 engineering graduate students conducting over \$3M of federal research and supporting or launching eight high technology businesses. Several of these companies have employed engineering graduate students who worked in the MBI facility.

Oregon Innovation Council (Oregon InC)

The mission of Oregon InC is to help innovators create high-paying jobs, entrepreneurs to create companies and university researchers to bring federal and private research dollars to Oregon in a

partnership between the state's private sector leaders and its research universities. The OUS Chancellor is a member of the Council, and OUS, Business Oregon and Oregon InC work closely together to combine the innovative ideas of Oregon's research universities and the know-how of entrepreneurs and business people to turn these ideas into the next generation of Oregon businesses. The OUS receives state support for the administration of Oregon InC.

The Signature Research Centers associated with Oregon InC are:

- ONAMI – The Oregon Nanoscience and Microtechnology Institute – a collaboration between OSU, PSU, UO and the Pacific Northwest National Lab
- OTRADI – Oregon Translational Research and Drug Development Institute, established in 2007, a consortium of Oregon Health Sciences University (OHSU), OSU, UO, PSU and several Oregon-based biotech companies to connect research, development and commercialization in the areas of infectious disease.
- Oregon BEST – The Oregon Built Environment & Sustainable Technologies signature research center (partnering with OSU, Oregon Tech, UO, and PSU), connecting research and commercialization efforts in areas of sustainable built environment and renewable energy, powering Oregon's green economy.

Program Justification and Link to 10-Year Outcome

The research enterprise of the Oregon University System (OUS) is a critical part of the overall OUS mission, providing direct economic benefits to Oregon through innovation and contributions to learning. Research carried out by OUS faculty and students at all campuses informs the work of industry, healthcare, public agencies, schools, and others, bringing the benefits of new concepts and best practices to those enterprises.

Connections to the *Education Policy Vision*:

- ***2.3 Invest in evidence-based programs and practices that improve outcomes***
Focused inquiry and research, when incorporated into students' college curriculum, build a deeper understanding of the subject and a curiosity for learning through hypothesis development and experimentation. A robust research enterprise energizes teaching and learning, which can help to drive educational attainment in the state. Finally, a well-supported university research enterprise attracts and retains a strong faculty which develops discoveries and innovations that often provide tangible economic returns to the university and state. Although OSU, PSU, and UO are designated "research universities," faculty members and students at all OUS universities engage in scholarship and play important roles in new knowledge creation and innovation.

Connections to the *Economy & Jobs Policy Vision*:

- ***1.1 Focus on sustainable business development and the chain of innovation***
Key to accomplishing this strategy is focusing Oregon's academic and research institutions on innovation related to the identified traded sector industries; coordinating workforce systems to identify skills required for emerging industries; and coordinating economic development activities with those institutions. One of the most important steps in the innovation chain is the seeding of new ideas and spinoffs from university research.
- ***1.2 Amplify local and state economic effects and make Oregon's economy more resilient***
Making Oregon's economy more resilient will require the state to be a proactive partner in data collection, research, facilitation and leveraging of resources. The university research enterprise

is a highly effective mechanism for leveraging funds from Federal and private foundation grants, developing partnerships that lead to inventions and intellectual property that are essential to building a diverse and broad-based economy and to identifying the “disruptive technologies” that fuel completely new avenues of economic growth.

Program Performance

Microproducts Breakthrough Institute (MBI), Oregon State University

Program performance within the MBI has been measured along three axes: research expenditures; number of facility users and occupants; and number of small companies supported in advancing economic development. Over the past 3 years, MBI’s average annual OSU research expenditure of federal, state, foundation and industry funding has been just under \$3.5M; combined OSU and Pacific Northwest National Laboratory annual expenditures have been almost \$5.7M over the same period. Since inception in 2005, MBI’s occupancy has grown steadily; in FY2011, the facility housed 90 OSU occupants and more than 10 occupants from PNNL. In addition, 10 small businesses have based their core research performed research out of the facility in the past year. The MBI currently leases state-of-the-art laboratory space to three private-sector companies—Inspired Light LLC, Microflow CVO, and OR-Cal. Over the past six years, the MBI alone has hosted 14 different ONAMI Gap projects involving the licensing of OSU technology.

Center for Advanced Material Characterization, University of Oregon

CAMCOR anticipates growth in associated research expenditures, increases in the number of registered users and private-sector tenants as well as growth in the number of graduate students benefitting from internships.

Center for Electron Microscopy and Nanofabrication, Portland State University

This funding provides a portion of the costly maintenance contracts for the state-of-the-art equipment managed by CEMN.

Enabling Legislation/Program Authorization

The Oregon Innovation Council was legislatively established in 2005 by Senate Bill 838 (ORS 284.701)

Funding Streams

The signature research funding provides an essential mechanism for the State and the Universities to leverage new capabilities through matching funds. State matching funds are a requisite component to winning federal research dollars, and without them Oregon institutions risk foregoing opportunities to successfully compete for new gifts, grants, and contracts.

ONAMI’s Shared User Facilities have enhanced their high-tech equipment capabilities through their competitive access to ONAMI matching funds. In the case of CAMCOR at UO, matching funds enabled university researchers and Oregon industry to obtain significant gift funding (e.g., the Lokey Laboratories at UO housing the CAMCOR facilities) and to launch new associated educational programs in partnership with industry. In the case of the MBI at OSU, ONAMI matching funds were leveraged by a \$22M donation from Hewlett Packard providing a long-term loan of Building 11 on the HP Corvallis campus and an additional \$5M in facilities and equipment invested by the OSU College of Engineering (COE), the Pacific Northwest National Laboratory, and other grantors.

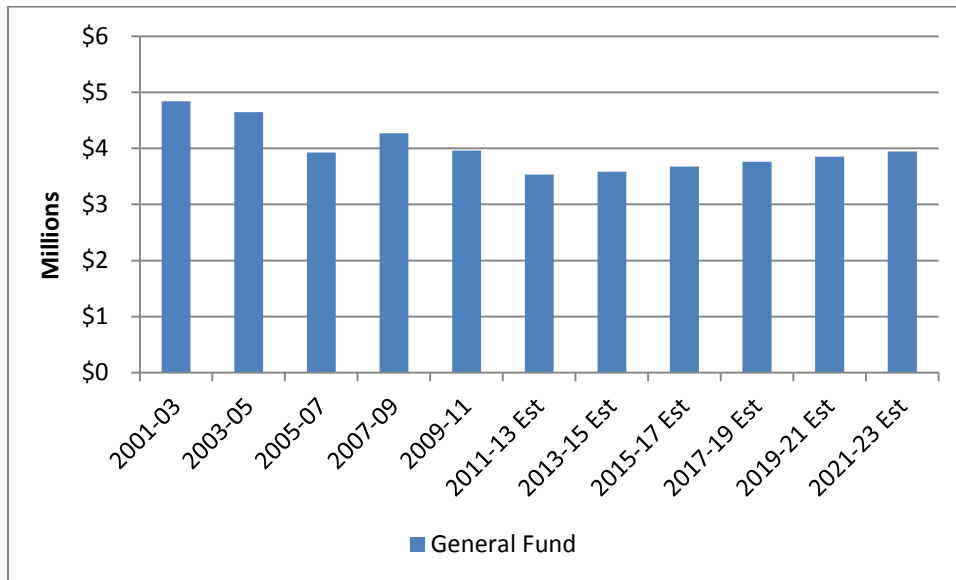
Operation of the MBI has been the responsibility of the OSU COE. The facility has a 5-person operations staff, a part-time director, and a part-time business development manager. In addition to the State of Oregon general funds that support OSU operations, the MBI facility collects user equipment fees from both OUS academic and private sector researchers (see attached Excel spreadsheet showing external support). These are the foremost revenue streams that support operations. Over the past three years, these operations have enabled OSU and its MBI partners to perform almost \$5.7M in research per year from federal, state, foundation and industry funding. In the most recent year of reporting, the MBI shared user facility supported 69 graduate students and 10 small company projects involving the commercialization of OSU technologies.

Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities. With this level of funding and through the partnership and support of ONAMI, the Shared User Facilities are well-positioned to expand their outreach, commercialization and research funding programs significantly in the next biennium.

Oregon University System – Campus Public Service Programs

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

Public service, along with instruction and research, is one of the primary missions of higher education. This funding supports a variety of campus public services that are non-instructional by nature and that benefit Oregonians, individuals and groups, external to OUS institutions. These activities include community service programs such as outreach, conferences, institutes, general advisory services, radio and television, consulting, and similar non-instructional services to particular sectors of the community across the state.

Program Funding Request

Program Description

Each campus provides its unique offering of public services to the community and specific programs may vary over time. FY12 funding levels by campus and sample programs include:

Eastern Oregon University - \$189,450:

- National Writing Project is a professional development program for teachers.
- Small Business Development Center (SBDC) provides technical assistance to business owners under the standards of the national program created by the Small Business Administration.
- Community School of Arts provides non-credit classes in theatre, music, dance, visual arts and recreation.
- High School Outreach Program provides for career, college-readiness, and outreach activities at rural high schools in Eastern Oregon.

Portland State University - \$670,821

- Center for Academic Excellence-Community University Partnerships* (CAE-CUP) marshals support for over 400 faculty, 10,100 students, and 1,000 community partners via community-based learning (CBL) and other civic engagement initiatives to address specific and compelling issues locally, regionally and worldwide.
- Pacific Historical Review* (PHR) is the fifth oldest continuously published history journal in the United States. The *PHR*'s mission is to publish historical scholarship on U.S. continental expansion to the Pacific Coast in the nineteenth century, U.S. expansionism into the Pacific Rim in the twentieth and twenty-first centuries, and the ways in which U.S. relationships around the Pacific Rim have shaped the modern "Pacific World."
- MESA Program*: Oregon Mathematics, Engineering, Science Achievement (MESA) is an outreach program that engages 6th-12th grade students in hands-on, inquiry-based math, engineering, science and technology projects during weekly chapter meetings at school sites. The mission of Oregon MESA is to increase the number of students entering college and pursuing science, technology, engineering or math, as a study and career path.
- The Tribal Government Institute* (TGI) was created at the request of the tribal community to provide tribes with governance capabilities, programs, and leadership. With the support of the Federal Government, TGI has assisted about two dozen tribal organizations throughout the US and Canada with formal training programs on 14 reservations.
- Institute of Portland Metro Studies* (IMS) disseminates credible information and convenes regional partners to advance the economic, environmental, and social goals of the Portland metropolitan region, while also initiating dialogue and action about critical regional issues.
- The Population Research Center* (PRC) operates under a state mandate (see ORS 190.510-610) to prepare the annual certified population estimates for all cities and counties in Oregon through the Oregon Population Estimates and Projections Program, and is also home to the Oregon State Data Center (SDC), which serves as the main liaison with the U.S. Census Bureau for disseminating census data available through a network of state agencies, universities, libraries, and regional and local governments.

Southern Oregon University - \$84,520

- Jefferson Public Radio* (JPR) is defined as a small market station by FCC Rule 73.2080, which requires them to perform two outreach initiatives: Internship/Volunteer Program for community members; and a Work Study Program for SOU students.
- Rogue Valley TV* (RVTV) is an academically centered and leading edge media education, production, and distribution center serving SOU, its students, and members of the larger community.
- Small Business Development Center* (SBDC) provides technical assistance to business owners under the standards of the national program created by the Small Business Administration.

University of Oregon - \$784,111

- The Oregon Bach Festival* (OBF) is an annual celebration of the works of Johann Sebastian Bach and his musical legacy. The festival's programming is three-fold. It presents a diverse slate of concerts and guest artists; it maintains a focus on choral-orchestral repertoire; and it undertakes extensive educational activities.
- Labor Education Research Center* (LERC) served working Oregonians and related constituencies interested in work and employment issues. LERC integrates the functions of teaching, research, and public service through education and training; technical assistance and consultation; and research.

- Jordan Schnitzer Museum of Art* (JSMA) is a nationally accredited teaching museum. Its collections of 130,000+ objects, featuring fine and decorative arts from Asia, America, and Europe, with special strengths in East Asian and Pacific Northwest Art, serve audiences of all ages, including K-12 students and teachers, families, community college and university students and faculty, area residents and tourists
- KWAX-FM Radio Station* is a classical radio station which can be listened to either on the radio or online.
- Museum of Natural and Cultural History* (MNCH) serves the educational, research, and public outreach mission of the UO, OUS and the state. Serving numerous classes in a variety of UO departments and programs, staff also serves state and federal agencies, Native American tribes, local law enforcement, and other constituencies across the state.

Western Oregon University - \$1,301

- Regional Resource Center of Deafness annually provides continuing education opportunities for 350-400 education, rehabilitation, interpreting, disability services professionals and consumers to better serve the unique communication, rehabilitation needs of deaf, hard of hearing and deaf blind children and adults.

**More detailed information is available on these programs.*

Program Justification and Link to 10-Year Outcome

According to the 10-Year Plan for Oregon Project, **Education Policy Vision**, “the global outcome for education is an Oregon whose citizens are prepared for lifelong learning, rewarding work, and engaged citizenship.” The campus public service programs and institutes provided by Oregon’s public universities provide an avenue for continued education and “engaged citizenship”. Campus Public Service programs also meet OEIB Indicator 5: “Ready to contribute in career and community . . . by virtue of providing real work experience in many areas that are crucial to the long term success of the Oregon strategy.”

Many of the campus public service programs also contribute to following **Economy and Jobs Policy Vision** strategies: Strategy 1 “Focus on Sustainable business development”; Strategy 2 “Be more effective, integrate economic and community planning . . . from the bottom up for efficiency”; Strategy 3 “Focus on long-term economic prosperity and resiliency.”

The campus public service programs also further the State Board of Higher Education’s goals for an educated citizenry and positive civic and cultural contributions to all communities in Oregon.

Program Performance

- PSU CAE-Community University Partnerships:
 - 2011-12 – over 300 participants in 8 programs
 - 2010-11 – over 700 participants in 5 programs
 - 2009-10 – almost 800 participants in 6 programs
- PSU Institute of Portland Metro Studies:
 - Since its launch in July of 2011, 7,774 *different people* have visited the Greater Portland Pulse web site for a total of 12,434 visits.
- PSU MESA 2008-2011:
 - Total Students served: 1,495
 - Low-Income Students served: 851

- First-Generation Students served: 662
- PSU Population Research Center:
 - 25-50 data /information requests daily
 - Over 200 people informed about census data through workshops
 - Certified population estimates certified each December for the state of Oregon
- SOU JPR provides information, education and news services, reaching over 1 million potential listeners in a 60,000-square-mile area of Southern Oregon and Northern California.
- SOU RVTV reaches over 70,000 cable subscribers and unlimited internet viewers with 10,000 hours of programming on five channels at a cost of less than \$25 per hour per program.
- SOU SBDC Key performance indicators 2007-2011:
 - Provided business counseling to 1,604 individual clients/businesses, totaling 4,624 hours of direct business counseling
 - Assisted businesses to create 146 jobs, retain 55 jobs and secure \$4,734,000 in capital
 - Delivered 68 business training events with a total of 694 attendees
- UO Oregon Bach Festival Attendance:

| 2007 | 2008 | 2009 | 2010 | 2011 |
|--------|--------|--------|--------|--------|
| 31,198 | 31,254 | 37,177 | 41,772 | 44,256 |
- UO LERC July 2006 – June 2011:
 - Programs taught – 274
 - Attendees at Programs – 10,392
 - Oregonians graduated from LERC’s Union Leadership Certificate Program – 86
 - Average satisfaction rating by program attendees – 4.5 (out of 5)
- UO KWAX – 45,000 listeners per week
- UO Museum of Natural and Cultural History:
 - Visitors – 28,000 in 2011
 - Scholarly publications by museum staff – 30 books, over 150 articles in the past four years.
- UO Jordan Schnitzer Museum of Art:
 - 130,000+ collection objects
 - In 2011 53,000 visited the museum, more than 100,000 enjoyed JSMA programs offsite, and 40,000 visited on-line.

Enabling Legislation/Program Authorization

Most campus public service programs do not have any authorizing legislation. However, a few do:

- PSU ISM was authorized by HB2198 in 2001.
- PSU PRC - ORS 190 and OAR 577-050-0005 through 0020.
- UO LERC was established in 1977 by the Oregon Legislature and Governor Bob Straub.
- UO JSMA - In fulfillment of national accreditation guidelines, the University of Oregon has affirmed the value of the museum and its commitment to its long-term support.
- The Oregon State Museum of Anthropology (OSMA), comprising two of the MNCH’s four divisions, was created by the Oregon Legislative Assembly in 1935 under ORS 352.045.

Funding Streams

The campus public service programs are supported by the universities where they are housed. The programs are funded by general fund support, additional university support, attendance/ membership fees, gifts, grants and contracts.

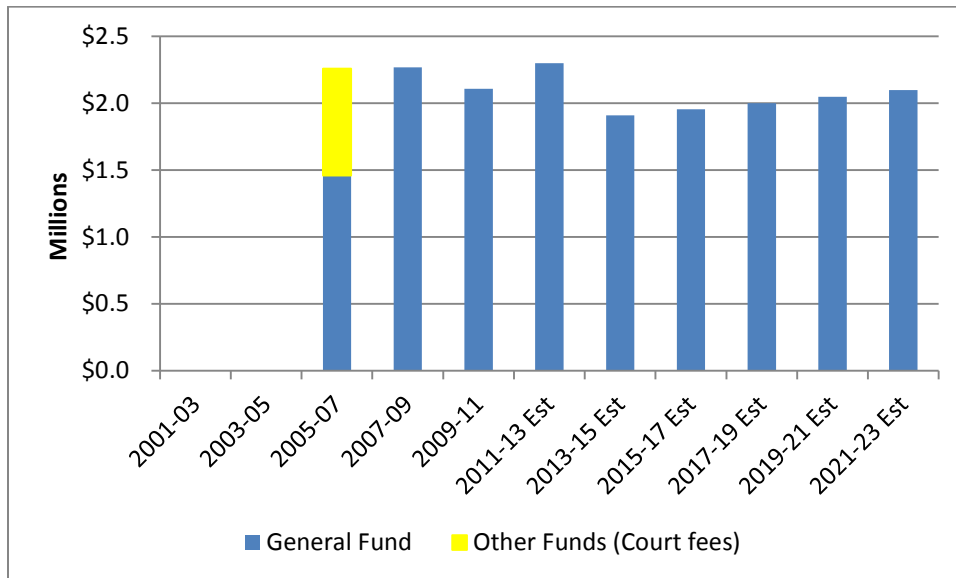
Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposal assumes continuation of public service activities. A few specific changes for 2013-15 to note:

- The UO MNCH will be going through the final stages of phase 2, which is doubling its exhibition size. Also, the Museum started the accreditation process by enrolling into the Museum assessment program.
- The UO Bach Festival discontinued a free outdoor performance in 2012 which attracted 15,000 attendees but no income. Matthew Halls will be taking over as the new artistic leader following the 2013 festival.

Oregon University System: Dispute Resolution

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Dispute Resolution Program supports dispute resolution centers at the University of Oregon (UO) and Portland State University (PSU). These centers provide a spectrum of conflict resolution and collaborative support services to Oregonians at the local, regional, and statewide level. UO administers the Oregon Office for Community Dispute Resolution (OOCDR) through local community mediation centers serving 25 Oregon counties. PSU administers Oregon Consensus (OC) for the resolution of public policy related issues in natural resources, transportation, land use, and health. OOCDR and OC maximize cost efficiencies to the state through early conflict resolution interventions, project collaboration, and lean administrative and overhead costs. Through the formal linkage with the Regional Solutions Center, these programs also help to bring critical stakeholders and resources together to remove barriers to economic progress, promote attainment of regional priorities, develop sustainable solutions, and build collaborative capacity.

Program Funding Request

Performance Achievement Resulting From This Program Investment

The continued investment of state funds will allow OOCDR and OC the opportunity to provide affordable, grassroots responses to conflicts ranging from interpersonal to complex public policy disputes.

Both OOCDR and OC achieve their goals through casework and projects that resolve disputes at the local, regional, and state level.

As outlined in the Program Performance section (page 4 of this report), at the *current* biennium funding level OOCDR centers can offer the outcome of services in over 9,000 cases. Through these investments, Oregonians are given opportunities to develop core conflict resolution skills aimed at preventing or reducing violent and destructive responses to conflict in families, neighborhoods, and communities. Case types include housing, business, community disputes, truancy, victim/offender, family, code enforcement, and workplace. For example:

- The Beaverton Dispute Resolution Center collaborated with others to create a program in which homeless teens are placed in host homes, providing them with the stability they need to finish high school; a first step in becoming productive adults.
- In rural Oregon, two neighbors had a history of escalating conflict. They learned, through mediation, that one was a vet with post-traumatic stress disorder triggered by the other neighbor's constant bombardment of loud music and motorcycles. A good neighbor agreement was crafted resolving all the issues.
- "Mediation techniques are an irreplaceable community and police safety asset. It has been said the more times an officer responds to the same location for the same complaint the more likely it is that violence will occur, placing both the citizens and the officer in greater danger." Detective Ed Vance, Hillsboro Police

Also, at the current biennium funding level, OC outcomes would be to serve over 60 large-scale, public policy consensus projects impacting nearly every Oregonian in some way. Each of these projects has its own specific identified outcomes that benefit the state. For example:

- The Population Forecasting Consensus Project is working on land use legislation that will save the state millions of dollars over several years by increasing the efficiency of population forecasting.
- SageCon is working to help protect Sage Grouse habitat without the negative economic impacts and increased state expenditures that would result from listing Sage Grouse as an endangered species in Oregon.
- Coordinated Care Organization (CCO) conflict resolution services provided to Oregon Health Authority are supporting efficient transformation of Oregon's Health Care System.

The combined outcomes from the successful resolution of these cases and projects are widespread and include prevention of additional backlog of costly court cases resulting from protracted litigation around policy and community issues. An *increase* in funding beyond the current biennium's level would enable OOCDR and OC to expand service delivery to include additional underserved, under-resourced communities, especially in rural Oregon.

The proposed 2013-2015 Program Funding budget assumptions *decrease* the Dispute Resolution budget by 17%. If this proposed decrease is instituted, significant negative outcomes will occur. OOCDR and OC will be unable to continue to achieve or exceed current service and performance levels. Decreased funding will negatively impact healthy communities in Oregon, remove successful resolution systems, and result in additional costs to the state. A detailed description of the impacts of reduced funding can be found on page 6 of this report, in the section titled "Significant Proposed Program Changes," and in the Dispute Resolution spreadsheet identifying the reduced metrics as a result of reduced income.

Program Description

In 2003, the Legislature passed SB 904, which abolished the Dispute Resolution Commission and transferred the programs of the Commission to the Oregon University System. The University of Oregon School of Law administers OOCDR, which provides grants to 17 community dispute resolution centers serving 25 Oregon counties. It also provides training and capacity building to these centers. Portland State University Hatfield School of Government administers OC, which facilitates consensus based, collaborative processes for developing public policy, and works to resolve disputes involving public bodies. Through Executive Order No. 11-12 creating the Oregon Solutions Network, OC is integrated with Regional Solutions Centers to provide facilitation, mediation and collaborative agreement-seeking services to address regional economic development priorities across the state. OC provides academic and professional training and intern opportunities at both universities in the practice of collaboration. Funding is allocated between UO and PSU on a 65/35 split as per agreement by both campuses.

OOCDR supports community dispute resolution centers through grant-making, consultation, training, research, technical assistance, networking, and collaborative activities and initiatives. Services provided by Community Dispute Resolution Centers include:

- Mediation and conciliation services conducted by professionally trained volunteer mediators
- Citizen education workshops to build conflict resolution skills at the grassroots level
- Training programs geared toward preventing, mitigating, and managing conflict in the workplace
- Peer mediation training programs in schools (K-12)
- Meeting facilitation

Diverse conflicts addressed include: landlord/tenant, employment, hostile workplace, discrimination, family (divorce, post-divorce parenting plans, parent-teen), foster parent/foster teen, homeless youth prevention, neighbor/neighbor (barking dogs, property disputes, good neighbor agreements), small claims court disputes, foreclosure mediation (July, 2012), truancy (getting kids back to school), youth victim-offender dialogues (to resolve harm done by youth related to misdemeanor offenses), probate and guardianship, elder fraud prevention, and land use.

OC services are provided to local, regional, federal agencies, and Tribal government or other public bodies working on Oregon issues, and anyone who has a public policy dispute with a public body or wishes to appeal to the Land Use Board of Appeals.

As a university based program, OC is a neutral forum to provide the following services:

- Facilitation of consensus based approaches for developing sustainable public policy
- Mediation for resolving conflicts or controversial public issues
- Design and implementation of collaborative agreement-seeking approaches that engage diverse stakeholders in decision-making and planning to solve public problems
- Assessment of contentious public issues or conflicts
- Courses, training, and internships in the practice of collaboration for graduate and undergraduate university students, agency leaders and professionals

Diverse issues addressed include: Air, water and land quality; climate; fish and wildlife; forests, energy, and mining; solid or hazardous wastes; transportation; agriculture; land use; urban growth; economic development; public health and safety; housing; education; civil rights; cultural diversity; Native American issues; rulemaking.

Program Justification and Link to 10-Year Outcome

The ten-year plan for **education** includes multiple goals that are met through community dispute resolution centers and Oregon Consensus. These include advancing family life, civic stability, and the promotion of knowledge and skills. The education policy vision statement includes the need for statewide support systems and prioritizes prevention and intervention services. Our programs work throughout the state to resolve conflicts in families, schools, and communities, which positively impact the ability of students to succeed in school. Examples include: mediations of truancy issues focused on children returning to school, stabilizing homeless youth through host home placements, working with foster teens, providing mediation programs in schools (K-12), and the delivery of conflict resolution skills and education. In-depth training and internship programs provided by OC, designed to teach skills for collaborative governance, further the educational vision by preparing college graduates for collaborative civic engagement. The training services also build the capacity of Oregon's leaders to use their leverage to convene and engage citizens in collaborative governance.

The ten-year policy **vision for economy and jobs** identifies the need to achieve a standard of "livability," acknowledges a diverse workforce, and recognizes the need for a climate that promotes successful workplace and business environments. In support of these goals, community dispute resolution centers regularly resolve workplace, consumer, small business, landlord/tenant, boundary, land use, zoning, and other related disputes. They will soon be providing foreclosure mediation services as part of a new legislative mandate. Decision-making at the grassroots level—giving people "voice" and choice in resolving their conflicts—is a core value of community mediation. The early, quick, and inexpensive resolution of disputes is critical in a strong, competitive economy. Further, the vision for economic vitality and jobs specifically identifies Regional Solutions Centers as a key entity to provide the foundation for a bottom-up network to identify and prioritize regional and statewide needs, integrate regional and local planning, and to engage local communities in the development and implementation of solutions. OC is an integral part of Regional Solutions' mechanisms to achieve these priorities.

Program Performance

Program Highlights from the OOCDR 2009-11 Biennial Report:

- 5,956 hours of student contributions from UO, PSU, SOU, and WOU
- 29,732 Oregonians used mediation services
- 9,941 cases mediated
- 77% settlement rate
- 93% of clients satisfied with mediation experience

Should Dispute Resolution continue to be funded at the *current* levels, the projected OOCDR program performance for the 2013-2015 biennium is anticipated to approximately 9,000 cases, with an average 91% client satisfaction rate. With the passage of SB 1552 (2012), community dispute resolution centers will begin to provide foreclosure mediation services effective July 2012. At the time the legislation passed, the projected number of foreclosure mediation cases per month was anticipated to be 1,000-2,000 statewide.

In the last biennium, Oregon Consensus provided collaborative services for approximately 90 large-scale public policy consensus projects involving hundreds of participants representing a wide range

of public and private interests. Projects addressed regional, statewide and multi-state issues that impact thousands of Oregonians each year.

OC evaluates project quality through online surveys designed by the U.S. Institute for Environmental Conflict Resolution (USIECR) and approved by the U.S. Office of Management and Budget. Highlights of OC project evaluations for the last biennium include:

- Agreement—In 68% of projects, most participants reported that agreement was reached. In 95% of projects most said they could not have progressed as far using any other process.
- Improved relationships— Participant perceptions that they could trust each other improved by 100% between project start and end.
- Effective approaches—In 89% of projects, most participants felt the OC process better served participants’ interests than another approach would have. In 95% of projects, most said they would recommend this type of collaborative process to others.
- Informed public action—In 89% of projects, most felt that the process will lead to a more informed public action on the issues.

Over the past biennium, the complexity of OC projects has been increasing significantly, with more projects involving federal as well as state and local agencies; more multi-state issues in dispute; and more collaborative development or implementation of complex, far-reaching legislation. This trend is expected to continue. The number of OC projects is projected to remain steady in 2013-2015, while the workload and per-project budgets are expected to grow due to broadened project scopes, increasing time demands, and greater numbers of impacted parties.

Enabling Legislation/Program Authorization

The Dispute Resolution programs are authorized through ORS Chapter 36 (Mediation and Arbitration), ORS 352.043 (UO Law School), ORS 352.066 (PSU Mark O. Hatfield School of Government) and OAR Chapter 571, Division 100 (Rules Governing the Community Dispute Resolution Program).

Funding Streams

The entire OOCDR budget is derived from general fund moneys supporting legislative mandates in ORS Chapter 36. The general fund appropriation is leveraged in the following ways:

- All community dispute resolution centers, as grant recipients, are required to provide a 100% match to state money.
- Community mediation programs leverage state money by utilizing more than 1,700 professionally trained volunteer mediators who provide their services at no cost. These volunteer mediators biennially provide approximately 52,000 hours of service in their communities.
- Through internship and research projects, students at UO, PSU, WOU, and SOU contributed more than 5,900 hours last biennium in support of community dispute resolution centers around the state, helping build skills for future employment.

Oregon Consensus was able to leverage their state general funds to receive the following amounts in private, local, state and/or federal government funds for OC programs and projects:

2003-05: \$234,017
2005-07: \$501,008
2007-09: \$755,307

2009-11: \$1,029,825
2011-13: \$1,296,000

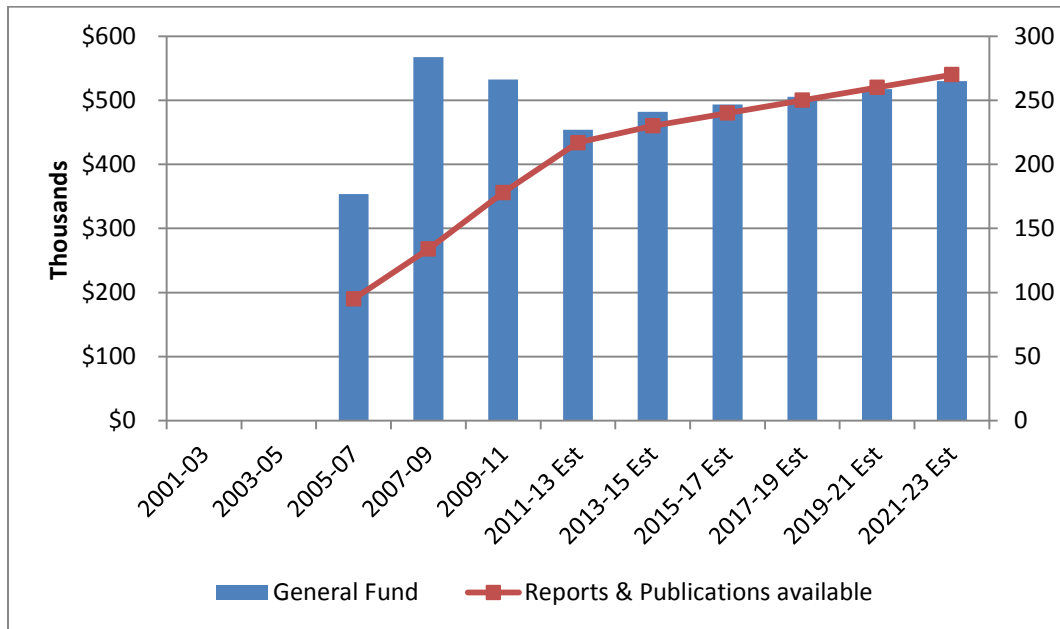
Significant Proposed Program Changes from 2011-13

OOCDR: If the reduced funding level is confirmed, services will need to be significantly reduced. OOCDR is currently staffed at 1.5 FTE and the proposed fund reduction will likely result in the need to decrease already lean staffing levels, which will negatively impact the statewide services currently provided by OOCDR. Community dispute resolution centers will lose valuable core support including training, capacity building, research, and special project assistance currently provided by OOCDR. State funds also currently comprise base funding for all the CDRC's in Oregon. Reduced OOCDR grants will create a downward cascade effect that will impact the ability of CDRC's to secure matching and additional funding streams and will destabilize programs. In addition, because mediation center staffing is lean, generating service delivery through the mobilization and training of volunteers, decreasing tight budgets will have a disproportionately large impact. We forecast that up to one-third of the programs in the state, particularly in rural Oregon, may be forced to shut down. As a result, conflicts will escalate into destructive spirals in families, neighborhoods, and communities, increasing state investment in costlier ways. Litigation would increase, further strapping an already overloaded court system.

OC: Funding reductions in 2013-2015 will directly result in reduced OC staffing capacity to manage projects to collaboratively address economic development priorities across the state. OC staff would additionally be limited in their ability to assist leaders throughout the state in assessing potential problems, identifying collaborative opportunities and quickly convening stakeholders in resolving these public disputes. The impact will be seen in the escalation of conflicts that might seriously impede progress to resolution of critical public issues, further stall economic development opportunities, or limit creation of important public policy that would generate further administrative efficiencies and cost savings to the state. Further, OC staff work to leverage legislative funding to generate additional revenue for its projects. On average, every legislative dollar leverages at least an additional dollar of revenue. This means that a 17% reduction in funding at minimum translates into a loss of \$350,000 in additional income to the program. The cumulative impact of the reduction of staff and revenue means it will no longer be feasible for OC to provide affordable services to seriously economically challenged communities most in need of assistance in resolving conflicts that stall the local economy or prevent needed growth.

Oregon University System: Institute for Natural Resources

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Institute for Natural Resources (INR) is a cooperative enterprise bringing the scientific knowledge and expertise of the Oregon University System and other Oregon higher education institutions to bear on natural resource management. INR provides research and policy support to state agencies and other organizations on a variety of natural resource issues, including environmental protection and watershed conservation.

Program Funding Request

Program Description

The Institute for Natural Resources (INR) was created by the Oregon Legislature with the Oregon Sustainability Act of 2001 with the mission of a) serving as a clearinghouse for scientifically based natural resources information; (b) providing scientifically based natural resources information to the public in integrated and accessible formats; (c) coordinating efforts with other state agencies and bodies to provide natural resources information to the public in a comprehensive manner; (d) facilitating and conducting research; and (e) providing information and technical tools to assist decision-making on natural resources issues (ORS 352.239).

Designated as the lead university to administer INR, Oregon State University (OSU) established INR as a research institute within OSU to help decision-makers identify and use relevant science in making policy choices. In 2010, the Institute for Natural Resources – Portland was established at Portland State University (PSU). At INR’s foundation is the land grant mission – building bridges

between theory and practice and effectively communicating knowledge to decision-makers. INR's focus areas, programs, and projects address Oregon natural resource issues in the local, regional, national, and international context.

To address Oregon's evolving natural resource management challenges and opportunities, INR maintains core programs (the Policy Research Program, and the Information Program – including the Oregon Explorer Program and the Oregon Biodiversity Information Center) that are nimble enough to pioneer and work on emerging natural resource issues of interest to Oregon. In practice, INR compiles and integrates natural resource datasets and information; provides access to comprehensive natural resource information; conducts applied policy research, synthesis, and science reviews; convenes policy dialogues; facilitates large grant proposals; and manages interdisciplinary research and project teams. INR links natural resource-related research and information with decision making and quality of life in Oregon.

Program Justification and Link to 10-Year Outcome

Since 2001, INR has worked on natural resource issues concerning Oregonians through a variety of projects. Most of the efforts have contributed to a body of knowledge centered on integrated landscape assessments, integrated conservation priorities & monitoring, watershed restoration, ecosystem services, regulatory assurances and permit streamlining, the new natural resources economy (the restoration economy), regional food networks, and environmental and human health. These areas represent high priority research needs for state and federal agencies, partnering non-governmental organizations, and communities.

Student involvement with the Institute of Natural Resources is in alignment with the state's Education Policy Vision Strategy 2.3 to "Invest in evidence-based programs and practices that improve outcomes" and of increasing support to Science, Technology, Engineering and Math (STEM). Student involvement with INR through internships, working on applied research and information delivery projects, and as student workers supports the Education Policy Vision Strategy 3.2 of "Research and dissemination of best practices."

The work of INR also ties into the state's goals of increasing sustainability, sustainable business practices and innovation in the Economy & Jobs area, and ties into Strategy 5 of the Healthy Environment area – improve the effectiveness and efficiency natural resource management in Oregon – which directly supports all of the other Healthy Environment strategies.

"Implementing this strategy requires: investment in applied research and monitoring of earth systems and natural resources; maintenance of data and information (including demographic information using US Census data); and sharing information in a transparent and user-friendly way." (Healthy Environment Policy Vision, p. 14 April 2012)

Program Performance

• Number of people served/items produced

| DATA | 2003-2006 | 2007 | 2008 | 2009 | 2010 | 2011-2012* | 2013-2015 |
|--|-----------|--------|---------|---------|---------|------------|-----------|
| Items Produced | | | | | | | |
| INR reports and publications available to decision makers, policy makers, and the general public (<i>cumulative totals</i>) | ~45 | ~50 | ~62 | ~72 | ~83 | ~95+ | ~105 |
| Oregon Explorer web-portals developed (<i>cumulative totals</i>) | 4 | 6 | 8 | 11 | 13 | 15 | |
| Oregon Explorer decision-support tools developed (<i>cumulative totals</i>) | 4 | 6 | ~9 | ~13 | 15 | 17 | ~21 |
| Other decision-support tools developed (<i>cumulative totals</i>) | | | | | | ~3 | ~5 |
| Types of datasets** managed by INR (<i>total per year</i>) | | 4 | 4 | 4 | 10 | 10 | ~10+ |
| People Served | | | | | | | |
| ORBIC data licenses per year (agencies) | | | 7 | 8 | 8 | 8+ | 9 |
| ORBIC data requests per year | | | 276 | 299 | 302 | 304 | 300 |
| Ecosystems Commons (<i>number of members</i>) | - | - | - | - | - | 800 | |
| Oregon Explorer portals “hits” per year*** | | 94,653 | 254,344 | 279,750 | 288,670 | 356,260 | |
| Oregon Explorer usage in OUS classes (<i>cumulative totals</i>) | ~2 | ~4 | ~4 | ~4 | 10 | 10 | ~10-15 |
| *2012 information is not fully accounted for | | | | | | | |
| **“Types of datasets” includes hundreds of databases within the following types of datasets: vegetation and habitats; endangered and at-risk species; fish, wildlife, and plants (not endangered); land use and land management; invasive species; soils, surficial geology; forest and non-forest structure types; potential vegetation types; landscape models data; vegetation- related climate attributes; and digital elevation model attributes. | | | | | | | |
| ***for the “2011-2012” information, only 2011 “hits” are accounted for | | | | | | | |

Being physically located on the OSU and PSU campuses, and pursuing more projects that involve broader ranges of expertise has allowed INR to further its engagement with faculty across the OUS campuses.

• Quality of service provided

According to an external review of INR that was conducted in April 2010, “A powerful and consistent message from all people interviewed was that INR is delivering great value to Oregon’s aspiration to become more sustainable in its use and stewardship of natural resources. It is also perceived as highly valuable by those who use its products or benefit from its services.” This trend continues to remain consistent, as noted in written and verbal comments we receive on our research and information products.

With budget reductions, state agencies need INR services and products even more in the future than they have in the past. There is great potential for expanding INR's agency service role if given adequate core funding. Highest priority services are: ORNHIC, Oregon Explorer, science syntheses, data management and delivery, and objective and balanced issue analysis.

- **Timeliness of service**

INR consistently has delivered 90-100% of projects on time.

Enabling Legislation/Program Authorization

The Institute for Natural Resources is authorized in ORS 352.239.

Funding Streams

The sources of grants and contract funding have varied over the years; however, the majority of competitive and non-competitive grants and contracts awarded to INR have come from state and federal agencies. Fewer awards have come from local governments and non-governmental organizations. INR has sought and received targeted funding from foundations and other private sources for initiatives in key focus areas.

“Annual leverage on state funding ranges from 3:1 to 6:1 depending on size of active grant or contract work. For 2010 and 2011 it will exceed 12:1 as a large federal contract is being managed by the Institute. Because nearly all INR work is done under grants or contracts, clearly those continuing to provide grants or contracts see INR products as good investments. There is little question, the state is getting a very good return [however] base funding to INR is insufficient to sustain program continuity...” (External Review, 2010)

Significant Proposed Program Changes from 2011-13

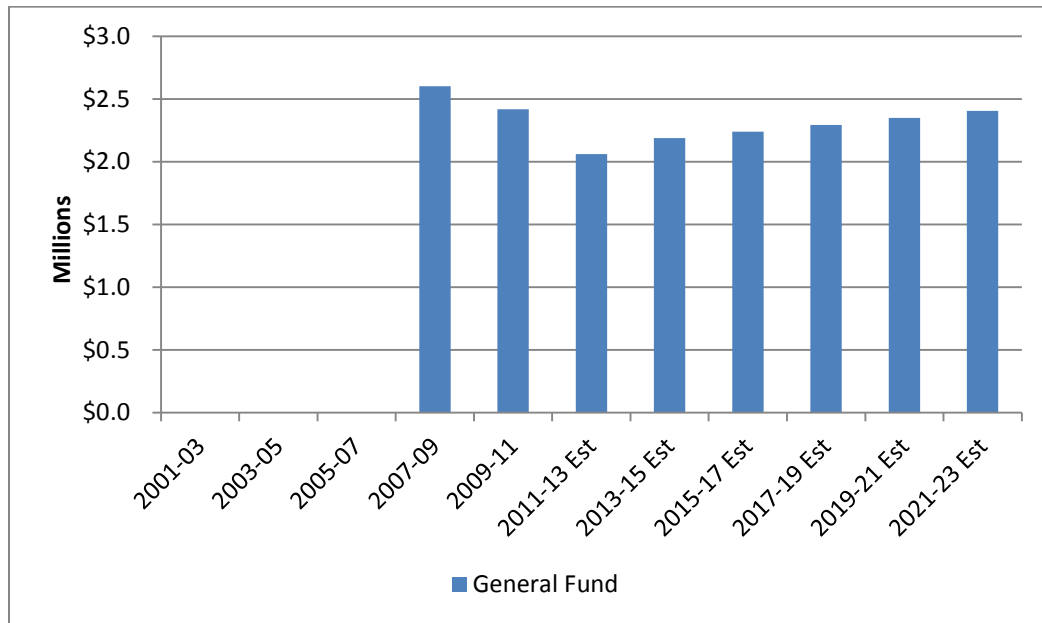
INR is currently developing a 2013-2016 Strategic Plan. Goals for the 4-year plan are:

- Goal 1: Advance ideas, discoveries, knowledge, and tools that enable decision makers to better understand natural resources management and policy options.
- Goal 2: Increase the ability of others to efficiently and effectively deliver better environmental and natural resource outcomes.
- Goal 3: Advance public understanding of the importance, issues, and impacts of natural resources.
- Goal 4: Strengthen INR's effectiveness and capacity to leverage the expertise and extend the research of Oregon universities to inform natural resource management, planning, and decisions.
- Goal 5: Be recognized as a leader in developing innovative and pragmatic solutions for natural resource challenges through collaborative applied research and information delivery.

New indicators and metrics are being developed to monitor and evaluate the progress and effectiveness against the Strategic Plan goals.

Oregon University System: Oregon Solutions

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

Oregon Solutions is part of the Governor’s Regional Solutions Network, through Executive Order No. 11-12—*Establishing the Oregon Solutions Network and Connecting the Work of the Regional Solution Centers, Oregon Solutions (OS), and the Oregon Consensus (OC)* program. The mission of Oregon Solutions is to develop solutions to community based problems in a way that provides sustainable support for the economy, the community and the environment through the collaborative efforts of business, government and non-profit organizations.

Program Funding Request

Program Description

Oregon Solutions grew out of the State of Oregon's Sustainability Act of 2001 (HB 3948). The program was first housed within the executive branch of state government, then, in January of 2002, was moved with the National Policy Consensus Center to the College of Urban and Public Affairs at Portland State University. Oregon Solutions collaborates with local governments and with the Governor’s Regional Solutions Centers on regionally significant projects where state agency assistance and funding is available and needed to implement community projects.

Governor Kitzhaber is the current Chair of the Oregon Solutions Steering Committee.

Program Justification and Link to 10-Year Outcome

In just over a decade, Oregon Solutions has designated over 65 projects around the state. With many projects underway, OS continually strives to meet the state's Sustainable Community Objectives and bring solutions to bear on vexing topics from forest health to a shortage of safe classroom space. The OS program is collaborative governance in action, working with local, state, and federal agencies, and with local citizens, the business section, and non-profit organizations. A sampling of recent projects includes:

- Gateway Green- the Oregon Solutions process helped to leverage almost \$75,000 for project implementation to revitalize a large, under-utilized open space in east Portland.
- Milton-Freewater Levee Repair- the Oregon Solutions process focused the effort to repair the levee in Milton-Freewater, and served as a catalyst for a \$2.8 million bond to be passed by the city with 80.8% of the votes in favor of it.
- Southern Oregon Clean Energy Alliance – This coordination effort began with 5 southern Oregon counties and now includes 8 counties (Coos, Curry, Douglas, Jackson, Klamath, Lake, Lane and Josephine) which are all working together to capitalize on the natural resources in the area to combat the economic effects of loss of timber funds.
- Vernonia Schools - Following the devastating floods in 2007, an Oregon Solutions team came together to save the community, starting with rebuilding of the schools. The Oregon Solutions team accelerated the process for site analysis and selection, and assisted in leveraging the almost \$40 million needed for construction. The school will open for students in September of 2012.
- Camp Odyssey - Camp Odyssey, a week-long teen camp that builds bridges across cultural differences, ran successfully for 12 years through the 1980-90's. The Oregon Solutions team developed a business plan and governance structure to sustainably manage the camp and leveraged over \$23,000 per year for the next three years towards camp operations.
- Portland Community Gardens – The Oregon Solutions process focused on an effort to expand the community gardening space in Portland. The project team secured \$1 million in funds for expansion and dedication of \$225,000 over 2 years for maintenance. The project opened over 7 new community gardens and added over 150 garden plots.
- Columbia River Water Withdrawal: This project will bring together key interests to develop specific proposals to support expanded agriculture and benefit fisheries and other in-stream uses. The Oregon Business Plan identified water withdrawal as an opportunity that could create a significant number of new jobs, help our state's important agricultural industries, and provide new benefits for the environment.
- Federal Forestlands Advisory Committee Implementation Work Group: This ad hoc committee, staffed by Oregon Solutions, is focused on supporting landscape-scale, active restoration of federal forest lands by identifying and removing barriers to restoration of forest and watershed health. The project team includes members of state, local and federal government, private business and the non-profit sector.
- Umatilla Forest Collaborative Group: This OS Project will support formalizing a fully-functioning collaborative. The stakeholders will craft a restoration proposal for a 30,000-acre forest on the Heppner Ranger District.

The Oregon Solutions program is part of the State's Regional Solutions Network. This Network is an integral part of the State's **Economy & Jobs Policy Vision** and specifically, part of Strategy 1, policy 1.2. Amplify local and state economic effects and make Oregon's economy more resilient.

Oregon Solutions directly supports at least two of the seven main ideas to accomplish this strategy, listed on page four of the Vision Statement.

1. Support a bottom up network for identifying and prioritizing local, regional and state-wide needs, opportunities, and economic development priorities.
5. Work with state and federal land management agencies and partners with an interest in federal lands to improve forest health and produce a steady and increased supply of timber for Oregon's forest products industries.

The Vision Statement specifically notes on page five: "Existing Regional Solutions Centers provide the foundation for a bottom up network to identify and prioritize local, regional and state-wide needs, opportunities, and economic development priorities."

Oregon Solutions will join Oregon Consensus and the State's Regional Solutions Centers to achieve the following goals from page six of the vision statement:

- Complete 50 projects per year, identified through the Regional Solutions Centers, that create and sustain jobs and address regional priorities; in year five, complete 100 projects that address the state's sustainable community objectives and regional priorities; and in year ten, complete 150 projects per year that address regional priorities and respond to a regional decision-making process that involves federal, state and local government.
- Produce sustainable timber volumes from working forests (private, state and federal public lands) at levels consistent with state and federal policy, forest health and providing a stable base for the forest economies in timber-dependent communities.
- Implement key priority actions of the state's Integrated Water Resources Strategy.

Oregon Solutions is also an integral part of the 10-Year Outcomes for Strategy 1, listed on page six of the Vision Statement:

- By the end of 2013, there will be a proposal to the Chief Operating Officer (COO) and Governor on how to align Economic Development Districts, Workforce Development Boards, Metropolitan Planning Organizations and Regional Solutions Centers (ORSC).
- ORSCs will provide tracking and summary of work annually to the Governor and COO. This report will provide the total number of projects to date since founding, and the projects completed that year with the estimated number of jobs or investment brought to the community by the member agencies of the Centers.
- Produce a long-term annual average timber volume of 4.5 billion board feet from Oregon's 30 million acres of private, state and federal forests.
- Develop place-based regional water resources plans on a pilot basis and fund new water supply projects that lead to at least 20,000 additional acres of irrigated agriculture.

Program Performance

For the last 5 years, the program has generated the following benchmarks¹:

- Assessments per year: 17
- Designations per year: 10 (does not count number of projects completed per year, as a number of projects are multi-year endeavors and/or collaborative systems)
- Number of community team members per project: 27

¹ Most numbers reflect an average

- Cost of OS project management: \$32,000
- Evaluations are done on each project: 93% of participants and 100% of businesses would work on another Oregon Solutions project
- Placed more than 50 interns to work on over 60 collaborative projects

Enabling Legislation/Program Authorization

Oregon Solutions is not mandated by any state or federal statute. The program grew out of the Oregon Sustainability Act of 2001 (HB 3948).

Funding Streams

Other funds to OS include fee-for-service contracts with local, state, and federal agencies to help fund OS projects:

| 2007-09 | 2009-11 | 2011-13 |
|----------------|----------------|----------------|
| \$523,411 | \$208,936 | \$323,230 |

Almost every OS project has either a direct or an indirect leveraging component. The sample projects cited above provide some examples on leveraging:

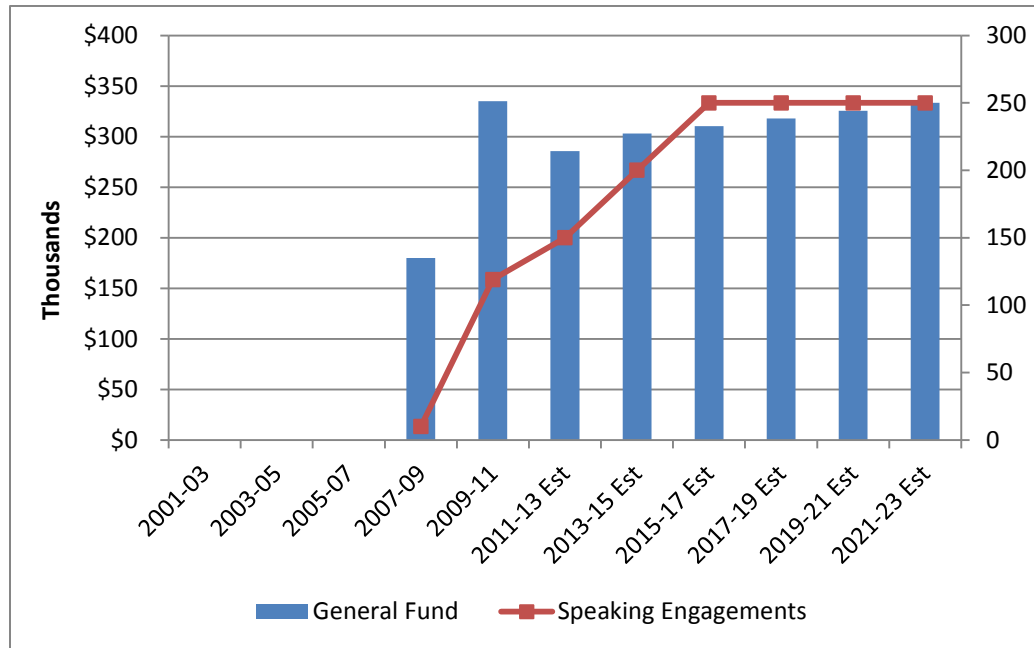
- The Milton-Freewater levee project resulted in a recommendation for a \$2.8 million bond measure which was passed by the community;
- The Portland Community Gardens project included a recommendation for expansion and the city added \$1 million to the budget;
- The Vernonia School District flood recovery efforts will result in a new \$40 million school.
- Indirectly, the OS forest-related projects have resulted in additional spending by federal agencies.

Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposal assumes a funding level that will allow the Oregon Solutions program to continue to provide these important services to the people and state of Oregon.

Oregon University System: Climate Change Research Institute

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

The Oregon Climate Change Research Institute (OCCRI) facilitates research; serves as a clearinghouse for climate change information; provides climate change information to the public in integrated and accessible formats; supports the Oregon Global Warming Commission in developing strategies to prepare for and mitigate the effects of climate change on natural and human systems; provides technical assistance to local governments; and at least once each biennium, assesses the state of climate change science as it relates to impacts on Oregon.

Program Funding Request

Program Description

The Oregon Climate Change Research Institute was established by the Oregon Legislature in 2007 in response to the December 2004 report issued by the Governor’s Advisory Group on Global Warming. The report called for “immediate and significant action to address global warming, to reduce Oregon’s exposure to the risks of global warming and to begin to prepare for the effects of global warming.” The OCCRI, based at Oregon State University (OSU), is a network of over 100 researchers at OSU, the University of Oregon, Portland State University, Southern Oregon University, and affiliated federal and state labs.

Program Justification and Link to 10-Year Outcome

Like many other research enterprises at a land grant university, OCCRI engages in research which is intended to provide direct benefit to citizens of the state and the region. Federal and state agencies, non-governmental organizations, and businesses have relied on OCCRI for scientific data, translation, advice, and education. OCCRI's grant proposals have helped fund both graduate and undergraduate students, increasing student participation in the research enterprise, supporting these students during their education, and ensuring workforce development. OCCRI has engaged with the K-12 educational enterprise including speaking at the Oregon Science Teachers Association, participating in teacher training, helping with school research projects, and other activities. OCCRI has also connected with informal learning for K-12 including the Oregon Museum of Science and Industry and Girl Scout day camp.

The Center is part of OUS's research mission. Research is one of the primary missions of higher education and is an integral part of training undergraduate and graduate students for careers in STEM disciplines.

Connections to the 10-year outcomes include:

In Education Policy Vision:

- ***2.3 Invest in evidence-based programs and practices that improve outcomes***
- ***3.2 Research and dissemination of best practices***

Undergraduate and graduate students are involved in the research supported by OCCRI and the funds that OCCRI leverages. This hands-on training is established as one of the most effective ways to train and retain the next generation of STEM professionals.

In Economy & Jobs Policy Vision:

- ***1.1 Focus on sustainable business development and the chain of innovation***
- ***1.2 Amplify local and state economic effects and make Oregon's economy more resilient***

Climate change affects water supplies, growing seasons, fish populations, weather patterns, and many other factors critical to long-term planning for Oregon industries. Accurate, impartial, and informed climate analysis is a critical capability for Oregon's economic progress.

Program Performance

OCCRI was established by the legislature in the 2007 session, funded in 2008, and began in 2009 with the hiring of its first director. Hence, providing a full 5-year history is not possible. With aggressive grantsmanship, OCCRI has leveraged slim state support into over \$17 million of extramural funding from federal, state, and private sources, detailed in the Funding Streams section below. These coordinated regional research efforts have placed OCCRI at the forefront of regional climate science and applications.

OCCRI's service components include (a) Oregon Climate Services, the state climate office for Oregon; (b) climate-themed topical workshops and conferences usually intended for audiences including both academic and non-academic participants; (c) extensive public speaking and media outreach; and (d) *ad hoc* conversations conveying science and related issues. Oregon Climate Services serves the public and agencies by archiving and presenting climate data, answering 500-700 direct requests per year, conducting approximately 50 media interviews per year, producing 12 newsletters per year, as well as a Twitter feed. Hundreds of people have participated in OCCRI-

organized meetings and conferences. OCCRI staff provides public speaking services at approximately 65 events per year.

Enabling Legislation/Program Authorization

The OCCRI is authorized in ORS 352.247.

Funding Streams

Extramural, mostly competitive, funding for OCCRI consists of over 25 funded proposals, including (a) for the first time in 15 years of the NOAA Regional Integrated Science and Assessments (RISA) program, outcompeting an existing project (at UW) to host a RISA at \$4m for 5 years; (b) a Department of the Interior Climate Science Center (approx. \$10m/5 years); (c) NSF-funded Willamette Water 2100 project (\$4m / 5years) and (d) USDA-funded Regional Approaches to Climate Change for Pacific Northwest Agriculture, \$20m/5 years (roughly \$4m to Oregon).

The dedicated funding stream from the state peaked at \$334,858 in the 2009-11 biennium. OSU's College of Earth, Oceanic, and Atmospheric Sciences contributes \$100,000 per year plus some staff time for accounting.

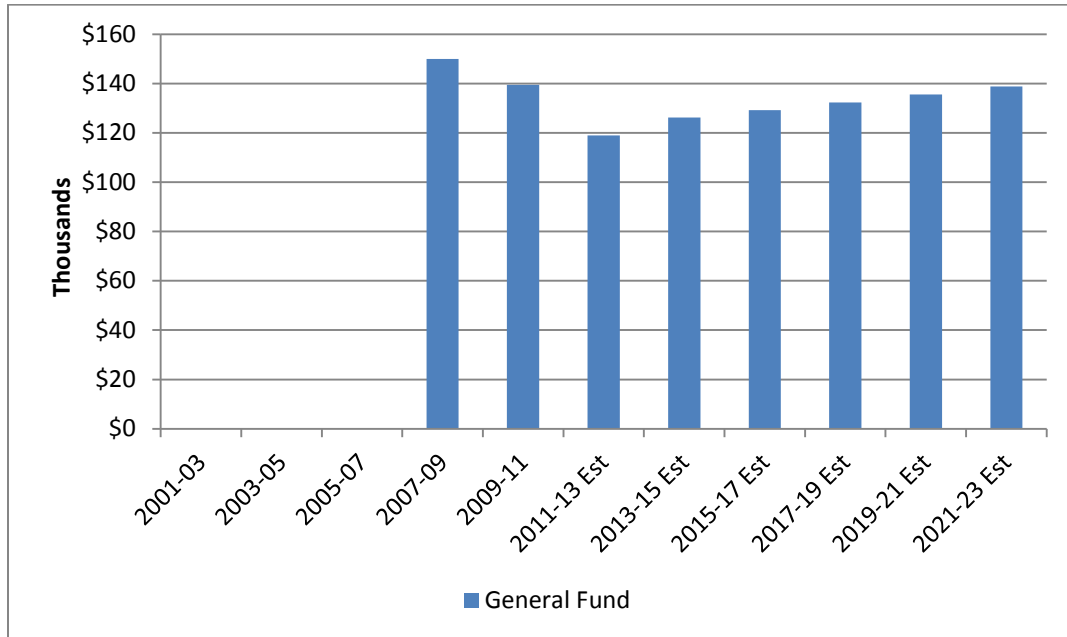
Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities.

OCCRI has grown from 1 to 16 employees in the last three years and is likely to stay roughly this size. OCCRI will continue to carry out research, service, and communications, and connect faculty at OUS institutions, using the core State funding as leverage for external grant and contract support.

Oregon University System: NEW Leadership Oregon

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The National Education for Women (NEW) Leadership Oregon program at PSU is a leadership initiative that trains outstanding college women from across all higher education institutions in the state to develop their leadership potential, with a focus on public service. Women's involvement in elective office, public policy making, and all aspects of public service is a matter of justice and equity and is imperative for a vital democracy.

Program Funding Request

Program Description

The National Education for Women (NEW) Leadership Oregon program, which began in 2004, is an award-winning women's leadership development program housed at the Center for Women, Politics & Policy at Portland State University. Open to women enrolled at any higher education institution in the state of Oregon, NEW Leadership Oregon has developed an inclusive women-centered leadership program that educates and encourages outstanding college women to develop career paths toward public service. The program includes an ongoing relationship with alumnae, incorporating ongoing mentoring from senior women leaders, training workshops, and professional development opportunities. There are currently over 230 alumnae from across the state and a number of liaison student groups. The leadership center was first funded as a targeted program during the 2007-09 biennium (SB 5549).

Program Justification and Link to 10-Year Outcome

NEW Leadership Oregon (NLO) teaches Oregon college women the value of civic engagement and encourages them to see themselves as empowered leaders who can effectively participate in politics and public policy. This focus is tied directly to the 10 Year Plan's **Education Policy Outcome** to prepare Oregonians for lifelong learning, rewarding work and engaged citizenship. NLO is part of the Center for Women, Politics & Policy which further supports the goal of increasing women's leadership at all levels, through a teen girls' leadership program, grade 6-12 curriculum on women leaders, a personal papers archive of Oregon women leaders, and a speaker series highlighting women and policy.

NLO women learn about the program through their college campuses, apply, and are selected by a distinguished group of women leaders, serving on the Center for Women, Politics & Policy Board. In addition to the initial intensive residential NLO program, there are multiple ongoing services for participants. These services include:

- individual mentoring,
- professional development opportunities, and
- exclusive training

These benefits provide additional wrap-around support to and from alumnae. Additionally, the non-institutionalized aspects of the program are crucial: a strong cohort of community minded women from across the state who inspire each other and develop a professional nonpartisan network dedicated to empowering each other on their leadership journey. As our founding board chair, former Governor Barbara Roberts, has said, "we are not necessarily looking for the high school valedictorians, we are looking for diamonds in the rough, who just need the encouragement and empowerment to shine."

Many of our students are in a category determined by the Oregon University System to be of "high risk" for not finishing college: low-income, first in their family to attend college, English language learners, and/or identify as an ethnic minority. NLO alumnae finish their education or pursue further degrees. Though many of the undergraduate students coming into our program are in a statistical risk category to not finish school, the strong cohort of peers built through NLO and the networks developed through senior program speakers has meant nearly all our participants graduate from college, and the majority of those go on to graduate school.

Participants create ties with speakers and develop networks of women mentors. Every effort is made to have our speakers reflect multiple dimensions of diversity (geographic, political, economic background, family makeup, ethnic, age), and they are chosen based on their expertise on a particular issue. We believe "you can't be what you can't see" and we aim for each participant to see themselves in at least one of the speakers throughout NLO.

NLO is based on assessments and is data driven. NLO was initially created to develop women interested in politics, and based on our participant data from early years (2004-2006); we have since increased the scope of the program to focus on leadership in all sectors. We are able to chart changes to NLO and develop strategies for ongoing supports and opportunities, especially important for capturing career and economic trends, using participant feedback. Our core program involves training on public speaking, working across differences, work style assessments, advocacy and lobbying, campaign basics, balancing public and private lives, women's leadership foundational, alumnae panel, making meaningful connections, and women in politics. Recently, we instituted a

Choosing a Career panel, and this year we've added training on salary negotiation. The program culminates with a day in Salem at the state capitol, where students are escorted by former Governor Barbara Roberts, meet with elected officials and provide testimony on policy projects which have recently, or will soon, come up in our state. Topics this year include equal pay, mandatory minimum sentencing, and spousal support reform

Program Performance

After eight years of program assessments, we know this program makes a difference in the lives of the women who become part of the program, and for their communities and families. NLO alumnae serve as higher education peer mentors and have a passion for public service. NLO trains them in advocacy skills and provides ongoing mentoring and support. Some of our assessment data over the past 5 years includes:

- Approximately 50% of NLO participants are the first in their family on track to finish an undergraduate degree.
- Approximately 80% of our students request financial scholarship and indicate they are low-income.
- 97% feel they gained the ability to connect with people who have influence over their issue of concern.
- A growing number of participants are mothers (20% in 2011), and cite a deep interest in educating their children on civics and encouraging them to be involved in their community.

The diversity of women who participate in this program is multidimensional. Participants are predominantly between the ages of 18 and 22 (36%), though all other age ranges are represented. Within the last few years, the percentage of women age 41-50 has grown to almost 20%. Approximately, 40% of the women come from about urban backgrounds, 30% from suburban backgrounds, and 30% from rural backgrounds.

All participants cite their interest in attending as leadership development, and we know what they learn is important, as we have women now serving as public commission members, small business owners, administrators in state agencies, public relation leaders, policy directors for nonprofits and corporations, and practicing lawyers. The individual stories are sometimes the most impressive. One single mother, formerly homeless, was inspired by mentors at her NLO and has just graduated from law school. Another teenage mother, who identifies as Native American, decided to pursue law school, has now finished, and is starting work for her tribe. Yet another woman from our first class (2004) worked for Congressman Greg Walden's office and now is a co-owner of her own public relations agency. The stories are many. From all of them, the key point we hear is that through the NLO experience these women were provided the tools and education to utilize this newfound sense of obligation and power as recognized community thought leaders.

| | <u>2003-05</u> | <u>2005-07</u> | <u>2007-09</u> | <u>2009-11</u> | <u>2011-13</u> |
|---|----------------|----------------|----------------|----------------|----------------|
| Number of students/alumnae participants | 40 | 102 | 169 | 239 | 275 |
| Number of service interactions with alumnae | 40 | 62 | 760 | 940 | 1,100 |

Enabling Legislation/Program Authorization

This program is not mandated by law at the state or federal level.

Funding Streams

The current state investment in the Center for Women, Politics & Policy is critical. While we have a broad base of support for the Center, the state support funds a program position which allows the Executive Director to focus more of her time on fundraising for program dollars. Since the state has funded the position beginning in July 2007, we have gained financial support from Qwest Communications (\$30,000), Regence (\$20,000), the Oregon Community Foundation (\$20,000), private donors (cumulatively totaling \$200,000) and others. The state investment also gives CWPP capacity to hold an annual fundraising luncheon with a gross event revenue of \$80,000, expand its programming to teen girls, develop grade 6-12 curriculum celebrating women's history in Oregon, and gain national attention through strategic partnerships with other Centers (for example: Center for American Women and Politics at Rutgers) and organizations (Vision 2020 Equality in Sight). The multiplier effect the state-funded position has on our organization is enormous; for approximately every dollar paid by the state, our organization raises \$4, a large return which increases the ability of our organization to grow smartly, expand community and corporate support, and develop a strong base of diverse women leaders across the state.

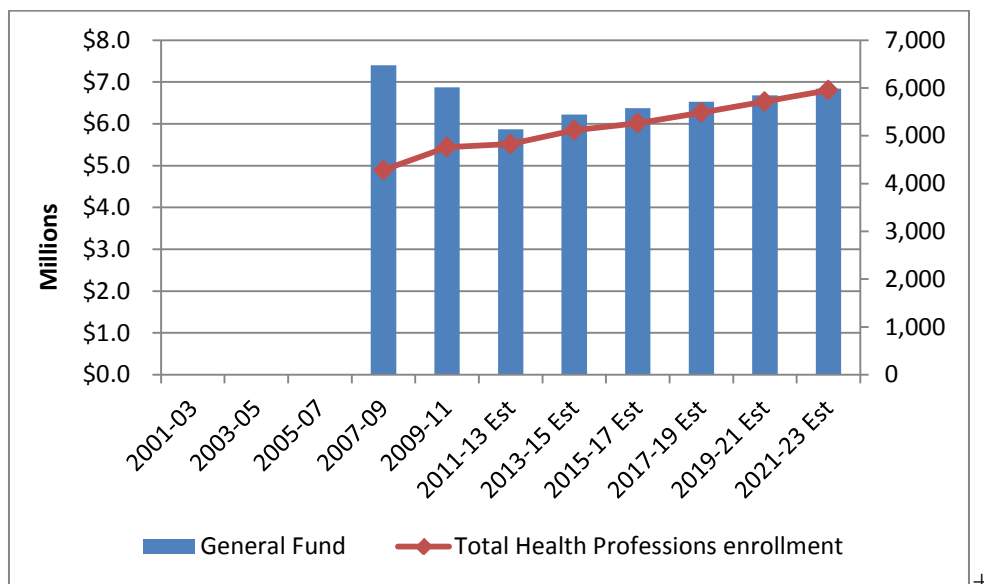
Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities.

The advisory board for the Center for Women, Politics and Policy recently approved a 5 year strategic plan which calls for a staffing model change to an Executive Director position (full-time), academic director, and program assistant. This model will allow the Center and NEW Leadership, to grow its programs, educational resources, and leadership initiatives across the state.

Oregon University System: Health Professions

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

Health Professions funding supports the increase and enhancement of nursing prerequisite courses and expansion of the Oregon Institute of Technology's (Oregon Tech) health professions programs.

Program Funding Request

Program Description

The Oregon University System (OUS), the Oregon Department of Community Colleges and Workforce Development (CCWD), and the Oregon Health & Science University (OHSU) have been collaborating since 2007-09 to develop a coordinated and integrated approach to address the key healthcare workforce shortages in the state. While each agency budget process requires individual submissions for additional funds, the three agencies submitted policy packages as part of an overall strategy to ensure a comprehensive approach to addressing the workforce shortage problem and that funding needed across agencies was identified and provided collectively. The coordinated approach was reviewed and supported by the newly formed Oregon Healthcare Workforce Institute, a private/public partnership with representatives from the healthcare industry. These policy packages addressed the infrastructure to develop and sustain an ongoing supply of healthcare workers; but did not include scholarship funding supported by the Oregon Opportunity Grant and industry scholarships focused on increasing and diversifying the applicant pool.

For the 2007-09 biennium, approximately \$7.4 million in funding was provided by the Legislature (SB 5515, Policy Option Package 301) to OUS to increase nursing prerequisite courses for the

Oregon Consortium for Nursing Education (OCNE) program and to expand the Oregon Tech health professions programs.

Oregon Tech's health professional programs are coordinated through the Martha Anne Dow Center for Health Professions (CHP). The main facilities were built in 2007-08, but the center concept extends to Oregon Tech facilities and collaborative programs in Wilsonville, La Grande, and Salem. Realizing that health care needs are continuing to evolve and some professions are under-represented in Oregon and the Pacific Northwest region, other health-related programs have been proposed for development or implementation.

Program Justification and Link to 10-Year Outcome

During the past 20 years, employment growth in the health care industry has outpaced almost all other sectors of labor. In Oregon, health care jobs will account for approximately 20 percent of the total projected growth from 2006 to 2016. This is due to:

1. The aging and higher dependence of baby boomers on health care;
2. Increasingly unhealthy trends in obesity, hypertension, diabetes, and other chronic diseases;
3. Greater awareness and demand for medical intervention as a result of health care consumerism;
4. Changes in health policy that result in greater access to care for more Oregonians.

At the same time, innovations in medical technology and more complex diagnostic and therapeutic procedures have increased the demand for an ever more technically trained workforce. Expansion of medical services and increased expectations of an educated consumer population produce opportunities for health care employment. Health care workers are required at certificate, associate degree, baccalaureate degree, and graduate degree levels. This includes a diversity of technologists and technicians that staff laboratories, respiratory care units, medical imaging facilities, serve as dental hygienists and dental assistants, provide emergency medical support, and staff rehabilitative services.

According to the Governor's 10-year *Education Policy Vision*, the "10-year budget strategy for education is based on two important ideas: invest more strategically and invest more." Failure to invest in education of the technical professions, especially in the health care occupations, could have disastrous consequences for Oregon's economic future. Health education provides the skilled workers needed by hospitals, ambulatory care, and other residential health services. The inability to provide adequate health care will directly impact employment due to compromised diagnostic, therapeutic, and rehabilitative outcomes. Therefore, investment in health education serves two major strategies: educating the work force and providing better health care.

The *Education Policy Vision* strategy 1.2 addresses skill levels for jobs. Health care jobs include middle skills-jobs that are usually met by education at the certificate and associate degree levels, and professional technical jobs that include baccalaureate degrees and graduate education. Funding of the health professions programs produces graduates at both the associate and baccalaureate levels. Jobs in these technical positions, especially in Oregon, require licensure which usually requires board certification by a professional organization. Qualification for certification and licensure requires appropriate institutional accreditation by professional organizations in specific medical disciplines.

In the Governor's *Economy and Jobs Policy Vision*, Oregon's high unemployment rates are partly attributed to the fact that many key employers cannot find the skilled workforce they need (p.14, strategy 3.2). Investment in the educational infrastructure for healthcare will help meet the need for skilled workers in Oregon's substantial health care industry.

The health professions program supports strategy 3.4 of the *Economy & Jobs Policy Vision*. This program brings community colleges, public 4-year universities, OHSU, private partners and K-12 schools together. These partnerships serve to identify and create new opportunities for collaboration, one of the ingredients for realizing Oregon's ambitious 40-40-20 goals (p.15). It is important to recognize that there is a continuum between the middle skill jobs represented by community college technical education and the high skills represented by four-year university professional education.

Program Performance

Oregon Tech:

Number of certificates, associate degrees, and baccalaureate degrees awarded:

| Program Performance | | | | | |
|----------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
| Enrollment | 1393 | 1435 | 1585 | 1579 | 1664 |
| Health Degrees Awarded | 311 | 323 | 340 | 329 | 387 |

Cost of Health Professions Programs:

| Cost Per Unit Service | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|
| Fiscal Year | 2008 | 2009 | 2010 | 2011 | 2012 |
| FTE | 1106 | 1140 | 1217 | 1232 | 1273 |
| Total Cost | \$7,249,488 | \$7,836,779 | \$7,953,644 | \$7,927,906 | \$8,466,756 |
| Cost/FTE | \$6,554 | \$6,874 | \$6,535 | \$6,434 | \$6,620 |

SOU:

| Health Professions¹ | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 (prelim) |
|---------------------------------------|----------------|----------------|----------------|----------------|-------------------------|
| Degrees ² | 36 | 63 | 59 | 75 | 74 |
| Majors ³ | 443 | 442 | 504 | 540 | 491 |
| SCH ⁴ | 5132 | 5859 | 5719 | 7059 | 7316 |
| Enrolled ⁵ | 219 | 252 | 259 | 278 | 325 |

¹Disciplines include Counseling, Nursing, and Pre-professional programs such as pre-med, pre-dental, pre-vet, etc.

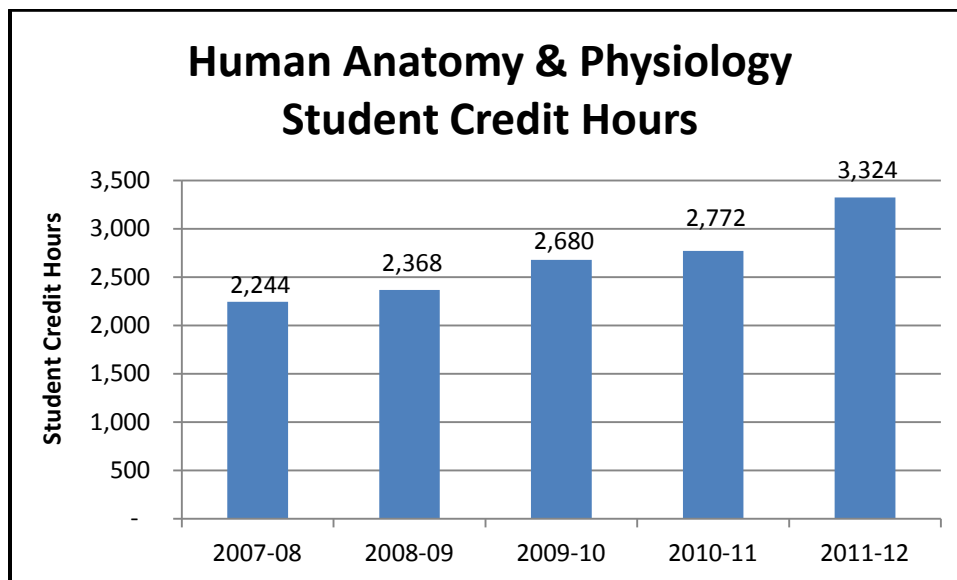
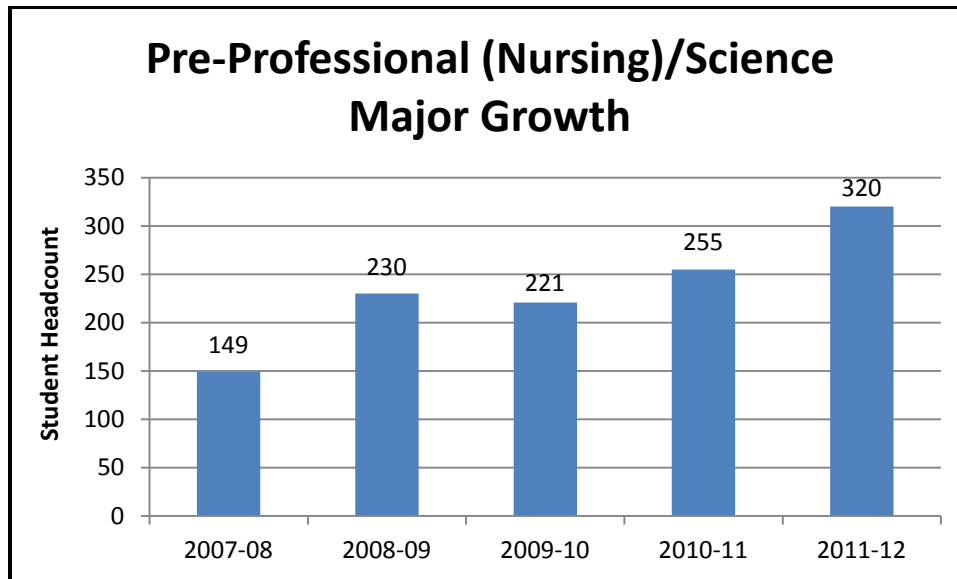
²Total degrees conferred each Academic Year (AY) counting both primary and secondary majors and including nursing degrees conferred by OHSU.

³Unduplicated headcount each AY of students with a declared primary or secondary major that is within the health profession programs.

⁴ Total Student Credit Hours (SCH) generated each AY by students enrolled in health profession courses.

⁵ Unduplicated headcount each AY of students taking at least one health profession course.

WOU:



Enabling Legislation/Program Authorization

This program is not mandated by law at the state or federal level.

Funding Streams

Funding for the Health Professions programs at Eastern Oregon University, Oregon Tech, Southern Oregon University and Western Oregon University comes mainly from state general fund support and student tuition and fees. Additional resources for facilities have been provided by Oregon Dental Services (EOU) and Chemeketa Community College (Oregon Tech) to house dental hygiene programs.

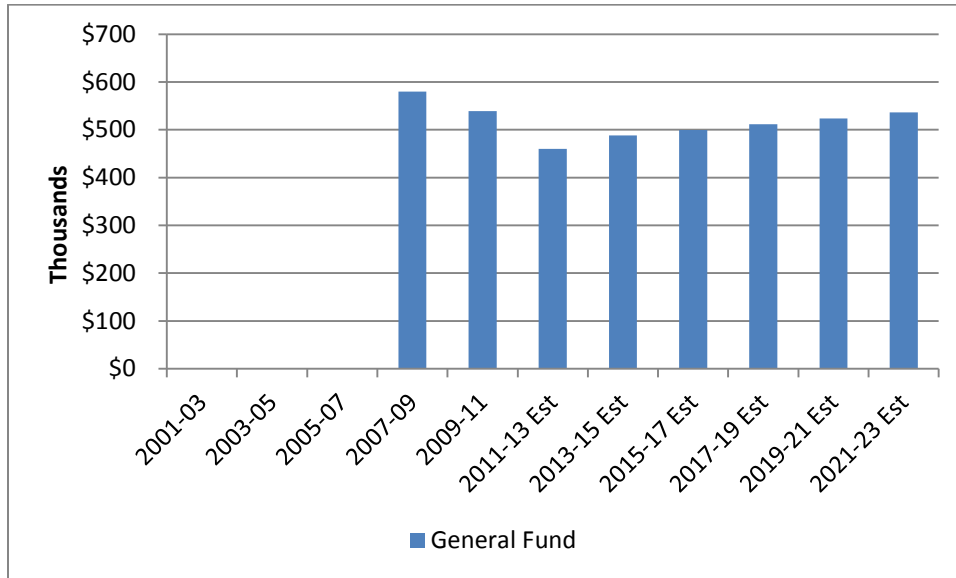
Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, although the allocation calculation can be enrollment driven. More often than not, a program has executive branch or legislative initiative

origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposal assumes continued funding for core services and faculty support necessary to educate undergraduates in the health professions fields and ultimately address workforce needs in Oregon.

Oregon University System: Rural Access

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

This program funding supports increasing college attendance in rural Oregon. Approximately 14 percent of the college-age population (18-24) in rural Oregon is attending college, which is less than half of the state’s average of 30.8 percent. The Rural Access Program at Eastern Oregon University (EOU) works to bridge the gap between rural students and higher education – especially minority students from Latino and American Indian backgrounds.

Program Funding Request

Program Description

The Rural Access program at EOU was developed specifically to reverse the national trend of declining post-secondary attendance by students from rural communities. Utilizing faculty and academic resources at Eastern Oregon University, staff works with students through nine different sites in eastern Oregon; supporting “embedded” part-time college advisers and a full-time Native American and Rural Programs Coordinator; and developing bi-lingual marketing materials on college affordability and access.

The program seeks to create, develop, and encourage a college-going culture in rural Oregon to increase the percentage of high school graduates attending college to the state average by 2015, resulting in an increased investment in economic development in the region and an increased regional and state tax base. The 2007 Legislature provided (via SB 5515) \$580,000 to institute a pilot program at EOU to increase college attendance in rural areas of the state. This pilot program

was subsequently expanded and funded at \$538,900 in 2009 and again at \$459,790 in 2011. This proposal connects directly to the Board's Academic Strategies Committee priorities and goals, specifically the Student Participation and Completion Subcommittee, which works to "develop analysis and options leading to a statewide effort to improve participation, retention and success of underserved populations in postsecondary education throughout Oregon, through initiatives which directly address declining levels of freshman participation and completion to graduation." These efforts support the Board's Access and Affordability and Excellence in Delivery and Productivity initiatives. The successes of the efforts under the Rural Access Program have been marked statewide and nationally: the American Association of Colleges and Universities (AAC&U) featured the high impact practices that have been developed at EOU in their February 2011 national newsletter (http://www.aacu.org/aacu_news/AACUNews11/February11/feature.cfm).

The Rural Access Program at EOU focuses on two primary strategies:

Strategy I: Increase college attendance by making college education in rural Oregon more accessible.

Activity a: To encourage more high school graduates to pursue college by establishing a district-based (or "high school based" in large districts) program to mentor high school students as they progress through their secondary education, and to monitor their progress. To accomplish this, EOU advisors are in place in different districts whose sole responsibility will be to advocate for college education.

Activity b: Offer multiple college courses on high school campuses using a combination of traditional and extended residence courses as well as different modes of distance education such as interactive television and the Internet. EOU doubled the number of credit hours offered every year through the 2006-2007 academic years. Since 2006-2007, EOU has held the overall numbers of these courses at a steady state, though personnel changes in the participating high schools have led to fluctuations at specific high schools. These activities have been integrated into the larger Eastern Promise set of activities.

Activity c: Create a college-going culture by starting early outreach to mentor 7th through 9th graders on the benefits of college education, leading to a significant increase of additional students enrolling at any four-year institution each year.

Activity d: Reinforce the college-education culture by involving and educating parents in the processes and activities surrounding higher education, including financial aid, scholarships, and applying for admission to the college of their choice.

Activity e: Host summer institutes for dual credit on university campuses. One three-week institute was held in 2006 offering three transferable college credits for 30-40 attendees. The summer institutes have since been institutionalized, enrolling 40-50 high school attendees each summer. Plans for further developments with these summer institutes are focused on offering on-site summer institutes in Hermiston at the Eastern Oregon Higher Education Center and in Pendleton for students of the Confederated Tribes of the Umatilla Indian Reservation, as well as the students at the Warm Springs reservation.

Strategy II: Increase college attendance by making higher education in rural Oregon more affordable.

Activity a: Establish special "Rural Oregon College Scholarships" for the graduates of rural high

schools. The EOU Foundation has been successful in fundraising for these scholarships. Over the past five years, the Foundation has grown EOU's endowment from \$1.5 million to \$9 million. Of this total, over 90% of the endowment is directly aimed at these scholarships. It is anticipated that further funding sources will continue to include private donors, foundations and state and federal grants.

Activity b: Support the creation of partnership agreements between universities and rural high schools to encourage high school graduates to pursue a college education and return to rural areas.

Program Justification and Link to 10-Year Outcome

This program speaks directly to having a positive impact on **Education Policy Vision** Strategies 1.3, 2.3 and 3.2 and is uniquely positioned to address the state's goal of 40-40-20 in the rural setting.

Strategy 1.3: Focus on transition points between learning stages

"In order to ensure a coordinated system of PK-20, specific attention must be paid to the transition points between learning stages...Focus must be placed on supporting high-quality learning and making transitions seamless as learners progress from early childhood through post-secondary experiences....It is crucial for Oregon to research and examine the factors leading to risk of failure, identify students who are at risk, deliver appropriate screening and evidence-based interventional strategies, and track students' progress to completion."

Strategy 2.3: Invest in evidence-based programs and practices that improve outcomes

"Post-secondary access and affordability: To reach Oregon's 40-40-20 Goal, the state must be strategic in instilling a college-going culture across the continuum, and in making, and honoring, a promise that post-secondary education will be within reach for all learners who achieve the important outcome of earning a high school diploma. We must persuade a much larger share of learners that a post-secondary degree brings returns in the job market and create a clear state policy on affordability that ensures increases in tuition are matched by increases in aid to protect those least able to afford higher education."

Strategy 3.2: Research and dissemination of best practices

"To ensure that decisions and budgets are built around outcomes, the state must invest in the capacity to not only collect data, but to research that data and provide much deeper analysis of what is working across the continuum. Research and data will allow educators to become more rigorous about predicting the likelihood of dropping out on a student-by-student basis and understanding which conditions...raise the odds of graduation. Teachers need reliable and vetted resources proven effective..."

This program also addresses the **Economy and Jobs Policy Vision** statement that:

"Oregon must also address growing disparities across regions and demographic groups... Given the significant demographic shifts that have and will continue to occur over the coming decades, policy makers must ensure that all of Oregon's citizens state-wide are prepared to benefit from economic development opportunities and growth along career pathways."

Program Performance

The performance metrics associated with EOU's Rural Access proposal are consistent with both the original legislative intent of original funding in SB 5515 (2005) and the current OUS/EOU OEIB Achievement Compact, as well as institutional role and mission and state and regional needs. These metrics are as follows:

| Rural Access Program Outcome Measures |
|---|
| 1) # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit |
| 2) # of bachelor's degrees awarded to rural Oregonians |
| 3) Six year graduation rate for all first-time, full-time freshmen from rural Oregon high schools and transfer students |

These data address the number of people served over time and the quality of services provided (inherent in the enrollment and retention data definitions).

Enabling Legislation/Program Authorization

This program is not mandated by law at the state or federal level.

Funding Streams

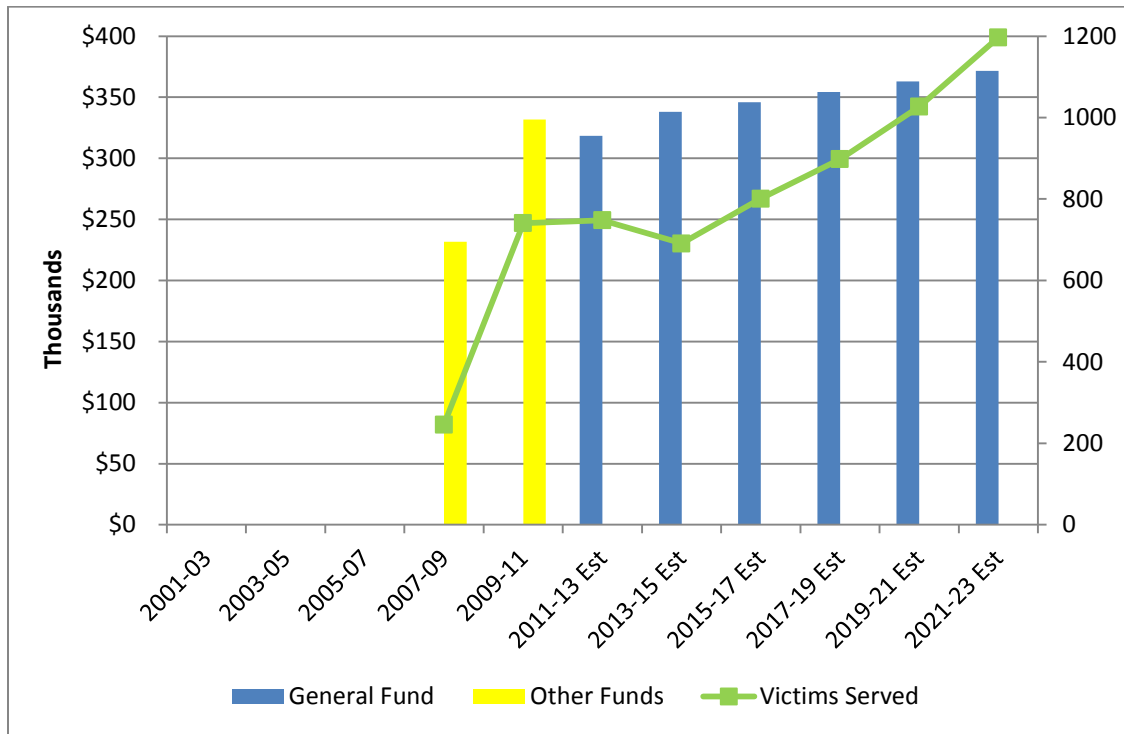
The only funding stream the Rural Access Program receives is through the State funds appropriated to our general fund for these activities. No other funding streams currently exist.

Significant Proposed Program Changes from 2011-13

Current high-impact practices in the Rural Access Program focused on recruiting, student services, and academic programming vital to the postsecondary matriculation and success of rural high school graduates will remain in place. Significant program changes planned for Rural Access in 2013-2015 will be focused on closer integration of both existing and emerging Rural Access high school course programming, recruitment, and early college opportunities with EOU's cross-sector (w/K-12 and CCWD) efforts with the Eastern Promise program.

Oregon University System: Clinical Legal Education

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Clinical Legal Education program provides funding to accredited institutions of higher education within Oregon that provide civil legal services to victims of domestic violence, stalking or sexual assault. OUS administers the application process, including eligibility determination, as well as the annual distribution of funds based on the proportional number of clients served in the preceding year. Currently, the Law Schools at the University of Oregon and Lewis & Clark College receive funding through this program.

Program Funding Request

Program Description

At the UO School of Law, the Clinical Legal Education funds support the Domestic Violence Clinic (DVC). Approximately ten students each semester enroll in either the Basic Clinic or Advanced Clinic and represent low-income victims of domestic violence, sexual assault, and stalking. An attorney supervises the students and pairs them with an advocate from Sexual Assault Support Services or Womenspace (nonprofit, victim-service agencies) who attends to the client’s emotional, safety, and non-legal needs. Basic Clinic students primarily handle *contested* restraining order cases. Advanced Clinic students handle survivors’ other legal needs, such as divorce, child custody,

housing discrimination, etc. The purpose of the program is 1) to educate law students to serve competently these victims and to instill in students a desire to assist and 2) to provide legal services to low-income survivors. The DVC is part of the Survivors Justice Center (SJC), whose staff takes cases which are too complicated for students or that require particular expertise (Latina or rural clients). SJC attorneys ensure comprehensive legal services for survivors while simultaneously educating students about more complicated cases.

Clinical Legal Education funds also go to support the Lewis and Clark Legal Clinic, which is a civil practice clinic for the Lewis and Clark Law School, providing students with practical “hands-on” experience in developing lawyering skills. At the Lewis and Clark Legal Clinic, student participants assist in the representation of clients and learn the basic lawyering skills of client counseling; fact investigation; problem solving; drafting documents; negotiating; office practice; and administrative, trial, and appellate advocacy. The Clinic accepts for representation those cases which maximize the students’ opportunities to learn and develop practical lawyering skills. All students act under the direct supervision of the clinical faculty, all of whom are attorneys. The Clinic generally represents low-income individuals experiencing a variety of civil and administrative law problems. These legal problems include, but are not limited to: domestic violence cases (FAPA, EPADAPA, SPO), divorces, tax controversies with the Internal Revenue Service, Chapter 7 bankruptcy, and residential evictions

Program Justification and Link to 10-Year Outcome

The domestic violence legal clinic programs educate law students at universities that are part of the PK-20 educational system. **They are student-centered programs that emphasize career readiness and student outcomes**, important components of the Governor’s plan. Attorneys must “operate with a **high degree of competence**”¹ to ensure domestic violence victims receive the safety and support needed. The American Bar Association (ABA) explained, “Failure to fully understand domestic violence legal issues threatens the competency of individual lawyers and judges, as well as the legal profession as a whole. Legal professionals who are uninformed about domestic violence issues may endanger the safety of victims or contribute to a society which has historically condoned the abuse of intimate partners. . .” It explained the importance of a DV Clinic: Attorneys’ “hesitation to handle domestic violence cases, or to address domestic violence issues when they arise, stems in part from a lack of legal training. It is time for law schools to fill this desperate gap in legal education by incorporating domestic violence law into ... *clinical programs*.”² (emphasis added).

The ABA also notes that DV clinical programs help provide future lawyers with the skills “to **improve the system's response to domestic violence**”². The legal clinics, therefore, produce both competent lawyers and engaged citizens who are “well prepared to be responsible and productive community members”¹. The programs “educate students who will become the next generation’s...leaders in government and industry”¹.

Perhaps most importantly, the clinics help lower the rate of domestic violence in Oregon.

Economists have found that "the availability of legal services in the county of residence has a significant, negative effect" on the overall incidence of domestic violence. Lawyers help domestic violence survivors obtain protective orders, custody, child support, divorce, and sometimes public

¹ 10 Year Plan for Oregon Project; Education Policy Vision

²ABA, Educating to End Domestic Violence: A Law School Report (1995)

assistance, thereby helping victims achieve physical safety and economic power so that they can either leave their abusers or threaten to leave if the abuse does not stop.¹

By lowering the rate of domestic violence, **the legal clinics advance the education of Oregon children who otherwise would be exposed to domestic violence and suffer impeded school success.** Unfortunately, Oregon children witness 33% of the physical assaults and 20% of the sexual assaults in Oregon². “Children can be profoundly affected by their exposure to [intimate partner violence]. Studies have described a host of problems experienced by children who have witnessed IPV, including cognitive and emotional responses (anxiety, depression...suicidal thoughts), behavioral problems (aggressiveness...**school problems**) and physical symptoms...”³ (emphasis added). The Governor’s goal of 40-40-20 requires that young learners enter school ready and able to learn and “this includes identifying risk factors early and coordinating services and supports that enable learning¹.”

In addition, the legal clinics help all students in Oregon. The Governor explained: “Ultimately, the state strategy must be to continue working to **bring the costs of health care and corrections down** in order to increase the overall investment in the education system¹.” The costs of intimate partner sexual and physical assault in Oregon exceed \$50 million each year, nearly \$35 million of which is for direct medical and mental health care services⁴. This \$50 million figure does *not* include costs of the criminal justice system or the social service system.

Program Performance

Students Enrolled in the UO Law School, Domestic Violence Clinic:

| Academic Year | Basic Clinic Enrollment | Advanced Clinic Enrollment | Total Students Enrolled |
|---------------|-------------------------|----------------------------|-------------------------|
| 2006-2007 | 12 | 3 | 15 |
| 2007-2008 | 12 | 3 | 15 |
| 2008-2009 | 13 | 3 | 16 |
| 2009-2010 | 12 | 7 | 19 |
| 2010-2011 | 12 | 3 | 15 |
| 2011-2012 | 13 | 2 | 15 |

Clients served by the UO Law DVC and L&C Legal Clinic:

| Calendar Year (ending Dec. 31) | Clients Served |
|--------------------------------|----------------|
| 2007 | 246 |
| 2008 | 358 |
| 2009 | 383 |
| 2010 | 368 |
| 2011 | 380 |

¹Farmer & Tiefenthaler, *Explaining the Recent Decline in Domestic Violence*, 21 Contemp. Econ. Pol’y. 169 (2003)

²Or. DHS, 2003 Oregon Women’s Health and Safety Survey

³Or. DHS, *Intimate Partner Violence in Oregon: Findings from the Oregon Women’s Health and Safety Survey* 15 (2004)

⁴Or. DHS, *Costs of Intimate Partner Violence Against Oregon Women* 13 (2005)

Quality of Services: SJC attorneys, including students, have a 95% success rate.

| Client Satisfaction Survey 2011 | Strongly agree | Agree | Disagree | Strongly disagree | No opinion |
|---|----------------|-------|----------|-------------------|------------|
| This agency and its staff treated me with respect. | 63% | 37% | | | |
| This program provided me with services that helped me make informed choices about my situation. | 61% | 35% | | | 4% |
| I was satisfied with the quality of legal services I received. | 63% | 33% | 4% | | |

Student Satisfaction Survey for the Domestic Violence Clinic (Scale 1 to 5. Five is the highest rating):

| Term | Course Quality | Instructor Quality | Organization | Effective Use of Course Time | Communication | Guidelines | Amount Learned |
|------|----------------|--------------------|--------------|------------------------------|---------------|------------|----------------|
| S09 | 5.00 | 4.50 | 4.50 | 4.50 | 5.00 | 5.00 | 5.00 |
| F09 | 4.75 | 4.25 | 4.25 | 4.00 | 4.50 | 4.25 | 4.67 |
| S10 | 5.00 | 5.00 | 5.00 | 4.80 | 5.00 | 4.40 | 4.80 |
| F10 | 4.75 | 4.75 | 4.75 | 4.50 | 5.00 | 4.75 | 4.75 |
| S11 | 3.71 | 3.29 | 3.43 | 2.83 | 4.29 | 3.29 | 4.00 |
| F11 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |

Enabling Legislation/Program Authorization

The Domestic Violence Clinical Legal Education (DVCLE) Account was originally created by HB 2961 (2007, Chapter 666). Moneys credited to the account were collected by the courts from petitioners and respondents in court actions for marital annulment, dissolution or separation. Moneys in the account were continuously appropriated to the OUS. HB 2710 (2011, Chapter 595) changed the funding mechanism for the Clinical Legal Education program. HB 2710 closed the DVCLE Account, transferred all funds to the state General Fund and established the Clinical Legal Education program as a targeted program within the OUS General Fund budget. HB 5056 (2011, Chapter 628) established the funding level for the 2011-13 biennium at \$330,000.

Funding Streams

The only funds that currently support the UO DVC come from the Domestic Violence Clinical Legal Education Account. Without continuation funding, the program will end. The DVC has anchored the larger SJC project. The existence of the DVC has been instrumental to the UO receiving \$882,556 in federal funds since 2006 from the OVW in a competitive grant program. An application for \$299,982 is currently pending. Almost all of these funds are distributed to project partners to serve clients. The DVC has also been essential in attracting private foundation and State DOJ funding to the SJC over time, totaling hundreds of thousands of dollars.

The Legal Clinic is a program of Lewis & Clark Law School and financially supported by the Law School, a private educational institution. Additional sources of support include Low Income Taxpayer Clinic grants from the Internal Revenue Service that partially support our Low Income Taxpayer Clinic.

Significant Proposed Program Changes from 2011-13

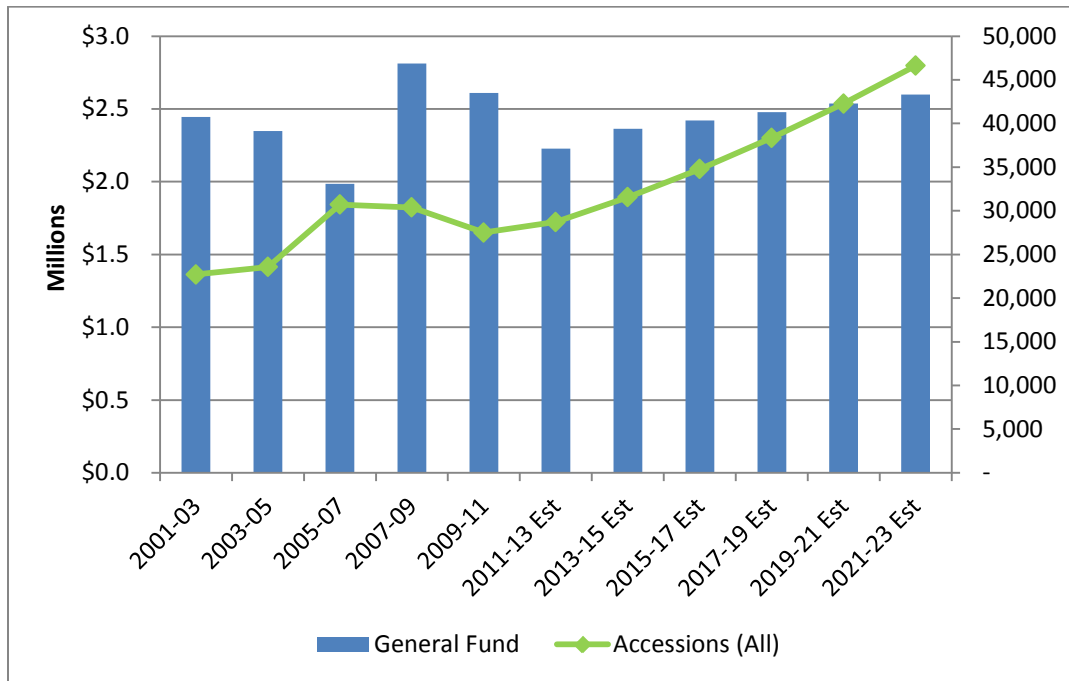
Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities.

This program is different from other Targeted Programs in that non-OUS institutions of higher education who serve victims of domestic violence through a law school clinic are eligible for the funds. At this time, Lewis & Clark College is the only non-OUS institution to apply for and receive the funds. There are no planned changes to the eligibility criteria or distribution methodology for these funds for the 2013-15 biennia.

The UO Domestic Violence Clinic is moving “in house” in 2012-13. Instead of the Clinic supervisor being employed by the Lane County Law and Advocacy Center on a subcontract from the UO, the UO Clinic Supervisor will become a UO employee. This change was part of a broader reorganization of the Survivors Justice Center (SJC). The reorganization will enable the UO greater control over the educational experience per ABA and AALS guidelines, allow for direct supervision of the faculty clinic director, and reduce administrative overhead of a multi-partner organization. Assuming the UO receives the Legal Assistance to Victims grant from the federal Department of Justice (application is still pending), the UO will still be part of the SJC and disseminate all of those federal funds to project partners. In addition, the UO will still refer clients to the SJC and the SJC attorneys will have various roles in helping educate our students. We anticipate teaching the same number of Clinic students and having those students work on the same number of cases, thereby directly assisting the same number of people. We anticipate the same outcomes as noted.

Oregon University System: Veterinary Diagnostic Laboratory

Primary Outcome Area: Education
 Secondary Outcome Area: Economy & Jobs
 Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

The Veterinary Diagnostic Laboratory (VDL) provides practical training in pathology, clinical pathology, and medical laboratory diagnosis of animal diseases to veterinary students and graduate students at the OSU College of Veterinary Medicine. The VDL works closely with local, state, and federal agencies, supporting their programs in animal and public health.

Program Funding Request

Program Description

The VDL is a campus based public service facility that serves as Oregon’s only full-service, accredited, animal disease diagnostic facility. It is integrated into the OSU College of Veterinary Medicine, where it is necessary for training of future veterinarians through instruction of veterinary medical students in the practice of diagnostic medicine. As such it meets the educational needs of over 200 veterinary students, provides diagnostic services in support of numerous research programs across the OUS, and delivers fee-based diagnostic services to veterinary private practitioners, pet owners, and food supply animal producers throughout the state. In collaboration with state and federal agencies, such as the Oregon Department of Agriculture, Oregon Public Health Division and USDA, it promotes public health through diagnostic testing and surveillance for zoonotic pathogens that infect both animals and people, such as the Avian Influenza, Rabies, and West Nile viruses.

Program Justification and Link to 10-Year Outcome

PRIMARY: Education Policy Vision

VDL diagnosticians and laboratory technicians play an essential role in the educational programs at the College of Veterinary Medicine as well as across the OSU campus. Most veterinarians graduating from the DVM program remain in Oregon. Many of the masters and doctoral graduate students, whose research is made possible by VDL services and training, support Oregon's growing biotechnology sector. The VDL's contribution to their education benefits not only these individuals but also helps "...support healthy, thriving communities across Oregon."

Audiences at continuing education sessions hosted by VDL diagnosticians include veterinarians, academic researchers, and producers representing diverse animal commodity groups. VDL contributions to the education and continuing education of veterinarians, biomedical researchers, and animal producers combine to support the stated global outcome of "...an Oregon whose citizens are prepared for lifelong learning, rewarding work, and engaged citizenship."

While providing educational opportunities, VDL faculty and technicians have continued to provide the diagnostic and surveillance services so important to animal and public health in Oregon. Delivery of these services creates the real-life experiential context necessary for the education of practice-ready veterinarians. The synergy involving diagnostic service and veterinary education allows the VDL to contribute substantively to an environment in which "...Oregon's education providers view themselves as jointly serving learners and the state as a whole..."

SECONDARY: Economy and Jobs Policy Vision

Among Oregon's key industries listed in the Economy and Jobs Policy Vision are agriculture and fishing. Indeed, the two agricultural activities responsible for the highest farm gate revenue in Oregon are beef cattle and dairy cattle. The diagnostic services provided by the VDL in support of the cattle industry as well as for poultry, swine, sheep and fisheries are critical to the economic health of animal agriculture, particularly in rural communities. Without these services, Oregon and the nation would face an unacceptable risk of economic devastation that could result from outbreak of highly contagious diseases such as Foot and Mouth Disease. The VDL provides similar services to bioscience industries, another listed sector important for Oregon's economic growth. This includes testing for the presence of diseases in laboratory animals and the biological effects of pharmaceuticals. These activities serve to "...promote and protect the inherent value in local communities, recognizing available resources...such as ...food and agriculture...that Oregon can produce, maximize and conserve." Furthermore, through continuing education programs related to animal health and well-being directed at specific stakeholders (for example Oregon's pork and cattle producers) the VDL continues to "...create learning opportunities..." and "... identify and promote best practices."

Program Performance

The following data describe diagnostic and budgetary activities of the VDL over the 5-year period of 2007-08 through 2011-12 (estimated):

| | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| Accessions ^a (All) | 15,736 | 14,659 | 13,768 | 13,733 | 14,145 |
| Accessions (Oregon) | 13,178 | 12,631 | 12,713 | 11,889 | 12,246 |
| Total tests ^b | 62,002 | 63,926 | 62,706 | 68,509 | 72,657 |
| Revenue ^c | \$763,527 | \$731,381 | \$701,611 | \$680,982 | \$630,390 |
| Service credits ^d | \$302,782 | \$301,485 | \$369,933 | \$399,866 | \$467,393 |

^a An accession consists of one or more diagnostic specimens collected from a single animal for a current health situation, or samples from multiple animals from the same facility with the same health situation. Total accessions from all clients and total accessions from Oregon clients are tracked. This is a measure of work load.

^b A test is an individual analytical procedure carried out on a diagnostic specimen. Total tests are tracked. This is a measure of work load.

^c Fees for services collected from non-OSU clients

^d Service credits are internal sales reimbursements for services provided to OSU clients

Total accessions are a direct reflection of the number of client issues addressed. However, it does not necessarily reflect the total number of people served by the testing procedure. For example, testing related to disease surveillance, such as occurs for Avian Influenza Virus or West Nile Virus, does not affect a single client/animal owner. Rather, this type of service impacts large populations. State and federal agencies use this information to assess risk and implement regulatory actions that can impact a county, region or the entire state.

The VDL employs a quality assurance program that ensures all procedures and documentation are in compliance with the standards of the American Association of Veterinary Laboratory Diagnosticians (AAVLD). The laboratory is committed to providing a high level of service, with sufficient input and feedback from clients, staff, regulators, advisory boards, the Oregon Veterinary Medical Association (OVMA) and animal production groups to warrant the highest level of customer satisfaction and meet the standards expected by clients and required by appropriate regulatory agencies.

Animal health diagnostic testing is obviously a time sensitive endeavor. It is critical that diagnostic results be generated quickly, efficiently, and accurately in order to establish a diagnosis and commence treatment or preventative measures. Test “turn-around” times vary with the type of test, test schedule, and urgency of the current medical situation. Results for the more time-sensitive testing procedures are generally available within 36 hours of sample receipt.

Enabling Legislation/Program Authorization

This program is not mandated by federal or Oregon law.

Funding Streams

The annual operating budget of the VDL in 2011-2012 is approximately \$1.9M. This budget does not include the salaries and other payroll benefits of the professorial faculty who provide critical diagnostic expertise. These personnel expenses are funded from the OSU base budget. The VDL generates 45% of its operating budget from external diagnostic service revenue (approximately \$839K). Targeted funding provided by the state through OUS (approximately \$1.1M) accounts for the balance of the operating budget. The 2007 Legislative assembly provided an additional \$750,000 (SB 5515) to supplement the VDL’s state GF and Campus Public Service Program operating budget. OUS requested ongoing funding from the Legislature to stabilize VDL’s budget

due to the rising demand for services, enhanced public profile and the critical role that it plays in education of veterinarians and securing animal as well as public health. Thus, state targeted funding is significantly leveraged by OSU base budget and service revenue. Operation of the VDL would not be possible without targeted support.

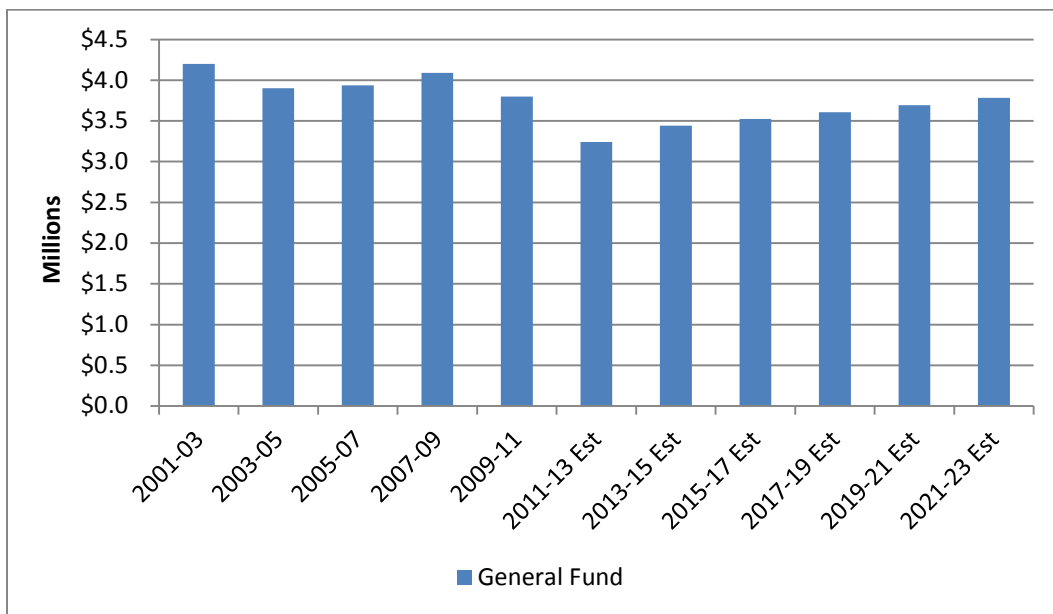
Additional funding from state and federal agencies, non-profit organizations, private corporations, and gifts is used to leverage OUS allocations, revenue, and service credits. Close relationships with the Oregon Public Health Division, Oregon Departments of Agriculture and Fisheries and Wildlife, and United States Department of Agriculture allow access to funds that not only cover the costs of cooperative diagnostic, surveillance and research programs, but also allow purchase of new instrumentation and IT infrastructure, as well as help cover costs associated with salaries of VDL personnel. Private industry supports the VDL through fees for services and also gifts of laboratory equipment and supplies.

Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposal supports continued funding that will allow the VDL to contribute its critical service, research, and educational functions as described under performance achievements in the Program Funding Request section.

Oregon University System: Statewide Public Services Building Maintenance

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605



Executive Summary

Provides funding for Oregon State University to operate and maintain Statewide Public Service (SWPS) facilities (related to Agricultural Experiment Station, Extension Service and Forest Research Laboratory) on its Corvallis campus.

Program Funding Request

Program Description

The OUS funding allocation model prior to the Resource Allocation Model (RAM) covered OSU's costs for the facilities occupied on campus by the Statewide Public Services (SWPS) operations. Since the Statewide Public Services functions are unique to OSU and not represented by student credit hours (not tied to enrollment), OSU was granted targeted funding when the RAM was established. OSU allocates over 500,000 sq. ft. of space to office, research lab, and support space on the Corvallis campus for the functions of the Statewide Public Services, including the Agricultural Experiment Station, the Oregon Extension Service, and the Forest Research Laboratory. OSU provides utilities services, custodial services, maintenance, grounds services, and other standard facilities upkeep for the space assigned to the SWPS. This allocation covers about 25% of the total biennial cost of maintaining these spaces to support the work of the SWPS. The balance of the support costs are provided through other revenues to OSU.

Program Justification and Link to 10-Year Outcome

The Statewide Public Services have three missions critical to Oregon's success in pursuing its 10-year outcomes: research that advances and sustains Oregon's natural resources and agricultural sectors; education and engagement with Oregon's youth and adults to provide knowledge-based solutions to health, community, and environmental issues; and to mentor and train the next generation of professionals in natural resources, community engagement, and agriculture.

The support discussed here directly enables the work of the Statewide Public Services. More detailed program justifications are included in the individual proposals prepared for the three components of the SWPS. Briefly, the key impacts are:

The Forest Research Lab and the Agricultural Experiment Station support all three strategies for the Economy and Jobs Policy Vision and key parts of the Education Policy Division. The academic and research efforts of the FRL focus on sustainable business development, production and manufacturing innovation, and market-based partnerships in the key industries of forestry and wood products, tourism, biomass energy, green building, and environmental services. The FRL is at the forefront of work to ensure resilient economies through healthy, sustainable forests.

The FRL conducts research on transportation of wood in efforts to reduce both cost and environmental impact. The scientists who conduct research for the FRL are also the professors who instruct in the OSU College of Forestry. Working in partnership with industry and land management agencies, the FRL identifies and helps develop the skills and knowledge that forestry, renewable materials and natural resources managers will need to ensure sustainable, jobs producing forest lands; develop production processes to keep Oregon timber competitive in the world market; and provide innovation for manufacturing of wood based products.

The Oregon Agricultural Experiment Station (OAES) is Oregon's principal source of knowledge relating to agricultural and food systems, discovering new knowledge to improve quality of life, environmental quality, and economic development in rural and urban communities. Agriculture is a knowledge-based, global enterprise, sustained by the innovation of scientists and educators. The Experiment Station is focused on key challenge areas for Oregon that include childhood obesity prevention, climate change, food safety, global food security, sustainable bioenergy, water and watersheds, and basic plant biology. OAES maintains a statewide research network of scientists working on the Corvallis campus and at branch station facilities throughout the state, all focused on one overarching goal -- to improve life for present and future generations of Oregonians. The scientists are attached to more than 20 departments within the Colleges of Agricultural Sciences, Science, Veterinary Medicine, Health and Human Sciences, Forestry, and Engineering. In 2010, OAES brought into Oregon more than \$55 million in external research funding. The knowledge generated by Station research is taught to students both in the classroom to develop future agriculture professionals and in the field and shared with research colleagues and stakeholders through a variety of channels.

The Extension Service provides key support for the Education Policy Vision. With locally funded support (travel, office space, communication and staff support, etc.), Oregon State University Extension educators are based in communities where they systematically assess local issues and needs that can then be addressed through community-based educational approaches.

The Extension Service utilizes its vast network of interconnected offices to create and share best practices for reaching all Oregonians whose lives may be improved through education focused intervention. More than one in five Oregon K-12 youth are reached through the 4-H youth

development program, and approximately two million adults are provided a useful educational experience annually. Through collaboration, efficiency gains are realized at the local level through greater coordination among P-20 providers (Strategy 1). Positive youth development is the focus of the 4-H youth development program whose track record unequivocally improves the educational pathways and success of youth. Local Extension offices serve as a conduit to university knowledge to accelerate innovation through entrepreneurial support.

Program Performance

This funding serves a support function that enables the SWPS. Some representative metrics for these programs from their specific proposals include:

The established performance metric for the AES is its share in the Oregon Progress Board’s performance measurement for external funds generated per state dollar in Statewide Publics Services (AES, FRL, and Extension). For FY2011 the AES achieved a ratio of \$2.50 to \$1. The rationale for this measurement is that external funds multiply the capacity available to conduct research and spur innovation. Recent/projected leverage ratios:

| FY2008 | FY2009 | FY2010 | FY2011 | FY2012 |
|---------------|---------------|---------------|---------------|---------------|
| \$1.30 | \$1.54 | \$1.63 | \$2.50 | \$2.75 |

An established performance metric for the FRL is its share in the Oregon Progress Board’s performance measurement for external funds generated per state dollar in Statewide Public Services (FRL, Agricultural Experiment Stations, and Extension). For FY 2011 the FRL achieved a ratio of \$6.47 to \$1. All funds generated by this high leverage directly support jobs of faculty and students and indirectly support jobs of businesses that serve their needs. Recent/projected leverage ratio:

| FY2008 | FY2009 | FY2010 | FY2011 | FY2012 | FY2013 |
|---------------|---------------|---------------|---------------|---------------|---------------|
| 5.31 | 5.59 | 5.98 | 6.47 | \$6.79 | \$6.39 |

In the OUS Achievement Compact, the metric devoted to Extension Service performance is “Number of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested”. This metric illustrates both the penetration of Extension education into the state’s population and measures efficiency of program delivery.

| <u>Year</u> | <u>Educational Contacts per Million Dollars (State funds)</u> |
|-------------|---|
| 2010-11 | 102,235 |

Enabling Legislation/Program Authorization

This program is not mandated by law at the state or federal level. It supports the Statewide Public Services which are authorized under specific legislation as noted in their proposals.

Funding Streams

This funding supports the facilities that enable the SWPS on the Corvallis Campus. Additional support for those facilities comes from operating revenues to Oregon State University’s Education and General Fund.

The Agriculture Experiment Station’s funding comes from several sources. The state general fund

provides less than 30 percent of the Station's annual funding. Over 55 percent comes from research grants and contracts from federal and state agencies, private sources and foundations. Other funds come from product sales and service fees.

The Forest Research Lab is funded by General Fund (17%), Harvest Tax (17%), federal appropriation (5%) and Grants, Contracts & Gifts (61%). The FRL averages a leverage effect of \$6 for every \$1 of E&G funding. Oregon's forestry industry and forest land owners self-tax themselves to assist with funding research that directly impacts their businesses and lands. The historic relationship has been to set a tax rate that matches the appropriated total. McIntire-Stennis funding is essentially a Federal block grant that is formula driven, but the USDA will not provide an amount that exceeds the State appropriated support. These funds are allocated to scientists upon approval of their research program by the USDA.

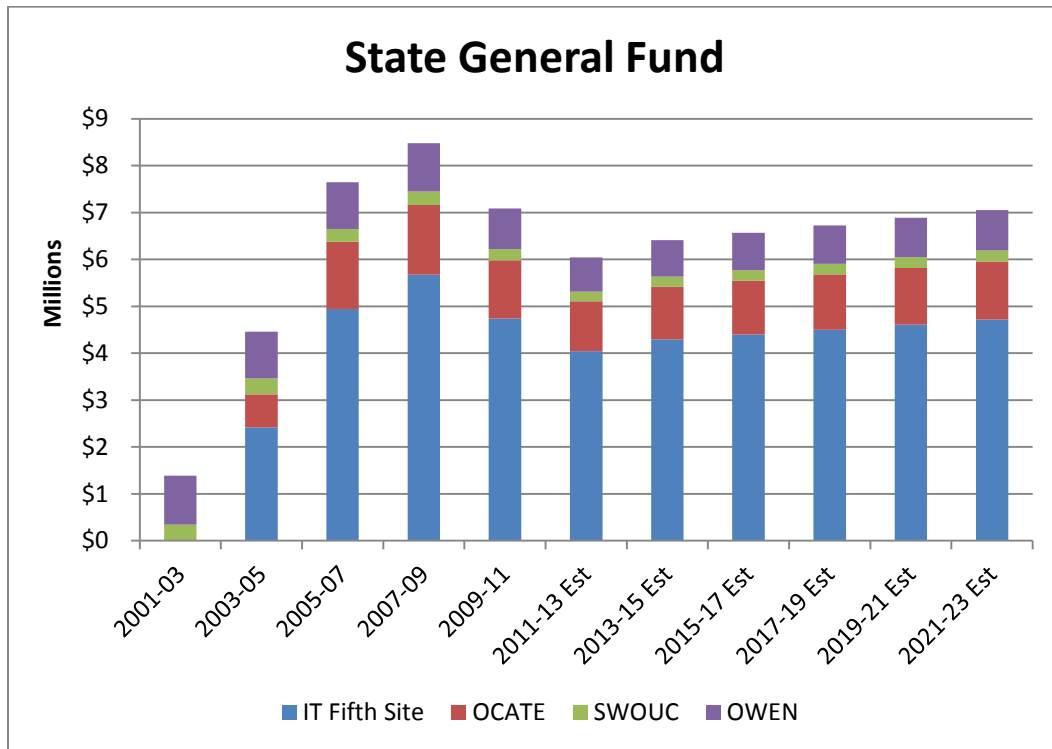
The Extension Service's primary public funding streams include State General Fund (25%), federal revenue (6%), county funds (13%) sales and services (2%) and grants/contracts (55%). Grants and contracts are increasingly sought to supplement public appropriations and allow focused attention to priority issues. State general funds provide the base salary and capacity that allow such extramural monies to be obtained. Extension trained 14,000 volunteers whose contributed services equate to more than 565 full-time employees.

Significant Proposed Program Changes from 2011-13

Targeted Programs are primarily mission-based, and more often than not, a program has executive branch or legislative initiative origin. Historically these programs have retained the interest and support of the originating entities and therefore this proposed funding will allow OSU to continue to maintain and develop research and work space for faculty and staff engaged with stakeholders in forestry, agriculture, and enterprises in all of Oregon's counties. The SWPS programs will continue to leverage a very large return to Oregon's economy and have a direct impact on hundreds of thousands of Oregonians.

Oregon University System: 5th Site, OWEN, SOUC, OCATE

Primary Outcome Area: Education
 Secondary Outcome Area: Economy & Jobs
 Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

This grouping consists of a variety of different services and programs combined for convenience. It includes funding allocated to the OSU 5th Site, OCATE (PSU), the Southwest Oregon University Center (EOU), and the Oregon Wide Area Network (OWEN) (UO).

Program Funding Request

Program Description

IT 5th Site* (administered by OSU):

The 5th Site provides vital technology-based enterprise services to—and in cooperation with—a variety of partners including the OUS regional public universities (EOU, SOU, WOU), Oregon Tech and the System Office. Additionally, 5th Site offers peripheral services to the major public universities (OSU, PSU, and UO).

OWEN* (administered by the UO):

The Oregon Wide Area Network (OWEN) began in 1997 as a collaboration between the Oregon Department of Administrative Services (DAS), the Oregon Public Education Network (OPEN) and

the OUS. OWEN was created to realize economies of scale and leverage resources for the benefit of all participating public service organizations by sharing bandwidth and access to Internet providers.

The OWEN Partnership has evolved over the years into a highly integrated network with direct participation of all types of public service organizations: all OUS institutions and statewide programs, K12 education service districts and school districts, community colleges, public libraries, State and local government entities, regional health care organizations and clinics, and other related non-profit entities allowed by statute.

SOUC* (administered by EOU):

The Southwestern Oregon University Center (SOUC) is an OUS/community college collaboration that offers a selection of undergraduate and graduate degree programs on the campus of Southwestern Oregon Community College (SWOCC) in Coos Bay, amidst the underserved rural region of Oregon's southwest coast. The collaboration allows students the opportunity to get a degree from an Oregon university while living in Coos Bay. The University Center provides advising for the all of Oregon's public universities and on-site representatives from Eastern Oregon University and Linfield College. The SOUC offers over 40 degrees in fields including business, education, accounting, natural resources, criminal justice and information technology.

OCATE* (PSU):

The Oregon State Board of Higher Education formed the Oregon Center for Advanced Technology Education (OCATE) in April 1985 with \$1 million from state lottery funds. In 1995, OCATE established its location at CAPITAL Center in Beaverton. OCATE served as a hub for collaboration among high-tech business leaders, engineering and computer science students, educators and researchers to support innovation in the region. Originally a division within the System Office, OCATE was later transferred to PSU and became funded as a separate targeted program in 2004-05. The original functionality is now fully integrated into the PSU Maseeh College of Engineering and Computer Science. This funding enables employees of the high technology (engineering and computer science) economic sector of Washington County to take graduate courses (aka "Westside Programs") from Portland State University's Maseeh College of Engineering and Computer Science at a convenient location and in a format that fits with their busy careers. In 2012-13, an emphasis will be on linking the Westside program with industrial internships. The internships will lower the financial barrier and promote degree completion with simultaneous studying and practice.

**More detailed information is available*

Program Justification and Link to 10-Year Outcome

IT 5th Site:

Resource sharing through the 5th Site provides significant cost advantages by supporting the SCT Banner enterprise suite on a common server cluster. The 5th Site's role within the Oregon University System is to build and sustain a model for sharing scarce resources regardless of where an institution resides within the state. Over the years, the Regional Universities have seen challenging fiscal times and challenges in hiring qualified staff to sustain a core set of functions integral to the delivery of educational goals and outcomes. Additionally, the growth in student enrollments combined with increasing operational costs (i.e., software costs have risen ~30% over the past five years), have only been possible through these cost efficiencies. While future growth in enrollment, which is an inevitable outcome within the 40-40-20 state goals for higher education, will continue to increase

operational costs, the 5th Site model is one that assures the cost efficiencies of its core systems for institutions that are geographically dispersed across the State of Oregon.

OWEN:

Investment in OWEN has a direct impact on the following items in the “10-Year Plan for Oregon Project” outcome documents: **Education Strategy 1** - OWEN service supports a coordinated network infrastructure on which the public education system from P-20 will thrive and expand. **Education Strategy 2.3** - OWEN service supports and enhances a number of the programs and practices, especially the STEM and educational models that promote flexibility, innovation and individualized learning. In addition, OWEN service supports post-secondary access and affordability by making online resources available throughout the state to public access institutions and organizations as well as the general Internet. **Education Strategy 3.1-3.3** - OWEN service will be required to efficiently and effectively gather data, coordinate interactions of researchers and disseminate research and reports among agencies and educational entities. **Economy & Jobs Outcome 1.1** - OWEN service provides capacity for Oregon’s academic and research institutions to develop innovations in traded sector industries, especially High Technology, Tourism, Energy Efficiency and Clean Technology.

SOUC:

Given the mission and role that the SOUC has fulfilled since its inception, the program is inherently connected to the State of Oregon’s 40-40-20 goals, as well as the 10-year outcomes associated with these goals. One of the most difficult dimensions of our 40-40-20 goals to accomplish by 2025 center on reaching the specified levels of educational attainment in underserved rural regions of Oregon. The educational needs that the SOUC help address on the southwest coast center on strategic program areas include: distance education programs, especially those offered by EOU; The CUESTE program coordinated onsite by EOU; The Business Administration program (including management, managerial accounting, and public accounting) coordinated onsite by SOU; Onsite education programs coordinated by SOU; Advising and Admissions Assistance for all of Oregon’s public universities.

OCATE:

OCATE funding supports the state’s Education Policy Vision which stresses that Oregon’s workers need higher levels of education and that Oregon needs to invest in Science, Technology, Engineering, and Math (STEM) education. The funding also supports the goals of the Economy and Jobs Policy Vision Strategy 3.2 which discusses aligning Oregon’s workforce to meet the labor skill demand of employers. PSU’s Westside program provides a convenient pathway for workers to grow their skills to meet employer needs.

Program Performance

IT 5th Site:

The 5th Site provides the services to an ever increasing number of students, faculty, and staff. The Regional Universities and Oregon Tech have experienced a tremendous growth since academic year 2007 with the overall enrolled student headcount projected to be ~35% higher by AY13 over AY07. Correspondingly, it is anticipated that administrative computing costs (i.e., software licenses) will continue to require a substantive investment over funding allocated in FY12 to support these projected enrollments.

OWEN:

OWEN provides extremely cost effective services to all participants. Rates for OWEN services have decreased an average of 30% each and every year of operation. One critical measure of performance for any business operation is the retention of participants or customers: OWEN has lost only 1 significant participant and gained nearly 30 others (both large and small) during its years of operation. This is particularly impressive in light of expanding backbone bandwidth capacity by a factor of 1000% and expanding from three (3) network hubs in Portland, Corvallis and Eugene to eleven (11) network hubs by adding Bend, Hermiston, Klamath Falls, La Grande, Medford, Ontario, Pendleton and Salem over the same time period.

SOUC:

SOUC measures the number of inquiries received and processed by center staff and the number of current OUS students served by or through the center.

| Academic Year | 2009 | 2010 | 2011 |
|---------------------|------|------|-------|
| Inquiries processed | 923 | 977 | 1,104 |
| OUS students served | 97 | 126 | 131 |

OCATE:

Student Credit Hour (SCH) production and the number of students enrolled are the data points available to judge historic performance. The majority of students enrolled in Westside are part-time students.

| Westside Activity | <u>2007-08</u> | <u>2008-09</u> | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> |
|-------------------|----------------|----------------|----------------|----------------|----------------|
| | Credit Hours | 1,171 | 1,838 | 1,782 | 1,542 |
| Students | 227 | 323 | 309 | 383 | 383 |
| Courses | 21 | 29 | 21 | 26 | 25 |

In the period of study the OCATE facility has relocated twice. In Fall 2010 it moved to the Portland Community College Willow Creek Center, which is expected to be its long-term home. Enrollments are rebounding steadily in the new facility. The Willow Creek facility is easily accessed by all modes of transportation and the classroom space is of excellent quality.

Enabling Legislation/Program Authorization

None of these programs are mandated by law at the state or federal level.

Funding Streams**IT 5th Site:**

Funding for the 5th Site is derived from central funds provided by the System Office for the Oregon University System and funds provided by each of the Regional Universities and Oregon Tech.

OWEN:

Funding for OWEN comes from state appropriations (15.5%), other funds from OUS Institutions (52%), other partners including K-12 (20%), community colleges (3.1%), public libraries, State of Oregon agencies, other public entities, and miscellaneous organizations.

OCATE:

There is no other funding stream supporting the program beyond tuition revenue and the small amount of state funding provided through the RAM allocation

Significant Proposed Program Changes from 2011-13

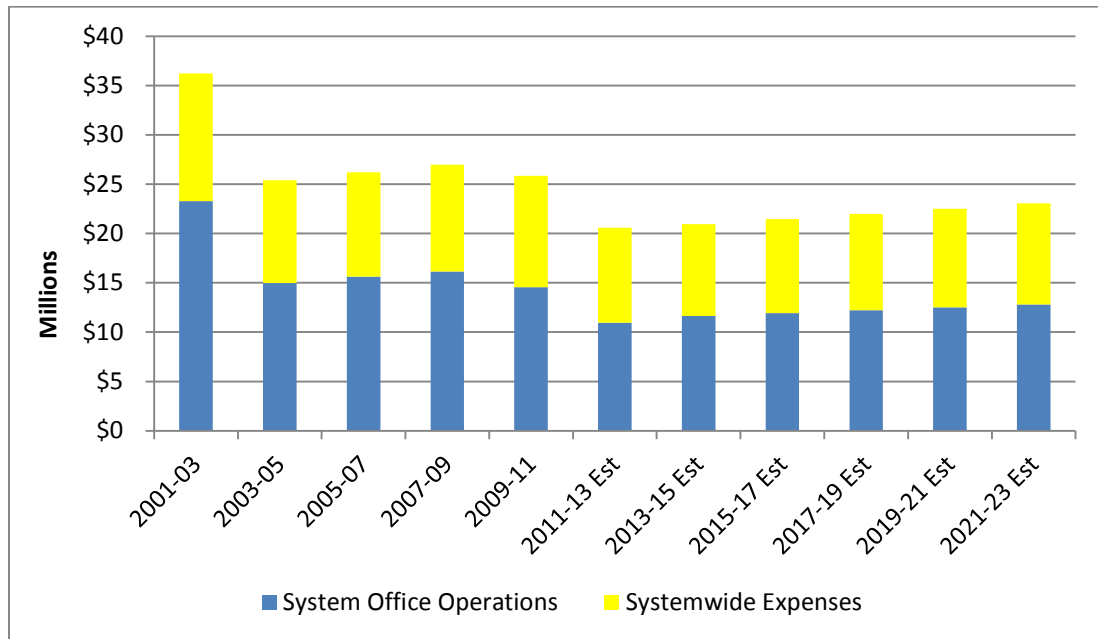
This level of funding will allow these programs to continue to provide their important services to the OUS institutions, general public and State of Oregon.

The 5th Site is working to streamline the various systems supporting all of the Regional institutions' enterprise data systems. Through the migration of these essential data systems, the 5th Site will be able to move to a virtualized server infrastructure that provides greater resilience and redundancy across all of these systems. This move towards virtualization will create significant cost efficiencies in how the hardware infrastructures for all of these information services are sustained.

OCATE is expanding its offerings in the Willow Creek facility. The mix of courses offered is being changed so that it will be possible to complete graduate programs in Computer Science, Engineering Technology Management, and Electrical and Computer Engineering with on-site classes. PSU plans to staff the facility with a Program Director. The Program Director will provide advising and otherwise contribute to student success and improved retention and enrollment growth of the OCATE supported educational programs.

Oregon University System: System Office and System-wide Expenses

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

Funding for the Oregon University System’s (OUS), System Office supports carrying out the Oregon State Board of Higher Education’s (the Board’s) statewide goals and initiatives for the benefit of Oregon and Oregonians, as well as implementing legislatively identified and required fiduciary, compliance, and other duties. The System Office provides support for the Board and coordination for campus activities to ensure that the State and its citizenry receive maximum benefit and services from its public higher education institutions.

Program Funding Request

Program Description

The System Office moves policies developed by the Board, Governor and Legislature to action. This includes development and implementation of policies governing institutional missions, academic programs, program demand, enrollment, and admission requirements; diversity; tuition; transfer and articulation policies; accounting, budgets, and other fiscal policies.

Major Work Includes:

1. **Accountability and compliance:** Institutional and system-wide performance measurement and reporting to the Board, Legislature and public; internal audit functions for all OUS institutions; coordination of external financial and compliance audits and preparation of

audited annual financial statements; and legal services to support for the Board's and campus' fiduciary obligations.

2. **Advancement of PK-20 student success initiatives:** Staffing for OUS share of Joint Boards of Education and Unified Education Enterprise (UEE) functions and activities; leadership in aligning policies and programs with Oregon's 40-40-20 educational attainment goals; managing the federally-funded pre-college GEAR UP program to increase postsecondary educational access and preparation for Oregon's rural, low-income middle and high school students; managing the federally-funded College Access Challenge Grant Program for the state; development and implementation of PK-20 alignment, transfer and articulation policies and technology systems, such as IDTS and the Common Core State Standards.
3. **Addressing state workforce needs:** Management and staffing of the Engineering and Technology Industry Council (ETIC) to increase critical mass of engineers and technology graduates to meet industry demand in Oregon; research and collaborations with business and industry, including private sector double-matching support of state funding; and developing and implementing K-12 science and technology outreach programs through efforts such as Oregon Pre-Engineering and Applied Sciences (OPAS) initiative, and direct support of campus K-12 pipeline programs.
4. **Inter-institutional coordination:** Management of and staffing to chair and/or facilitate inter-institutional councils, including Provosts' Council (addressing academic policies such as program review, student learning outcomes), Administrative Council (financial and administrative policies and activities), and inter-institutional Student Affairs, Enrollment Management, Admissions, Residency, and other student service councils and committees; and specific projects, such as the University Venture Development Fund, etc.
5. **Coordinating with Governor, Legislature, Community Colleges & K-12:** Preparation and coordinated presentation of the OUS biennial operating and capital budgets for Board approval; creation of policies and incentives for student success initiatives, preparation and coordination of current and timely information about OUS in response to legislative, executive and public information requests; representation on statewide efforts related to legal affairs, risk management, investments, performance measurement, PK-20 alignment, teacher education, and special initiatives, such as rural student access.
6. **Decision-ready information on students and programs:** Collection and analysis of system-wide data on students, faculty, courses, and programs to aid Board, Legislative, and state policy development and decision making; consistent analytic models for all institutions related to enrollment projections, tuition, retention, graduation rates, diversity, faculty compensation and other data; inter-sector data sharing and modeling for coordinated PK-20 data development; and required federal and state data reporting on behalf of all OUS institutions.
7. **Long-range planning and implementation:** Development of the Board's and System's priorities and implementation/action strategies, including ensuring a balanced "portfolio" of programs within the OUS institutions; student success initiatives identified by the Board, such as increasing student access, affordability, retention and success to graduation; Signature Research efforts, sustainability issues, and other broad research initiatives; coordinated strategies to ensure OUS financial viability and sustainability to meet Board and state educational attainment and other goals; staffing and coordination of board committees' initiatives including research, report preparation, program implementation, and development/facilitation of symposia and outreach meetings.

8. **Administrative oversight and support:** Managing OUS’s accounting and financial reporting system; revenue projections and reconciliation; managing the OUS investment portfolio; developing a central treasury function to optimize revenues, strategically manage debt, and decrease costs; managing system-wide capital construction, capital repair, deferred maintenance, green building planning and compliance, and seismic readiness.
9. **Centralized campus services for greater efficiency, cost savings, and consistency:** Centralized payroll services for OUS campuses; legal, contracting and purchasing services for system and campuses; system-wide collective bargaining; information/web technology and communications support for certain system-wide efforts; development of information and outreach regarding human resources, benefits, risk management, and treasury management services.

The System Office allocates funding for system-wide expenses administered on behalf of OUS institutions. An example includes the budgetary resources to pay dues required for system membership in the Western Interstate Commission for Higher Education (WICHE). Other programs included, for example:

- Services to Students with Disabilities: Each OUS campus has an office dedicated to promoting the success of students with disabilities. Sample services include note taking, books on tape readers, converting course materials into accessible formats (such as Braille), sign language interpreters/captioning, barrier removal, etc.
- Support for institutional membership dues for ORBIS: The Orbis Cascade Alliance is a consortium of 37 academic libraries in Oregon, Washington, and Idaho serving the equivalent of more than 258,000 full time students. Members include both public and private institutions as well as community colleges.
- Funding to promote faculty diversity
- Endowment matching funds

Program Justification and Link to 10-Year Outcome

Outcome based performance measurement

Funding allows the System Office to support the State Board of Higher Education in the oversight of performance compacts and the measurement of outcomes over time, and the universities in their efforts to support students and their institutional missions as they meet state and campus higher education goals.

Education Policy Vision, Strategy 1.1: Coordinate and streamline governance and agency structures:

- Participation in the creation and coordination of a longitudinal database to ensure that higher education student data is available to educators and policy- makers for decision making and planning.
- Management of the Integrated Data Transfer System (IDTS) which funds a pipeline that connects the state’s three education sectors: K-12, community colleges, and OUS. IDTS is a “translator” mechanism that allows schools and colleges to communicate with each other’s existing student data systems.
- Working with the Governor, Oregon Education Investment Board, Higher Education Coordinating Council and Board to align the state’s public universities to reach the state’s 40-40-20 goal.

- Funding supports centralization of functions including payroll, budget, accounting and internal audit which avoids costly duplication of services across the university system. It also maximizes the level of responsiveness for information requested by the governor and legislature

Education Policy Vision 2.3: Invest in evidence-based programs and practices that improve outcomes; Postsecondary access & affordability:

- The System Office also administers or supports many state-wide programs to encourage a college going culture in rural areas, for low-income students, and to students who have the potential to be the first in their family (first-generation) to attend an institution of higher education.
- Funding supports the internal audit role and activities of the System Office which includes best practices advice to the Board.
- Funding also helps foster collaboration for critical programs important to the state.

Program Performance

The System Office serves a support function to all of the institutions. The System Office garners synergies and economies of scale by providing centralized internal audit functions, treasury/investment management, institutional research, debt management/bond issuance, interactions with the legislature and other executive branch agencies, risk management, collective bargaining, external audit coordination, legal and contracting services.

The System Office ensures consistent information is available regarding students and finances which is essential for the success of the achievement compacts with the Oregon Education Investment Board. The System Office consistently provides accurate and timely information to the Board, the Governor, Legislators and the public in the form of the audited financial statements, biennial budget requests, the OUS Fact Book, Enrollment Watch data, and numerous ad hoc reports and requests.

Enabling Legislation/Program Authorization

The System Office is not mandated by the U.S. Constitution, Oregon Constitution or Federal Law. The System Office is established under Oregon Revised Statute 351.011.

Funding Streams

The primary funding stream for the System Office Operations is state general fund appropriation (57%). Other revenues (43%) supporting operations include indirect cost recoveries, centralized activity and capital support assessments.

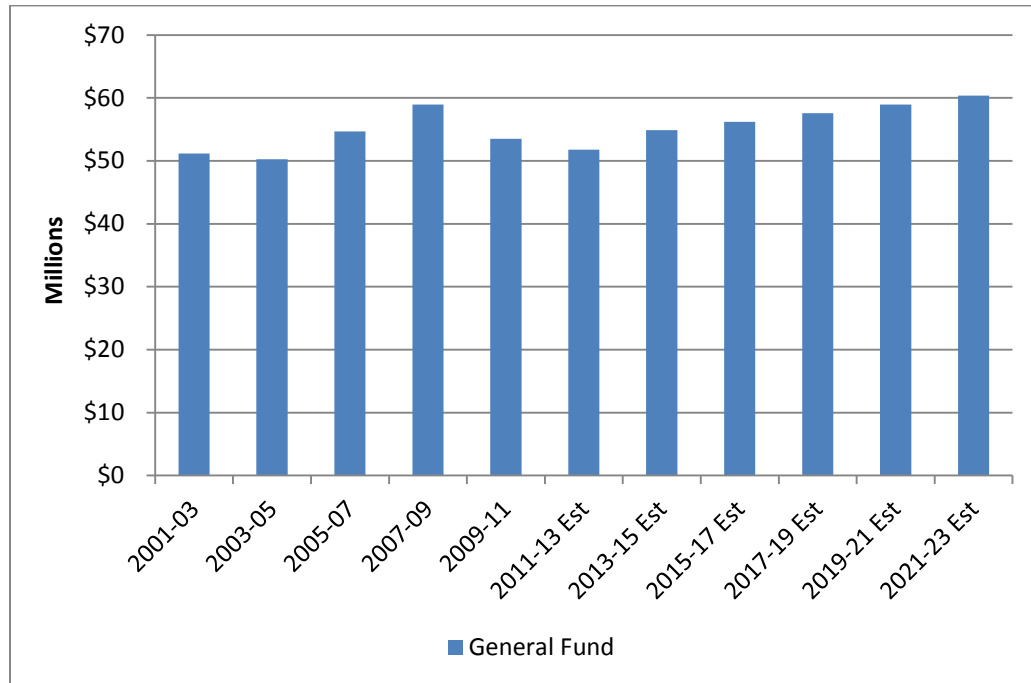
Significant Proposed Program Changes from 2011-13

The System Office will continue to strive to provide the highest level of service to the institutions, the Board, the Governor, and Legislature. With the significant changes initiated by Senate Bill 242 (transitioning OUS from state agency status to public university), Senate Bill 253 (establishing the state educational goal of 40-40-20), and Senate Bill 909 (the Governor's educational reforms moving to a PK-20, student-centered approach to education), the System Office is committed to working with newly established groups (such as the HECC and the OEIB) and long-standing educational partners (Oregon Department of Education, the Oregon Department of Community Colleges and Workforce Development, and the Oregon Student Access Commission) to better serve Oregon.

Orbis Cascade Alliance member libraries are in the process of negotiating the purchase of a single shared integrated library system that will replace the 37 separate enterprise management systems currently in place at each institution. This shared system will be phased in from January 2013 through December 2014. Alliance membership fees will increase to support this new system. However, these increases are expected to be offset over time by savings at the institutional level. Anticipated gains to OUS libraries from the shared integrated library system include quicker response times to item requests, reduction in staff redundancy, and overall technology cost savings.

Oregon University System: Agricultural Experiment Station

Primary Outcome Area: Economy & Jobs
Secondary Outcome Area: Education
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605
Dan Arp, College of Agricultural Sciences, 541-737-2331



Executive Summary

The Agricultural Experiment Station (AES) is the principal agricultural and related natural resources research agency of the State of Oregon. The mission of the AES is to conduct research to solve problems and generate innovations in the agricultural, biological, social, and environmental sciences for the social, economic, and environmental benefit of Oregonians.

Program Funding Request

Program Description

In 2009, the agricultural, biological, social, and environmental science sectors accounted for a combined economic footprint of \$49 billion (18% of Oregon's total); \$26 billion of which was in agricultural production, processing and support industries. These sectors accounted for 423,000 agricultural and food system related jobs (over 19% of Oregon's 2009 total); 171,000 of these jobs were in agricultural production, processing, and related support industries. The AES's research and innovation helps spawn new industries, develop new varieties, increase productivity and profitability, enhance food safety and security, reduce use of toxic chemicals, conserve scarce natural resources, and protect Oregon's unique ecosystems. AES' research stations are located throughout Oregon (Astoria, Aurora, Burns, Central Point, Corvallis, Hermiston, Hood River, Klamath, Madras, Moro, Newport, Ontario, Pendleton, Powell Butte, Portland, and Union). The

stations provide a long-term presence, local research capacity, and on-going partnerships with these local and regional communities to help ensure the sustainability and enhance the resilience of Oregon's agricultural, fisheries, food systems, rangelands, and related industries and communities that depend on them. In FY11 the AES operations directly generated a total economic impact of approximately \$200 million and supported an estimated 2,300 jobs statewide. Benefit-cost ratios of state-level public investments suggest that over \$750 million in benefits flow annually to Oregon citizens from Oregon's investment in the AES.

The mission of the AES is to conduct research to solve problems and generate innovations. In pursuing this mission, the AES:

- Helps ensure stable and productive agriculture, fisheries, and food systems through sustainable management and use of the natural resources of the state.
- Protects and enhances Oregon's natural environment and quality of life including urban horticulture and green design.
- Develops and distributes new products, technologies, and processes to create jobs and spur economic development.
- Enhances local and global market access for Oregon's agricultural, fishery, and food products.
- Improves the safety, health aspects, nutritional value, and quality of food produced.
- Helps agriculture and food systems adapt to changing climatic conditions and protect crops and animals from insects, diseases, invasive species, and related hazards.
- Contributes to the basic biological, chemical, and life sciences.
- Encourages development of renewable bioeconomy industries that replace fossil fuel based products with natural, plant-based products.
- Strengthens rural communities through research on issues that are critical to their economic development and social fabric.
- Assists developing nations' agriculture in ways that will help alleviate world hunger and promote trade with the United States.

The Oregon AES was organized in 1888 with funds provided by the United States Congress through the federal Hatch Act of 1887. The Station's research activities are integrated with the teaching and Extension Service activities of the College of Agricultural Sciences at OSU.

Program Justification and Link to 10-Year Outcome

The AES' core purpose is to help ensure diverse, resilient, and dynamic agricultural, fishery, and food industries in Oregon in order to provide jobs and prosperity for Oregonians in all regions of the state. In doing so, the AES embraces three core strategies: 1) Focus on facilitating the development of new agricultural, fishery, food sector, and related businesses and ensuring the continued sustainability of existing enterprises; 2) Work from the bottom up through our network of research stations and our on-the-ground engagement with local industry, environmental, natural resource, and community representatives; and 3) Focusing on the long-term economic, environmental, and social sustainability and resilience of Oregon's agricultural, fishery, and food systems and the ecosystems they depend on.

The AES' sustainable business research and innovation efforts focus on key traded sector, natural resource industries including agriculture, fishing, food processing, nursery products, wine, and related agri-tourism. The AES research and innovation portfolio also impacts the state's bioscience,

biomass, energy efficiency, environmental technology, and green development (e.g. urban horticulture, landscape design) industries. Our research and innovation efforts focus on developing new products, new technologies, enhanced efficiency, and expanded market access. These innovations directly contribute to achieving Oregon’s 10 Year Plan goals of doubling exports to international markets (more than 80% of the Port of Portland’s business is natural resource based) and enhancing local (e.g. farmers’ and direct) and domestic markets. The OSU College of Agricultural Sciences’ affiliated educational programs support workforce development for these key industries.

The AES’ network of sixteen research locations throughout Oregon provides a long-term presence and on-going partnerships with local communities to identify and prioritize local, regional, and state-wide opportunities and economic development priorities. This distributed network of research stations arose in recognition of Oregon’s environmental diversity; and provides essential local research capacity to help promote and protect the inherent value of local communities and their unique local natural resources and ecosystem services. This distributed capacity will be essential in helping achieve the stated 10 Year Plan Economy and Jobs goals of implementing the state’s Integrated Water Resources Strategy, meeting the goals of the Governor’s 10-year energy plan, and developing place-based regional water resources plans and water supply projects that lead to at least 20,000 additional acres of irrigated agriculture. This local research capacity will also be instrumental in the Oregon Regional Solution Centers’ efforts to implement regional problem identification and solutions.

Long term sustainability and resilience of Oregon’s agricultural, fishery, food systems, and related industries depends not only on continued economic innovation, but also ensuring the health and sustainability of Oregon’s agricultural and range lands; rivers, lakes, estuaries and marine waters; and their related ecosystems. These resources and ecosystems are both the foundation for Oregon’s key natural resource-based traded sector industries and key sources of ecosystem services that define Oregon’s environment and quality of life. The AES’ research portfolio includes programs aimed at reducing toxins in the environment, sustaining Oregon’s land and water resources, and ensuring the ecological integrity of the ecosystems that support fish and wildlife.

Program Performance

Currently, the only established performance metric for the AES is its share in the Oregon Progress Board’s performance measurement for external funds generated per state dollar in Statewide Publics Services (AES, FRL, and Extension). For FY2011 the AES achieved a ratio of \$2.50 to \$1. The rationale for this measurement is that external funds multiply the capacity available to conduct research and spur innovation. Recent/projected leverage ratios:

| FY2008 | FY2009 | FY2010 | FY2011 | FY2012 |
|---------------|---------------|---------------|---------------|---------------|
| \$1.30 | \$1.54 | \$1.63 | \$2.50 | \$2.75 |

Budget reductions over the past four years have reduced the number of AES scientists, thereby reducing the overall capacity to obtain grants. Further reductions threaten the critical mass needed to maintain an effective statewide network of stations.

The AES is a state-wide economic engine in its own right. Every state dollar invested is leveraged with an additional \$2.50 in external funds; combined this \$3.50 (\$1.00 state plus \$2.50 external)

generates additional indirect and induced economic impacts of \$4.38 for a total economic impact of \$7.88 for each \$1 of state funding. In FY11 the AES generated an estimated total economic impact of nearly \$200 million and supported an estimated 2,300 jobs statewide including 681 regular employees and 686 student and part-time employees at sixteen locations throughout Oregon.

The benefits of healthy, productive and sustainable agricultural lands, rangeland, fresh water and marine resources directly benefit every Oregonian. The AES provides world-class research, innovation and timely knowledge to ensure the long term sustainability and resilience of these natural resources and the jobs and communities that depend upon them. Benefit-cost ratios of state-level public investments in agricultural research have been conservatively estimated at 30 to 1 (Alston et.al. 2011); suggesting that more than \$750 million in benefits flow annually to Oregon citizens from Oregon's annual investment in the AES.

Enabling Legislation/Program Authorization

ORS Chapter 567 Experiment Station <http://www.leg.state.or.us/ors/567.html>

Morrill Act of 1862 (7 U.S.C. § 301 et seq.)

The Hatch Act of 1887 (ch. 314, 24 Stat. 440, enacted 1887-03-02, 7 U.S.C. § 361a et seq.)

Funding Streams

The program is funded by General Fund (28.6%), Federal appropriation (3.9%), Sales and Service (2.4%) and Grants, Contracts & Gifts (65.2%). The appropriated general fund support for the AES provides base funding for scientists, operating staff and physical infrastructure. Hatch funding is essentially a Federal block grant that is formula driven. These funds are allocated to scientists upon approval of their research program by the USDA. AES scientists are highly successful in competing for grants and contracts from agencies, municipalities, NGOs, and industry.

Significant Proposed Program Changes from 2011-13

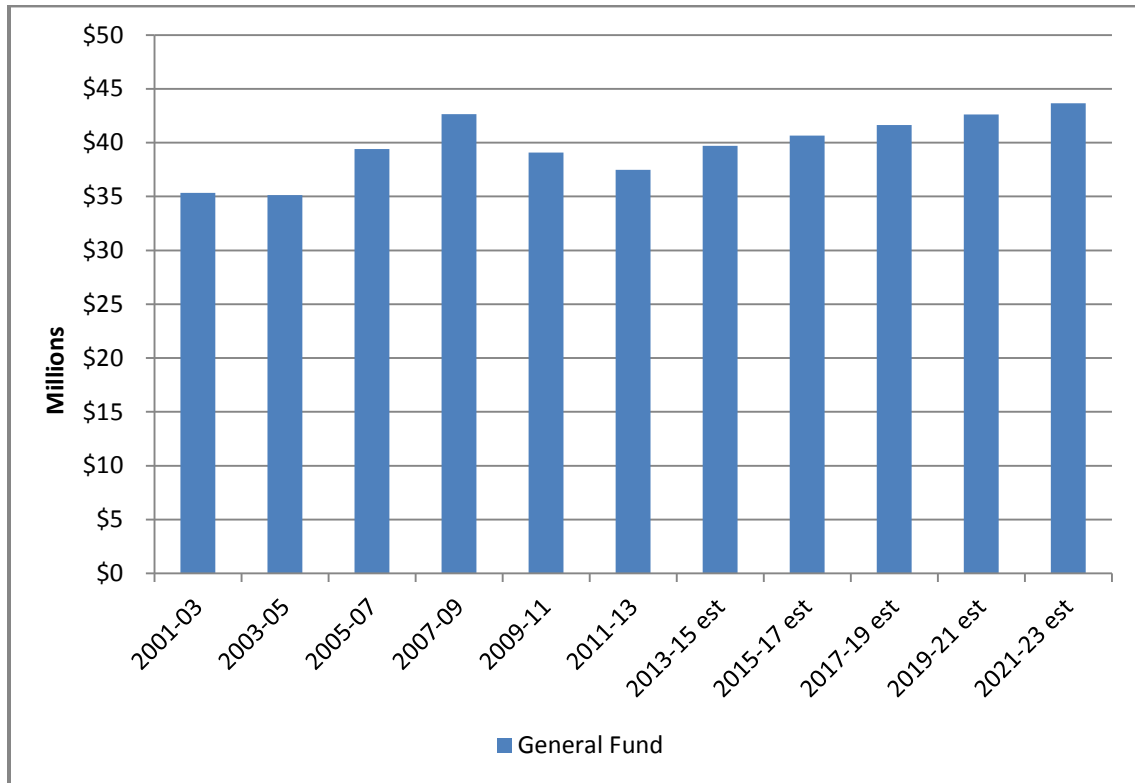
The proposed overall mission of the AES will remain largely the same as it has been historically, including the 2011-2013 biennium. AES will continue to conduct research to solve problems and generate innovations in the agricultural, biological, social, and environmental sciences for the social, economic, and environmental benefit of Oregonians. For 2013-2015, increased emphasis will be placed on leveraging general fund allocations through federal grants and contracts, industry partnerships, and private gifts. Investments in new faculty lines will focus on their potential for innovation (new products, processes, understanding), integration (across multiple boundaries), and collaboration (within OSU and with external stakeholders).

References

Alston, Julian M, Matthew A. Anderson, Jennifer S. James, and Phillip G. Pardey. "The Economic Returns to U.S. Public Agricultural Research: *American Journal of Agricultural Economics* 93.5 (2011): 1257-1277.

Oregon University System: Extension Service

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations 541-737-4605
A. Scott Reed, Extension Service 541-737-2713



Executive Summary

The Oregon State University Extension Service connects Oregonians to research-based knowledge through on-the-ground expertise and education. Funding supports over 150,000 school children who are engaged in 4-H youth development activities statewide in addition to programs focused on food safety, food security and hunger, reducing childhood obesity, climate change adaptation and mitigation, and sustainable energy.

Program Funding Request

Program Description

The Oregon State University Extension Service is the community-based education outreach arm of Oregon's land, sea, sun and space grant-university. It is cooperatively funded from federal (USDA), state, county, and other sources. The OSU Extension Service engages the people of Oregon with research-based knowledge and education that strengthen communities and economies, sustain natural resources, and promote healthy families and individuals.

Extension faculty on the OSU campus, in local county offices and at Branch Agricultural Experiment Stations throughout the state, work together with an extensive network of volunteers to develop and deliver educational programs. Extension focuses on the following:

- Farmers, ranchers, and related value-added agri-businesses.
- Families and individuals of all ages and income levels who seek a healthy lifestyle and a secure well-being. Extension faculty design and deliver education to Supplemental Nutrition Assistance Program families and children, in a strong partnership to make federal SNAP funds effective and outcome-based.
- Young people, their families, and adult volunteers in the 4-H youth development program including work with low-income and Hispanic (and other ESL) learners in programs that are designed for specific communities, cultures, and needs. Provide health education and career-focused skills as well as educational enrichment in cooperation with K-12 schools.
- Private and family forest owners, professional foresters, and the forest industry.
- Communities, groups, and individuals through programs designed to achieve desired economic development and help increase citizen participation in local government policy issues.
- Fishing and seafood processing industry, and people with ocean and water related interests.

Extension educational programs are derived from a knowledge base created through research conducted at OSU and elsewhere. Research often is begun in response to needs identified by Extension clients. Extension faculty members translate the results of scientific research into practical terms and capture its value in useful educational programs and materials. They also partner with land-owners, businesses and other organizations to conduct applied research to demonstrate uses of new techniques, products, and technologies, resulting in millions of dollars of increased revenues or cost savings to family businesses. Degree seeking students are engaged in the applied research in communities that enriches their educational experience.

The OSU Extension Service was created in 1911 in anticipation of federal resource allocation through passage of the Smith Lever Act (1914). It adds value to the University by extending knowledge to the people across the state. Extension works with people of all ages who want and need the information and education it offers. Local and state citizen committees and advisory councils assess needs, recommend program priorities, and participate in selecting staff members.

In a new concept labeled *Oregon Open Campus*, Extension partners with community colleges, K-12 local schools, and public and private community organizations to create a shared community hub offering learning for residents across their lifespan. Open Campus offerings utilize multiple institutional assets to provide enrichment, solutions-based, credentialed and credit-bearing education consistent with community demographics and priorities. Expansion of this innovation will broaden educational opportunities to place-bound Oregonians and contribute to the state's 40-40-20 goal. Emphasis is placed upon workforce skills and degree completion for the 700,000 Oregon residents with some college and no degree.

Cost drivers associated with the Extension Service are discussed in the enrollment funding section narrative.

Program Justification and Link to 10-Year Outcome

With locally funded support (travel, office space, communication and staff support, etc.), Oregon State University Extension educators are based in communities where they systematically assess local issues and needs that can then be addressed through community-based educational approaches.

More than one in five Oregon K-12 youth are reached through the 4-H youth development program, and approximately two million adults are provided a useful educational experience annually. Through collaboration, efficiency gains are realized at the local level through greater coordination among P-20 providers (Education Strategy 1). Positive youth development is the focus of the 4-H youth development program whose track record unequivocally improves the educational pathways and success of youth.

Evidenced-based programs focused on locally-relevant needs help to accomplish Education Strategy 2.3 through systematic assessment of knowledge gained, practices improved and achievement of desired outcomes.

Consistent with Education Strategies 3.1 and 3.2, the Extension Service utilizes its vast network of interconnected offices to create and share best practices for reaching all Oregonians whose lives may be improved through education focused intervention. In this way, problems are addressed efficiently with knowledge-based practice improvements and save resources from being focused on undesirable consequences.

By focusing on workforce skills, Economy & Jobs Strategy 3 is given dual priority with educational outcomes. Local Extension offices serve as a conduit to university knowledge to accelerate innovation through entrepreneurial support. Community-based education councils match needed workforce skills to collaborative Open Campus learning (Economy & Jobs Strategy 3.2). Certificate programs in coordination with community colleges contribute to work ready communities (Economy & Jobs Strategy 3.3). By supporting local innovation with research-based knowledge, Economy & Jobs Strategy 3.5 is strengthened leading to increased local wages and reduced unemployment through increased competitiveness and expanded business start-ups.

Program Performance

The number of educational contacts is compiled by faculty reports. To be counted, an Oregonian must have been served directly through Extension programming (face-to-face meetings, telephone consultation or email response), and do not include people reached through media (newspaper articles, website hits, newsletters, etc.).

Trained volunteers represent a dimension of quality that requires people to commit to being trained, then serving Extension's mission through volunteer service and peer-to-peer education.

Timeliness is illustrated by the amount of grant funds received within a biennium to address critical or emerging issues.

Cost per unit is a simple calculation of the biennial appropriation expressed per person served in the quantity metric.

Enabling Legislation/Program Authorization

The Extension Service is not mandated by the U.S. Constitution, Oregon Constitution or Federal Law. Educational extension activities at Oregon State University are permitted in Oregon Revised Statute 566.220.

Funding Streams

The Extension Service's primary public funding streams include State General Fund (25%), federal revenue (6%), county funds (13%) sales and services (2%) and grants/contracts (55%). Grants and contracts are increasingly sought to supplement public appropriations and allow focused attention to priority issues. State general funds provide the base salary and capacity that allow such extramural monies to be obtained.

- **Federal Smith Lever Act of 1914** (approx. **\$9.3** million in 11-13) – Provides federal appropriation funding for states to establish an educational outreach arm to "extend" the results of research programs at the land grant colleges of agriculture and their affiliated state agricultural experiment stations to all citizens who might benefit from them. These funds require a 100 percent state match.
- **County funds** (approx. **\$18.7** million in 2011-13)--Provides supporting infrastructure for faculty (travel, office space, communication and staff support).
- **Sales and Services** (approx. **\$2.1** million in 2011-13)—Income from sales of publications and materials.
- **Grants and contracts** (approx. **\$54** million in 2010-11)—These extramural funds are possible because base capacity is provided by state appropriations that levers 2.6 outside dollars for every state dollar invested.

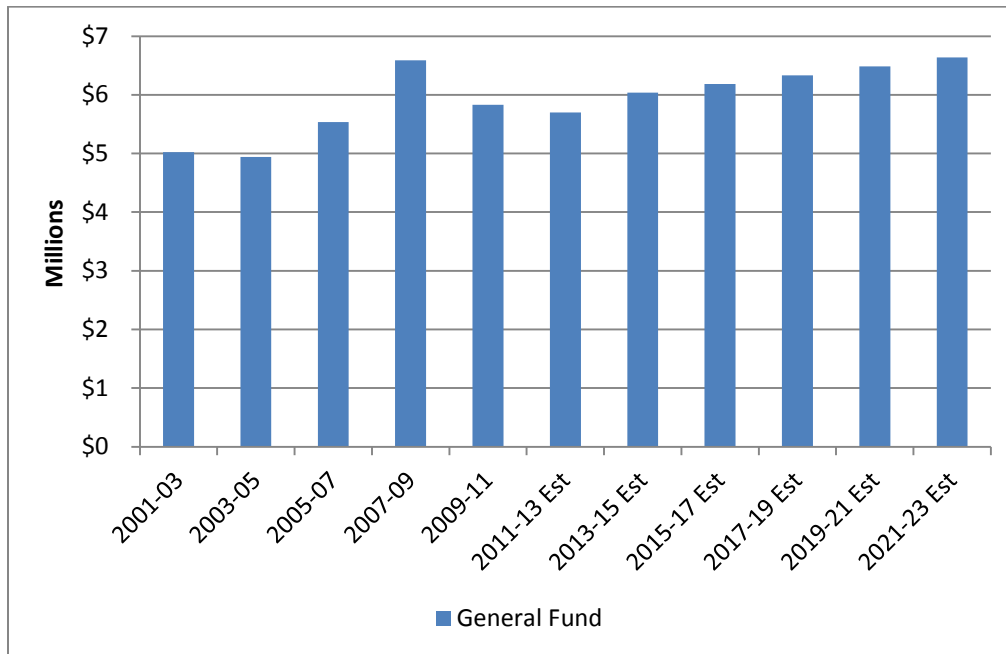
Extension trained 14,000 volunteers who contributed service to the state equivalent to more than 565 full-time employees.

Significant Proposed Program Changes from 2011-13

Extension programs increasingly draw upon the entire university knowledge base to address issues and needs. As resources become available, additional partnerships within and outside of the university will increase access to education. Continued emphasis is maintained on program performance and leveraging of state funds through outside grants and contracts.

Oregon University System: Forest Research Laboratory

Primary Outcome Area: Economy & Jobs
Secondary Outcome Area: Education
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605
Thomas Maness, College of Forestry, 541-737-1585



Executive Summary

The Forest Research Laboratory (FRL) is the R&D resource for Oregon’s forest sector: 141,000 family forestland owners, 73,000 forest industry workers, and \$13 billion industry. We provide knowledge about the science and management of forests and related natural resources, the connections of people to forests, and the uses of renewable materials to help sustain businesses, communities and ecosystems.

Program Funding Request

Program Description

The Forest Research Laboratory (FRL) is Oregon’s forest resources research agency that helps solve problems, create opportunities, and develop new understanding and innovation about forest ecosystems, forest management and forest-derived renewable materials. It is also the research component of Oregon State University’s College of Forestry. In addition to research in campus laboratories and on university forests, studies are conducted cooperatively in public and private forests, 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 are providing leadership in addressing many of society's challenges at scales ranging from molecules to the globe, including topics such as:

- Meeting the forest resource needs of a human population growing by 40% over the next 40 years from a likely declining national and global forestland base
- Supporting the economic and social viability of rural communities
- Determining the impacts of climate change on forests and how forests can lessen the severity of change
- Protecting the sustainability of forests and the ecosystem services they provide, including water quality, fish and wildlife habitat, recreation, and wood
- Facilitating development and use of renewable "green" materials and energy
- Fostering operations and manufacturing processes that are environmentally and socially acceptable, and economically profitable
- Expanding the understanding and value of forests to society, especially in urban environments

The laboratory'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.

The FRL, the Corvallis Forestry Sciences Laboratory of the U.S. Forest Service, the Corvallis-based Forest and Rangelands Ecosystem Science Center of the U.S. Geological Service, and related research conducted elsewhere on campus combine to form the largest concentration of forest sciences research capacity in North America.

Program Justification and Link to 10-Year Outcome

Oregon has 48% of its land covered in forest. The forest sector and forest-based tourism account for over 25% of the traded sector economy in over half of Oregon's counties (in many counties over 50%). Secondary manufacturing is not considered part of the forest sector, but it has a growing segment that relies on wood products. Forests provide water storage and filtration for a majority of Oregonians. Forests provide the richest terrestrial habitat for native plants, wildlife and fish. These and other benefits are sustainable, but they are all dependent upon healthy, dynamic, effectively managed forests, and efficient, cost-effective production.

The program directly impacts Strategy 1.1. The academic and research efforts of the FRL focus on sustainable business development, production and manufacturing innovation, and market-based partnerships in the key industries of forestry and wood products, tourism, biomass energy, green building, and environmental services. As for Strategy 1.2, the FRL is at the forefront of work to

ensure resilient economies through healthy, sustainable forests. Research is being conducted to speed regeneration, mitigate impacts of climate change, control disease and insects, safeguard water resources, lessen wildfire damage, and balance forest uses for multiple values. Scientists provide the knowledge to inform state and local policymakers on responsible use and protection of Oregon’s natural resources, i.e., Oregon Forest Protection Act. FRL’s research and close interaction with forest landowners, industry and multiple agencies will help achieve sustainable production of 4.5 billion board feet of timber per year.

The program directly supports Strategy 2. The FRL conducts research on transportation of wood in efforts to reduce both cost and environmental impact. The FRL’s ability and international reputation for data collection and research significantly leverages the investment of state resources into results that directly aid Oregonians. The program’s Wood Innovation Center has generated repeated successes in helping businesses connect products with new customers. FRL scientists work closely with communities to promote livable communities.

The program directly supports Strategy 3. The scientists who conduct research for the FRL are the professors who instruct in the OSU College of Forestry. Working in partnership with industry and land management agencies, the FRL identifies and helps develop the skills and knowledge that forestry, renewable materials and natural resources managers will need to ensure sustainable, jobs producing forest lands; develop production processes to keep Oregon timber competitive in the world market; and provide innovation for manufacturing of wood based products. These results will help provide an increase in living wage jobs in rural communities.

Program Performance

An established performance metric for the FRL is its share in the Oregon Progress Board’s performance measurement for external funds generated per state dollar in Statewide Publics Services (FRL, Agricultural Experiment Stations, and Extension). For FY2011 the FRL achieved a ratio of \$6.47 to \$1. The rationale for this measurement is that external funds multiply the staffing, effort and capacity available to conduct research and provide knowledge to strengthen local economies and social systems, educate the workforce, protect and enhance the environment, and sustain Oregon’s forests for future generations. All funds generated by this high leverage directly support jobs of faculty and students and indirectly support jobs of businesses that serve their needs.

Recent/projected leverage ratios:

| FY2008 | FY2009 | FY2010 | FY2011 | FY2012 | FY2013 |
|--------|--------|--------|--------|--------|--------|
| \$5.31 | \$5.59 | \$5.98 | \$6.47 | \$6.79 | \$6.39 |

The estimated decline in leverage ratios from FY2012 reflects two key external factors. Scientists have had access to additional funds from the American Recovery and Reinvestment Act since 2009, and these grants are expiring. Individual scientists have a limited amount of FTE to devote to obtaining and managing external funds. Budget reductions have left many scientist/faculty vacancies unfilled over the past 10 years, and this has reduced overall capacity to obtain grants.

The benefits of healthy, productive and sustainable forest lands directly benefit every Oregonian. The forest lands and their multiple uses/products contribute to the economy and jobs, a healthy environment, healthy people and safe, livable communities. This program provides world-class research and timely knowledge to ensure the optimum uses of these forests and products.

Enabling Legislation/Program Authorization

- ORS 526.215 and ORS 526.225 established the FRL to “aid in economic development of the state.....to carry on research and experimentation to develop the maximum yield from forest lands and to obtain the fullest utilization of forest resources.”
- HB2124 (2011 Regular Session) amendment to ORS 321.015, privilege tax upon harvest of timber for forest research.
- McIntire-Stennis Act of 1962, Public Law 87-788, “an Act to authorize the Secretary of Agriculture to encourage and assist the several States carrying on a program of forestry research.”

Funding Streams

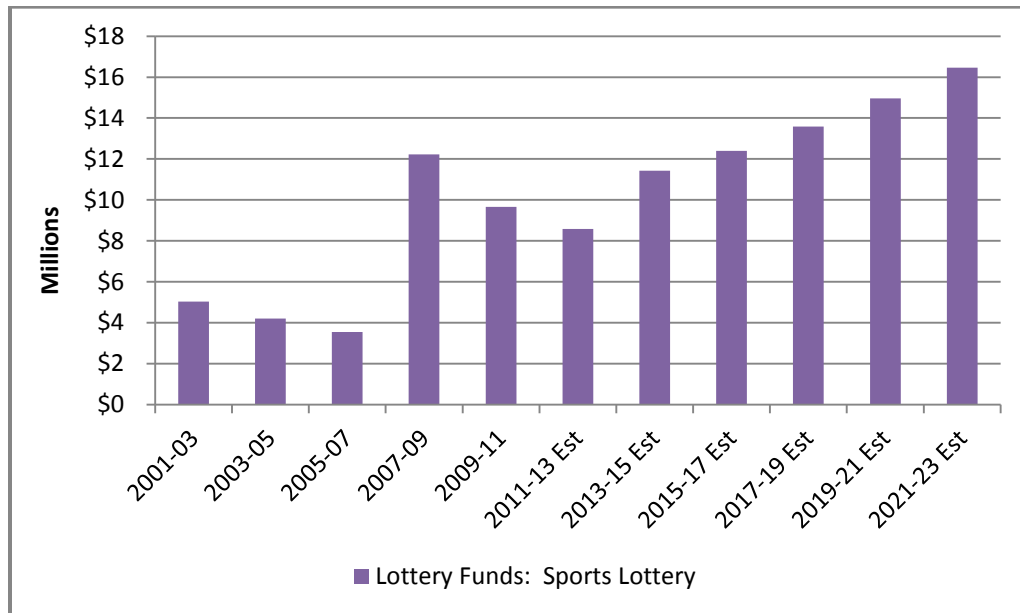
The program is funded by General Fund (17%), Harvest Tax (17%), Federal appropriation (5%) and Grants, Contracts & Gifts (61%). The appropriated E&G support for the FRL provides base funding for scientists, operating staff and physical infrastructure. The FRL averages a leverage effect of \$6 for every \$1 of E&G funding. Oregon’s forestry industry and forest land owners tax themselves to assist with funding research that directly impacts their businesses and lands. The historic relationship has been to set a tax rate that matches the appropriated total. McIntire-Stennis funding is essentially a Federal block grant that is formula driven, but the USDA will not provide an amount that exceeds the State appropriated support. These funds are allocated to scientists upon approval of their research program by the USDA. The FRL scientists are highly successful in competing for grants and contracts from agencies, municipalities, NGOs, and industry. These leveraged dollars provide local jobs for research assistants, and support the education of graduate students under the umbrella of the College of Forestry at Oregon State University.

Significant Proposed Program Changes from 2011-13

The program will continue to support Oregon’s economic growth through the sound and sustainable uses of forestlands and forest resources. Research initiatives will be guided by the FRL Advisory Board as they identify and prioritize areas of need for continued forest health, industrial/product development, human safety and wellness, and policy guidance. Gains in operating efficiencies and research productivity will be sought from realigning scientists into 4 institutes that target efforts on key priorities. The areas will allow a flexible positioning of trans-disciplinary expertise within the FRL, and in collaboration with external researchers.

Oregon University System: Sports Lottery

Primary Outcome Area: Education
Secondary Outcome Area: Economy & Jobs
Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

The Sports Lottery program provides funding for intercollegiate athletics and graduate scholarships.

Program Funding Request

Program Description

In 1989 the Oregon Legislature passed HB 3262 (1989) which gave the Oregon Lottery statutory authority to establish a sports betting program. The Sports Action Lottery game was initiated in September 1989 as a way to raise money for intercollegiate athletics at the seven OUS institutions. Sports Action was a betting game based on the outcome of NFL football games. During the 2005 Legislative session, HB 3466 (2005) was passed which removed the statutory authority for the Lottery to run sports betting games. The bill replaced the revenue to the OUS with a guaranteed one percent of the lottery money transferred to the Economic Development Fund.

HB 3262 (1989) required that 88 percent of the sports lottery funds be used to fund athletic programs and the remaining 12 percent be used to fund scholarships. The scholarship funds are required to be used equally for merit based and need based aid. In 1992 the State Board of Higher Education approved OAR 580-10-083 which further stipulated that the Sports Lottery scholarship funds were to be used for post-baccalaureate professional and graduate scholarships only. The athletic funds are to be divided 30 percent to revenue generating sports and 70 percent to non-revenue generating sports, with at least 50 percent going to women's athletics.

Program Justification and Link to 10-Year Outcome

The sports lottery program annually provides more than \$500,000 in graduate scholarship funding. These funds are used for both merit based and need based aid. These funds directly help students achieve the highest education levels and tie directly to the state's 40-40-20 Goal of educational attainment for Oregonians. The institutions have discretion over what the athletic departments spend the sports lottery funds on. A number of institutions earmark the sports lottery funds for additional student-athlete scholarship. These scholarships help increase the retention and graduation rates of student-athletes.

The sports lottery program also provides funding to the OUS institution's intercollegiate athletics programs. These programs, especially at the smaller campuses, have immense economic impact on the communities. The intercollegiate athletics programs not only provide jobs but also provide an avenue into higher education for students that might not otherwise think it feasible to attend a university.

Athletic Portion – Sample Campus Impacts

This funding enables Oregon Institute of Technology (Oregon Tech) to provide access to nearly 300 student athletes. The program helps directly with the economy in funding travel/transportation of our sports teams. Many of the rooms booked and meals eaten occur within the State of Oregon. The regional schools also often provide more direct support in the rural areas of Oregon as they travel by ground and often stop in small towns such as Burns, Lakeview, Oakridge and Chemult to name a few. Oregon Tech added Men's Soccer when lottery funds increased in 2007. This resulted in more students for Oregon Tech as well as increased economic development through visiting teams traveling to Klamath Falls and Oregon Tech traveling to other locations. An additional benefit of adding this sport, as with most sports, is that it improved diversity in every regard in the student body. Student-athletes often choose Oregon Tech due to the combination of strong academic and athletic programs.

Currently the OSU Athletic Department utilizes the funding for athletic awarded scholarships. This funding allows a broad-based athletic program, fully funding athletic scholarships for all sports except for two (Men's Rowing and Women's Track and Field). This funding allows OSU to be competitive on a national level, recruiting the top student-athletes from around the world, while also keeping the funding on-campus paying tuition, fees, room & board back to the OSU campus community.

Portland State University utilizes its lottery distribution to fund student-athlete scholarships for its 15 Division I sports programs. The lottery funding increases opportunities for students who otherwise would not be funded by other means. The use of these funds helps PSU increase the retention and graduation rate of the student-athletes. That retention allows for the growth and experience of the student-athlete that shows in on-field, and off-field, success. This has been shown with the 16 conference championships over the previous five years. The PSU academic performance rate of student athletes has steadily increased over the past three years.

The Athletic Department at the University of Oregon supports nearly 500 student athletes in their quest for athletic and academic excellence.

Graduate Scholarship Portion – Sample Campus Impacts

In 1992, the Graduate School at Oregon State University (OSU) introduced a graduate student scholarship program with the primary objective to acknowledge meritorious graduate student performance as demonstrated in letters of nomination and recommendation by academic units, and further substantiated by Graduate Record Exam (GRE) or other relevant test scores, transcripts, and evidence of scholarly, creative and professional accomplishment. Graduate and post-baccalaureate professional degree-seeking students in good standing are eligible for scholarship consideration. Half of the available funds are awarded on the basis of academic merit alone, with the remaining half awarded on the basis of financial need and merit. In addition to acknowledging academic excellence, departments are encouraged to nominate underrepresented students of color and women admitted to programs in which such underrepresentation exists. In combination with other departmental or college-based resources, the Lottery Scholarship has been an important funding source for providing competitive financial offers to entice domestic minority students from the national applicant pool.

Prior to 2009-10, the PSU lottery scholarships were awarded by a committee from departmental recommendations. 115 students received awards with the average award about \$7,000 per academic year. Out of the 115 students, 45% earned doctoral awards, 46% earned graduate degrees while only 9% failed to earn a degree. Over 25% of these degrees were in STEM related fields. Most of these awards were made to students with substantial financial need. Since 2009-10, PSU has used the lottery scholarships for recruiting new Ph.D. students with annual awards of \$12,000 in the STEM related fields and an average of \$7,000 in the non-STEM fields. Each year about 25 new Ph.D. students accept the offer. Since PSU is finishing the third year, they have no graduation statistics but many of these students are working with faculty in cutting edge research. PSU has always required the department to match the lottery award with a graduate assistantship with full tuition. This approach significantly prevents student recipients from incurring additional student debt.

Over the last ten years, the University of Oregon Graduate School has used its lottery funds to provide stipend support to as many as 250 first-year master's and doctoral programs through its competitive Promising Scholar Awards (formerly called Fighting Fund Fellowship) program.

Program Performance – Sample Campus Impacts

Graduate Scholarships Academic year 2011-12:

| Institution | Average Number of Graduate Scholarships | Average Annual Award Amount |
|--------------------|--|------------------------------------|
| OSU | 45 | \$3,800 |
| PSU | 25 | \$12,000 STEM/ \$7,000 non-STEM |
| UO | 25 | \$3,900 |
| WOU | 25-30 | \$2,000 |

Number of Student Athletes Academic year 2011-12:

| Institution | Student Athletes Academic |
|--------------------|----------------------------------|
| OIT | 300 |
| OSU | 500 |
| PSU | 225 |
| UO | 500 |
| WOU | 420 |

| Athletics Generated FTE - Oregon Tech | | | | | | | | | |
|---------------------------------------|------|---------|------|---------|------|---------|------|---------|------|
| 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | |
| Credits | GPA | Credits | GPA | Credits | GPA | Credits | GPA | Credits | GPA |
| 6,307 | 3.23 | 6,100 | 3.10 | 8,093 | 3.08 | 7,953 | 3.07 | 6,881 | 3.15 |

Enabling Legislation/Program Authorization

The Sports Lottery program is authorized in ORS 461.543.

Funding Streams

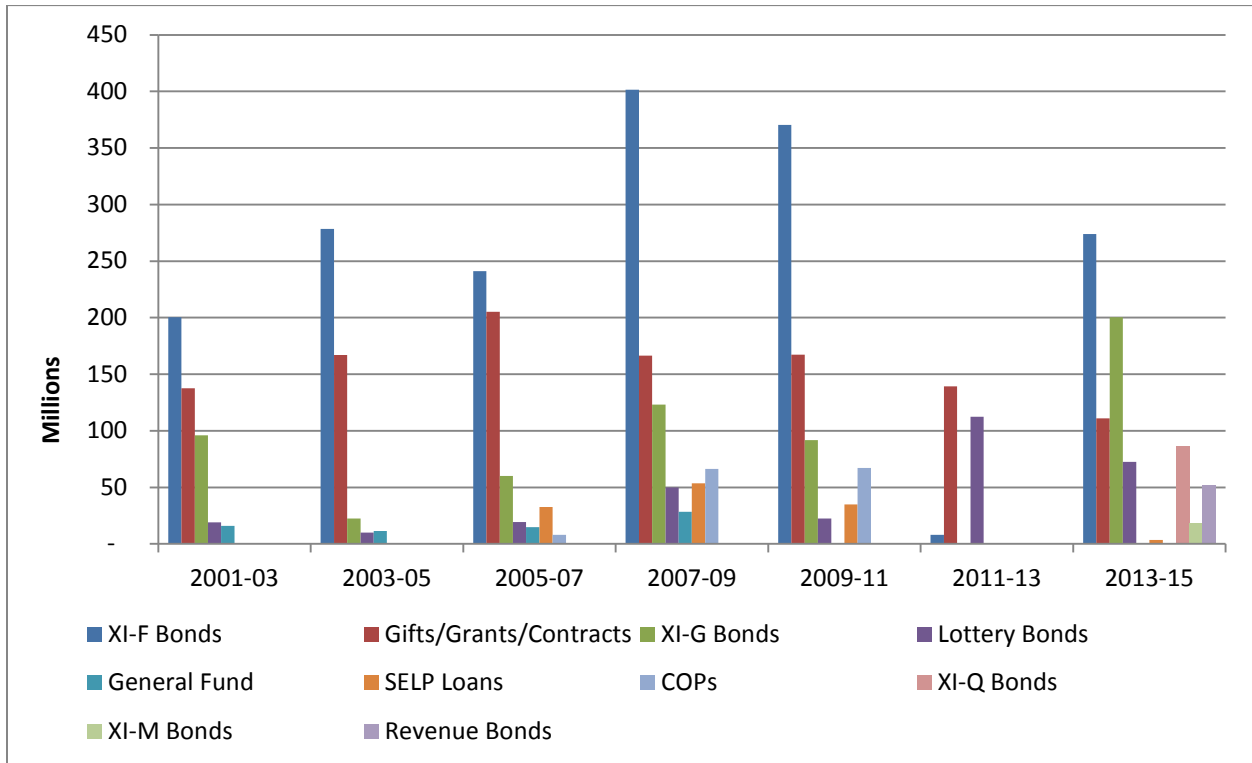
The sports lottery program receives a statutorily dedication 1% of lottery revenues transferred to the Economic Development Fund (ORS 461.543(4)), although this level can be and has been reduced legislatively. Additional support for sports programs vary by campus; types of additional funding streams include a portion of Incidental Student Fees, ticket sales, sponsorships, royalties, general institutional support, and donor support via the various institution associated foundations.

Significant Proposed Program Changes from 2011-13

The institutions will continue to utilize funds to support the athletics and graduate scholarships to maintain and improve performance metrics for the programs. Increased funding of the Sports Lottery program would enable institutions to restore student-athlete support service, and expand both student-athlete and graduate scholarship opportunities, and even maintaining the statutory level of 1% would be beneficial to the students.

Oregon University System: Capital Construction

Primary Outcome Area: Education
 Secondary Outcome Area: Economy & Jobs
 Program Contact: Jan Lewis, OUS Budget Operations, 541-737-4605



Executive Summary

Capital construction funding provides state General Fund, XI-G, XI-F, XI-Q and lottery bond authority for capital repair/renewal, deferred maintenance/renovation and new capital construction projects at OUS institutions. Without this funding, OUS institutions cannot maintain and adapt these assets to serve current student needs or meet new growth demanded by the State’s 40-40-20 education goal.

Program Funding Request

Program Description

Capital Construction investments target access, sustainability, safety, and job creation through the development, protection and enhancement of the value of the State’s university facilities in support of the academic and service missions. OUS stewards 50% of all state-owned facilities equaling approximately 23 million square feet in 1,020 buildings across Oregon. Almost 120,000 students, faculty, staff and community members utilize OUS campus buildings and property on a daily basis. These facilities provide the classroom, lab, other spaces and technologies that enable OUS students to access the instruction and hands-on experiences they need to be successful in degree attainment and in the workplace. With record enrollment demand and the need to meet the state’s 40-40-20

education attainment goal, campuses continue to face space constraints, with classrooms, buildings and labs in need of upgrading and repair so they are safe and conducive to the learning and training needs of today's students.

The cost drivers, delivery method and partners of the capital program include the following:

- **Cost drivers** include closing the capacity gap created by rapid enrollment growth and increasing the capacity to meet new enrollment growth for the 40-40-20 goal, the complexity of facilities for STEM (Science, Technology, Engineering and Math) and technologically-rich, modern learning environments, and the quality and durability required for intense institutional use.
- **Key delivery methods** include the State-funded capital renewal and deferred maintenance programs that maintain current capacity by addressing critical life safety, code compliance and substantial renewal needs, including an estimated \$1.3 billion in deferred maintenance and seismic remediation.
- **Public and private sector partners** critical to success include architects, engineers and contractors, construction material resource providers, technology providers, business and technology partners such as Intel, HP, Siemens, Sanyo and the timber products industry, and Federal agencies such as the US Department of Energy, US Department of Transportation, National Institute of Health, National Institute of Standards and Technology, National Science Foundation, National Endowment for the Arts and other granting agencies.
- **Leveraging state resources through private philanthropic support** from foundations and individuals committed to the future of Oregon higher education.

For over a decade, OUS has ensured the strategic investment of the State's limited resources through a rigorous review process. OUS project priorities are determined by assigning a point value to a set of seven criteria to measure the relative merits of each project proposal. **The Oregon State Board of Higher Education (OSBHE) revised its project criteria weighting to better address critical issues of capacity for growth, financial performance and the use of leverage in evaluating each project proposal.**

The criteria used for the preliminary ranking of 2013-2015 projects include:

- Contributions to meeting Board and State priorities;
- Cost savings generated by eliminating or limiting deferred maintenance and/or operational savings;
- Demonstrated need related to life safety, mission critical, and support for key programs and initiatives;
- Priority assigned to the project by the campus requesting it;
- Completion projects that are phased or otherwise underway;
- Project leverage in the use of non-state funds; and,
- Sustainability through high performance, low energy and locally sourced materials.

Program Justification and Link to 10-Year Outcome

The OUS Capital Construction Program produces the facilities and technology infrastructure central to the production of an educated workforce in the new information age. In order for the OUS institutions to assist the State in meeting its 40-40-20 goal for education, facilities are needed to serve the increased student population and instructional requirements. By 2025, OUS institutions

will need to increase enrollment from the current 100,000 to approximately 140,000 students per year in order to reach the State's educational goals. Those students add to the need for classroom, student housing and dining, and research facilities.

Past and current investment in distance learning and associated technologies contribute to the efficient use of space on campus, however, the space deficit continues to accelerate. The need for new facilities requires an increased rate of investment from the State.

OUS Capital Program's value proposition has three tiers of economic development impact:

1. State funding is leveraged almost two to one through gifts, grants and campus revenue producing activities.
2. Every \$1 in research leverages \$6 in economic development including partnerships with Oregon businesses that provide technology transfer.
3. Physical capacity is critical to grow an educated work force. The current 29% of Oregonians with a Bachelor's degree or higher contribute 55% of all personal income tax to the state.

According to the US Bureau of Economic Analysis, an investment of \$819 million in construction projects is estimated to have the following economic impact over 10 years:

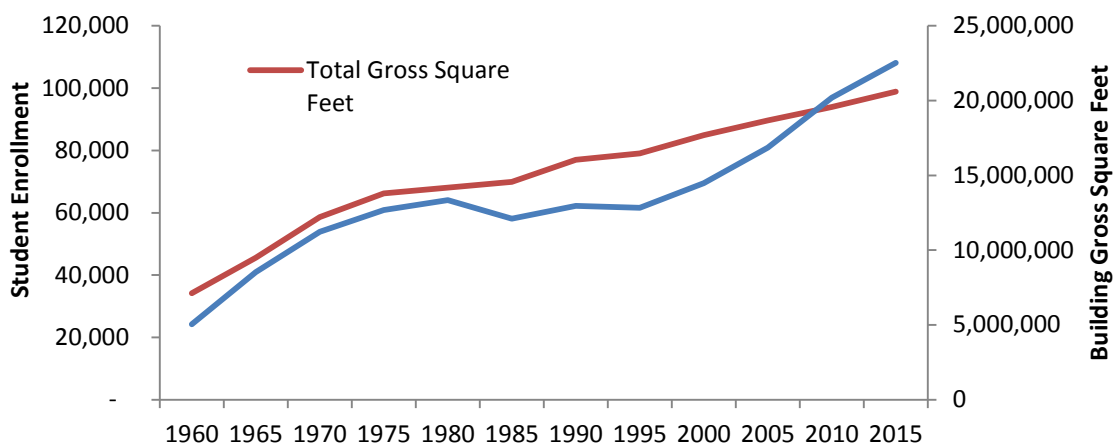
- \$1.83 billion increase in economic output of goods and services (gross state product – output multiplier)
- \$585 million increase in earnings in the State (earning multiplier)

The direct economic impact from the 2013-2015 OUS Capital Request can be measured not only by the new technologies that will be transferred to Oregon and its citizens as a product of these improved facilities, but also from the jobs created directly and indirectly from the construction activity. **According to Associated General Contractors, OUS construction projects directly create nine jobs per million dollars of expenditure.** These 7,370 jobs are well paying, family wage jobs, available throughout the communities of Oregon's seven geographically dispersed universities.

Program Performance

The following graph depicts the growth of student enrollment in headcount against the gross square footage from 1960-2010 with projections for 2013-15. OUS investments in technology have not kept pace with the demand, resulting in very high densities and lack of classroom availability, leading to longer times to degree completion and/or instructional impacts. The chart depicts the additional 1,141,000 GSF requested in the 2013-15 biennium which does not begin to close the space gap.

New space required to keep pace with enrollment growth



OUS Capital Program performance measures include:

- Consistent delivery of projects on-time and on-budget.
- Among the lowest building construction cost per GSF relative to our west coast peers.
- Oregon was one of the first states to develop a comprehensive plan to address the avalanche of deferred maintenance needs. **The State-funded capital renewal and deferred maintenance program is a best-in-class program addressing critical life safety, code compliance and substantial renewal needs.**

Enabling Legislation/Program Authorization

- ORS 351.085(2) Duties of the Chancellor Centralized Services including Capital Construction
- ORS 351.140-350
- Oregon Laws 2003 Sects. 1(2), 5 to 7, 11 &13, Chapter 725

The Oregon Constitution authorizes the use of XI-G, XI-F, XI-M, XI-Q and revenue bonds by OUS. The authority to issue bonds is granted to the OUS by the authority of the Oregon Legislature.

Funding Streams

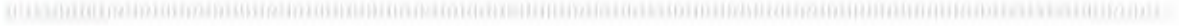
The OUS utilizes many funding streams for their capital repair and construction projects. The XI-G, XI-F, XI-M, XI-Q and Lottery bonds are authorized and approved by the state legislature within the State's bonding capacity. OUS partners with the Oregon DOE for the SELP loan program wherein energy savings from investments in deferred maintenance and renewal projects fund the loans. OUS has been successful in garnering federal grants for a range of initiatives, particularly in solar and other green energy initiatives. Dedicated student building fees are used to fund student service buildings such as student unions and recreation centers. Private philanthropic support from foundations and individuals committed to the future of Oregon higher education is a significant source of capital funding. With the passage of SB 242 in 2011, OUS is now authorized to issue Revenue bonds, but has yet to do so.

Significant Proposed Program Changes from 2011-13

In the 2011-13 Legislative sessions, the legislative leadership was reluctant to commit to providing any General Obligation bond resources from the general fund because of continued declines in state revenues and limited bonding capacity. State Treasurer Ted Wheeler warned the Legislature that the state had nearly reached its debt limit for Article XI-G bonding, the bonds the Legislature has used for the majority of university capital projects. As a result less than 20% of the original \$1,544 million budget request was approved, with two-thirds of the funds in campus supported funding. This was, unfortunately, at a time of record student demand and enrollment.

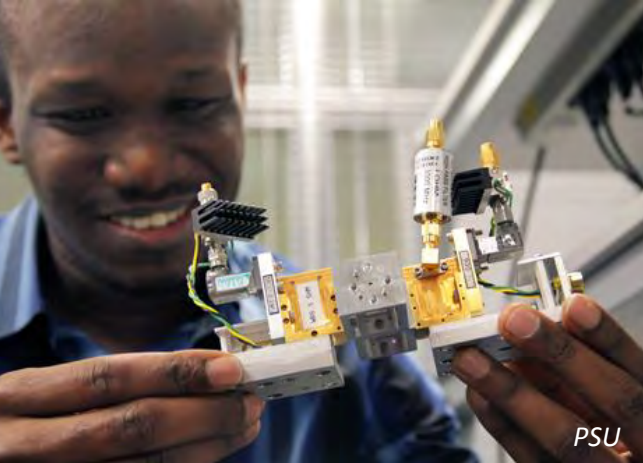
To meet the State's 40-40-20 goal and the growing capacity gap, three significant program changes are proposed for the 2013-15 Capital Construction budget:

1. Project prioritization is heavily weighted to advance a project that provides new, or preserves existing classroom and laboratory instruction capacity to meet enrollment demand.
2. The OUS-Cascades Campus expansion is advanced earlier than anticipated to meet enrollment demand in Central Oregon.
3. Early planning funding is requested for EOU and OIT to allow for more complete and comprehensive project scope and cost definition.



APPENDIX K

2013-14 VIEW BOOK



An Update on the Implementation of SB 242

Oregon University System Chancellor's Office

Jay Kenton, Vice Chancellor for Finance and Administration
March 21, 2013



Update on Implementation of SB 242

- Changing the management philosophy – the emergence of a new paradigm
- Reduced State assessments
- Reduced State mandates and reports
- Improved Human Resource management
- Risk Management
- Tuition Process
- Legal Services
- Treasury Management
- Budget Processes
 - Operating
 - Capital



Changing Management Philosophy

- SB 242 gives the system much greater control over its fiscal affairs
- Management is empowered to act without Legislative and Executive branch approvals and oversight
- Eliminates potential for fund balance sweeps leading to better long range plans, more certainty, less contingencies

Reduced State Assessments

- To continue prudent stewardship and to support certain policies OUS agreed to continue to be subject to the following assessments totaling \$5.4M/biennium:
 - State Audits,
 - State Treasury/banking,
 - Ethics Commission,
 - Minority Women-owned and Emerging Small Businesses,
 - Employment Relations Board, and
 - Legislative charges
- No longer subject to risk management, Department of Administrative Services or other central government assessments = saving \$26.3M/biennium less cost of risk management

Reduced State Mandates and Reports

- Not subject to Legislative or Executive directives to State Agencies saving time and money
- No longer required to maintain State budget information tracking system, quarterly vacancy reports, other funds revenue estimates, and other reports.
- Frees time for other value adding tasks

Improved Human Resource Management

- No longer required to engage in pattern collective bargaining with state
 - Greater control over employee salary and benefit costs
- Investigating (with SEIU) a new classification-compensation system for classified employees
- Working with two Labor-Management groups we completed studies of healthcare options and optional retirement plans as required
 - Statutory concept proposed for changes to optional retirement plan

Risk Management

- Risk Management
 - DAS separation
 - Equitably dividing the fund so each fund category is funded at same level of expected claims upon inception
 - File/records transfer was completed as it was decided that OUS would manage claims in-process and tail claims
 - Staffing and structure
 - Strategic recruitment of new director and staff
 - Creating the accounting, claims management and legal structures
 - Comparison of coverage
 - Improved coverage tailored to the needs of universities
 - Improved training and advice from brokers
 - Cost savings
 - Improved information allows for strategic management of the function
 - Short term about \$1.0M per year, longer term savings significantly more
 - Strategic claims management lowers settlement costs
 - Improved awareness and training mitigates claims
 - Campus community more engaged in enterprise risk management

Improved Tuition Setting Process

- Tuition Process Improvement
 - Required student involvement
 - Each campus formed advisory committees with students, faculty and staff
 - Consolidated summer tuition approval with academic year
 - Timing and Board Approval Process
 - May presentation to F&A Committee
 - Complete with student input
 - June Board approval based on F&A recommendation

Legal Services

- New policy structure established
- Authority delegated to campus General Counsels
- Retainer agreements with private firms for efficient consultation in specialty areas
- More aggressive position re. cases and precedents will save significant costs over time
- Complements risk management authorities to manage and settle claims

Treasury Management

- Internal Bank
 - Investment earnings
 - Retain 100% of investment earnings
 - Previously investment earnings on tuition, fees and auxiliary income was transferred to the State
 - A significant portion of these investment earnings are now earmarked for student aid
 - Bank account consolidation adds efficiency
 - New, stratified investment policies have generated incremental investment income of \$5.7 million in the past year
 - Debt savings
 - Adding revenue bonds and commercial paper increases financing options for capital projects
 - Greater flexibility facilitates market timing, refunding, etc. that saves millions in interest costs
 - The efficient use of capital resources within the System and interest cost reductions contribute to the fiscal health of the System, and in turn, of the State



Operating Budget Process

- Operating Budget
 - Elimination of expenditure limitations
 - Allows system to spend revenues to serve growing enrollments
 - Budget preparation process streamlined
 - Focuses conversation on performance/achievement compacts not budget line items –
 - more strategic conversations lead to improved funding and outcomes
 - However, OUS' CSL budget is being built using the same criteria as OHSU. OUS requested similar treatment to CCWD which receives inflationary adjustments for PEBB, PERS and salary increases

Capital Budget Process

- Capital Budget
 - Changes in way capital projects are approved
 - Eliminated expenditure limitations for capital projects
 - Only need bonding authority for state backed debt and revenue bonds
 - Board approves all capital projects greater than \$5M
 - Less need for Emergency Board hearings provide greater efficiencies in managing projects

Implementation Conclusions

- Overall SB 242 has allowed OUS to:
 - Use resources more effectively,
 - Make timely decisions that are more effective,
 - Redirect efforts to value-adding activities, and
 - Focus our resources on our mission of public education.



APPENDIX J

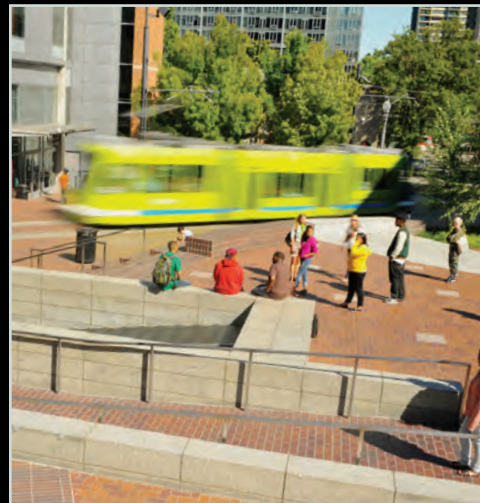
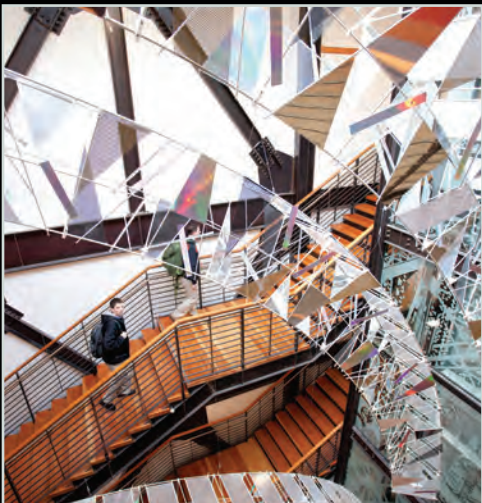
2012 OUS FACT BOOK

Link: <http://www.ous.edu/factreport/factbook/2012>



APPENDIX K

2013-14 VIEW BOOK



ViewBook 2013-2014

Freshman & Transfer Student Admission
Information for Oregon's Public Universities

- EASTERN OREGON UNIVERSITY
- OREGON INSTITUTE OF TECHNOLOGY
- OREGON STATE UNIVERSITY
- OREGON STATE UNIVERSITY - CASCADES
- PORTLAND STATE UNIVERSITY
- SOUTHERN OREGON UNIVERSITY
- UNIVERSITY OF OREGON
- WESTERN OREGON UNIVERSITY



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Oregon's Public Universities: Discover Your Future

Oregon's seven public universities, including one branch campus, offer diverse, high quality programs of study to students from across the state and across the world. From hundreds of exciting academic majors—many unique to Oregon—to first-rate professors who provide relevant learning and research experiences, our universities will give you the foundation you need to define and excel in your life and career. Whether you are from a rural or urban area, just graduating from high school or planning to transfer from another college, interested in a small campus setting or a larger university, Oregon's public university campuses and programs can make your college dreams a reality.

Inside is an introduction to your many options at Oregon's public universities, including profiles of each campus, a summary of programs offered, admissions guidelines, campus visit dates, information on costs, financial aid, and more. To access this brochure electronically, as well as links to campuses and other great information, go to: www.ous.edu. Enjoy exploring, and we hope to see you soon on campus!

University Trivia Quiz

See how well you know our seven universities and branch campus, before you read their profiles!

- Which university is home to the world's largest and most sophisticated tsunami research laboratory?
- Which university is closest to the historic Oregon Trail and to one of the largest rodeos in the nation?
- Which university started offering the nation's first undergraduate Renewable Energy degree?
- Which university was the first to discover that zebrafish (*Danio rerio*) are ideal models for studying vertebrate development and genetics, and is home to more than 80,000 of these fish?
- Which university's motto is blazoned over a sky bridge on campus and reads: "Let knowledge serve the city"?
- Which university is historically Oregon's oldest public campus, starting out as a teacher's college called the Oregon Normal School, in 1856 (hint: their mascot is the wolf)?
- Which university is home to the world's only full-service wildlife forensics laboratory?
- Which university offers a degree in Exercise and Sport Science and is located in a mecca for amateur and professional athletes, including skiers, cyclists and kayakers?



EASTERN OREGON UNIVERSITY

Eastern Oregon University (EOU) is the university that works with you! Our flexible programs, plus connected faculty who care, combined with a personalized education at an affordable cost, add up to a great value for your degree. Just like students from Oregon, on-campus applicants from Idaho and Washington are also eligible for resident tuition. Every professor and staff member is dedicated to working with you throughout your college journey. Choose from 24 undergraduate degrees and partnership programs offering two bachelor's degrees in nursing and four bachelor's degrees in agriculture. There are more than 40 different minors and multiple pre-professional programs, and we also offer master's degrees in business, teaching and science in education.

On Campus

At our main campus in La Grande, you'll work closely with top-notch faculty in small classes, usually fewer than 30 students. All courses are taught by professors, not teaching assistants. Live with great friends and forge connections that last a lifetime. You'll find a place where you fit in, on a campus where you can be active and involved—a small school experience without the high price tag.

Statistics

2011 Fall Term Enrollment: 4,298
La Grande Population: 13,095
Surrounding Area Population:
25,980

Contact

Eastern Oregon University
One University Boulevard
La Grande, OR 97850
541-962-3393
admissions@eou.edu



Eastern Oregon University • eou.edu • admissions@eou.edu • 541-962-3393

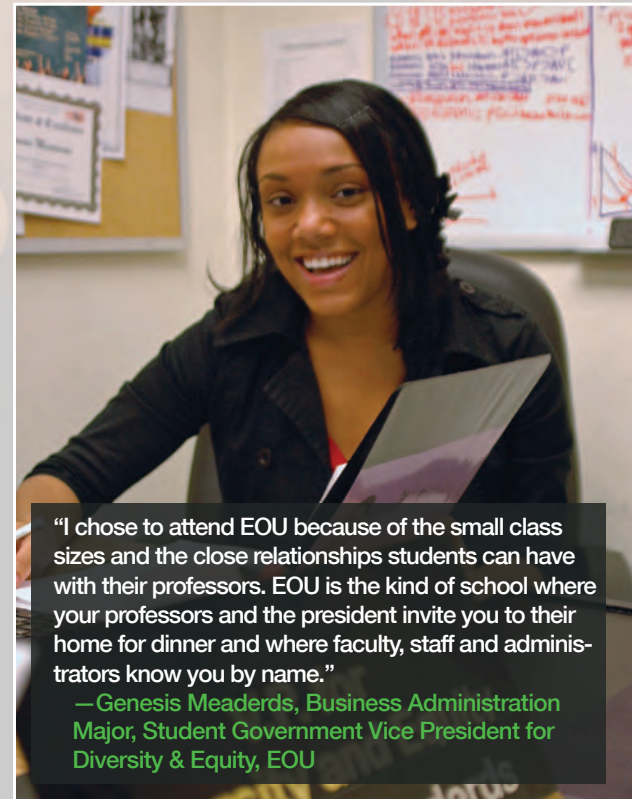
Online

Life is busy! We work with your schedule so you can take classes when and where it's convenient for you. Ten complete degrees and 20 minors are available entirely online. Whether you're just starting out or transferring with prior credits or life experience, you'll receive support from an academic adviser every step of the way.

Onsite

Don't want to take all your classes online? Programs are delivered at 16 extended campus locations in Oregon and through dual credit programs with community colleges. Chances are there is a Center or Site near you. Whether you live in a metropolitan city like Portland or a rural town like Ontario, an education from EOU is accessible anytime, anywhere.

We look forward to working with you at EOU!
Visit www.eou.edu/admissions



"I chose to attend EOU because of the small class sizes and the close relationships students can have with their professors. EOU is the kind of school where your professors and the president invite you to their home for dinner and where faculty, staff and administrators know you by name."

—Genesis Meaders, Business Administration Major, Student Government Vice President for Diversity & Equity, EOU

Oregon TECH

Oregon Institute of Technology (Oregon Tech) offers a rigorous, practical education emphasizing the application of theory for real-world solutions. Students at Oregon Tech have exciting opportunities for hands-on learning through labs, projects, externships, and research guided by faculty who maintain professional connections to industry.

Early on, students actively apply theory in the laboratory setting, in the community, and in addressing some of society's greatest challenges. Oregon Tech programs lead to rewarding careers in health professions, renewable energy engineering, environmental science, information technology, engineering, business, communication studies, and management.

Oregon Tech is best known for its traditional engineering and technological core and healthcare professions, and new degree options (and surprising twists on old ones) are remarkably multi-dimensional.



"Oregon Tech is an amazing school! If new students can get involved in the activities that the school offers, then they will enjoy every second of their time here, like I have."

—David Clarke, Applied Psychology and Communications Studies Major, Oregon Tech



Oregon Institute of Technology • oit.edu • oit@oit.edu • 541-885-1150

A geomatics student might use GIS technology to survey an archeological excavation, a mechanical engineering student may complete a cross-disciplinary application in sustainability, or an environmental sciences student may participate in an Oregon Renewable Energy Center project.

Oregon Tech's emphasis on sustainability is a long-held tradition. Home of the nation's first undergraduate program in renewable energy engineering, the university is working towards the Klamath Falls location being the first geothermally-powered university campus. Since the 1960s, geothermal resources have heated the Klamath campus, situated between Klamath Lake and the foothills of the Cascade Mountains. It is a beautiful and environmentally rich setting for some of the Northwest's newest educational facilities utilizing green building practices. The Village for Sustainable Living is an apartment-style residence for students and an exciting part of Oregon Tech's vital campus life.

Oregon Tech locations throughout the Northwest include the traditional four-year campus in Klamath Falls with a diverse student body of undergraduate, transfer, graduate, and international students. Additionally, the university has

a campus located in Wilsonville just 20 minutes south of downtown Portland. The Wilsonville campus offers degree-completion programs for transfer students and dual enrollment options for freshmen who start at a community college and finish with Oregon Tech. Dual enrollment students may also enroll in a select number of first-year courses in Wilsonville allowing them to complete some of their general education requirements through Oregon Tech. The university also offers specific degree programs in La Grande and in Salem, while Oregon Tech's distance education program delivers a variety of online options. Oregon Tech welcomes you to its close-knit community of career-ready students.

Statistics

2011 Fall Term Enrollment: 3,911
Klamath Falls Population: 21,120
Surrounding Area Population: 66,580
Wilsonville Population: 19,965

Contact

Oregon Institute of Technology
3201 Campus Drive
Klamath Falls, OR 97601
541-885-1150
oit@oit.edu



Oregon State University (OSU) is a leading research university located in one of the safest, smartest, greenest small cities in the nation. Situated 90 miles south of Portland, and an hour from both the Cascades mountain range and the Pacific Coast, Corvallis is the perfect home base for exploring Oregon's natural wonders.

Oregon State has always been a place with a purpose—making a positive difference in quality of life, natural resources and economic prosperity in Oregon and beyond. Through discovery, innovation and application, we are meeting challenges, solving problems and turning ideas into reality.

As a leading public research university, with almost \$262 million in research funding in 2011, OSU's impact reaches across the state and beyond. OSU is the state's Land Grant university and is one of only two universities in the U.S. to have Sea Grant, Space Grant and Sun Grant designations.

OSU's diverse student body of nearly 25,000 students come from across Oregon, all 50 states and more than 90 countries. Students can choose from more than



Oregon State University • oregonstate.edu • osuadmit@oregonstate.edu • 800-291-4192

200 undergraduate degrees, and more than 80 graduate degree programs. Oregon State attracts high-achieving students, with nationally recognized programs in areas such as conservation biology, agricultural sciences, nuclear engineering, forestry, fisheries and wildlife management, community health, pharmacy and zoology.

OSU also ranks high in sustainability and fourth among universities nationwide for using renewable energy. And our students literally help power the university: 22 exercise machines at Dixon Recreation Center are connected to the grid, feeding power into the system when students exercise on them.

Located in Corvallis, Oregon State is a vibrant, student-friendly college town of 54,520 in the heart of Western Oregon's Willamette Valley. Corvallis consistently ranks among the best cities to live in the U.S., as well as among the most environmentally responsible. The 400-acre main campus includes a Historic District, making OSU one of only a handful of U.S. university campuses listed on the National Register of Historic Places.



"Housing was a huge thing for me. I stayed with my friends in residence halls, and the housing at OSU was far superior. I liked the culture a lot more here. And then the academic programs were very strong too, so I chose Oregon State University."
—David Shumway, Biology Major, OSU

Statistics

2011 Fall Term Enrollment: 24,977
Corvallis Population: 54,520
Surrounding Area Population: 85,995

Contact

Oregon State University
Corvallis, OR 97331
800-291-4192
osuadmit@oregonstate.edu



Portland
State
UNIVERSITY

Urban and Sustainable: Live in the heart of it all.

Portland State University (PSU) is a thriving place where learning and living are intertwined, where sustainability is integrated throughout the curriculum and campus, and where student life extends beyond campus borders to encompass all that the dynamic metropolitan center has to offer. PSU provides you with opportunities to work with businesses, schools and organizations on real-world projects.

Diverse: Our people make the difference.

At Oregon's largest and most diverse university, no matter where you are from, you will feel right at home. Portland State's academic programs embrace diversity and internationalization to better prepare students for the demands of global citizenship. Perhaps that is why more and more students choose PSU each year.

Statistics

2011 Fall Term Enrollment: 28,958
Portland Population: 585,845
Surrounding Area Population: 1,656,775

Contact

Portland State University
105 Neuberger Hall,
724 SW Harrison
Portland, OR 97201
503-725-3511
Español 503-725-5508
admissions@pdx.edu



Portland State University • pdx.edu • admissions@pdx.edu • 503-725-3511

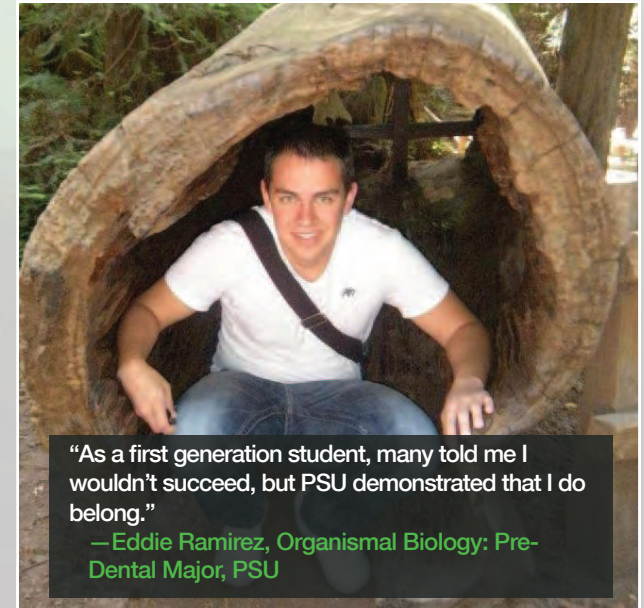
Curriculum: Start with the end in mind.

Employers and graduate schools are looking for applicants with hands-on experience who can think critically and communicate effectively. PSU meets these goals by offering exceptional students the opportunity to work closely with faculty in small and challenging classes. The award-winning University Studies curriculum provides small class sizes, mentoring, and field experience through the Senior Capstone for undergraduates. High achieving students might also consider Portland State's nationally recognized Honors Program. Portland State is also committed to cultivating a culture of innovation by funding and supporting undergraduate research projects.

Student Experience: Thrive at PSU.

Portland State faculty and staff show their commitment to supporting your academic success through educational and career advising, tutoring, mentoring, support services and leadership opportunities. At PSU, the student experience carries on beyond the classroom. To enhance your education, enjoy a vibrant campus life at the student recreation center, Living Learning Communities in on-campus housing, and more than 150 student organizations.

PSU se ha dedicado a servir a la comunidad Latina en Oregon y la Universidad ha puesto en marcha iniciativas para apoyar a los estudiantes Latinos desde reclutamiento a graduación y más allá en sus futuros.



"As a first generation student, many told me I wouldn't succeed, but PSU demonstrated that I do belong."

—Eddie Ramirez, Organismal Biology: Pre-Dental Major, PSU



Academic Distinctiveness and Quality

At Southern Oregon University (SOU), students are challenged intellectually and creatively. Small class sizes and a 24:1 student-to-faculty ratio allow you to connect with your professors in profound and lasting ways.

SOU challenges you to become the person you wish to be. We offer more than 100 areas of study, including 36 bachelor's degree programs and 11 master's degree programs. From the academic rigor of the classroom to hundreds of extracurricular options, you will be inspired to create a rich and balanced life.

Creativity and Connections

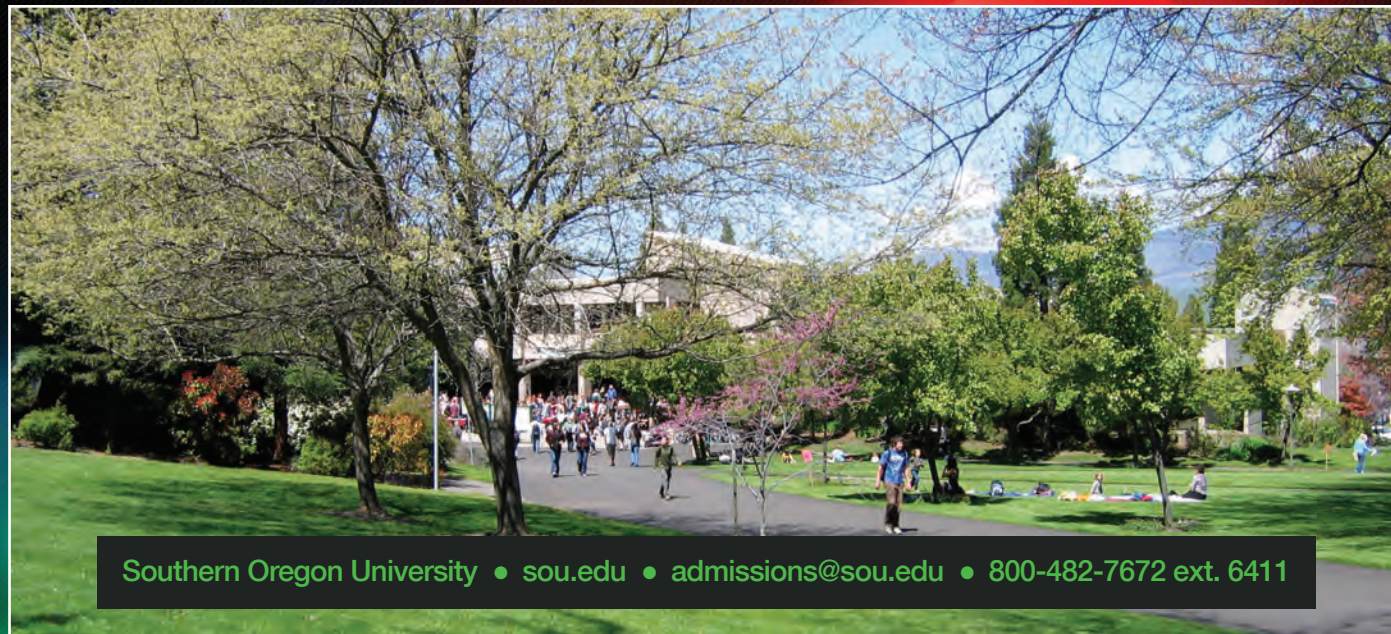
Southern Oregon University encourages your intellectual creativity. Our strong liberal arts and sciences curriculum is enhanced by applied, career-focused preparation. SOU offers unique opportunities to collaborate on research and creative projects. With faculty guidance, you'll have opportunities to co-author

Statistics

2011 Fall Term Enrollment: 6,744
Ashland Population: 20,255
Surrounding Area Population: 203,950

Contact

Southern Oregon University
1250 Siskiyou Boulevard
Ashland, OR 97520
800-482-7672 ext. 6411
admissions@sou.edu



Southern Oregon University • sou.edu • admissions@sou.edu • 800-482-7672 ext. 6411

papers, write grants, develop capstone projects, and conduct research that makes a difference in our local communities and to the environment of our region.

SOU students are engaged citizens. By getting involved on and off campus, you'll make positive changes in your own life and in the lives of others. Local organizations are eager to offer internships. Study abroad opportunities give you a competitive edge when you enter the workforce. With more than 100 clubs, organizations, and intercollegiate and intramural sports on campus, it's no surprise our students are so involved!

Culture and Environment

At SOU, you experience a dynamic community in a beautiful setting. Ashland offers a small town feel with big city culture. From our campus, you can walk downtown to the Oregon Shakespeare Festival, one of the top five regional theatres in the nation, or you can hike to Mount Ashland on the Pacific Crest Trail and enjoy skiing options close to campus.

Situated at the convergence of the Cascade, Coast, and Siskiyou mountain ranges, our distinctive region is also a beautiful extended classroom that features the

Cascade-Siskiyou National Monument, Crater Lake National Park, as well as the Rogue, Umpqua, Klamath, and Illinois Rivers.

As the public liberal arts university of the West, SOU offers a dynamic academic experience and a unique creative community—all in a spectacular setting.



I chose SOU for its history of academic excellence, close relations between students and professors, and the beautiful Rogue Valley."
—Jon Rosen, Psychology Major, SOU



UNIVERSITY OF OREGON

At the University of Oregon (UO), you'll be part of a community dedicated to academic excellence and making a difference in the world. Whether you want to change a school, a law, or a scientific theory, the UO will give you the resources and inspiration you need to succeed.

Open your mind in our 268 academic programs—many of which rank number one in Oregon and among the top 20 in the nation. Architecture, business, education, humanities, journalism, music, natural sciences, and social sciences are among them. You'll have opportunities to conduct original research and gain professional experience that will give you an edge in the job market.

Enter the O-zone. Here you'll be a part of the environmental solution in your day-to-day life. Our Campus Recycling Program diverts more than 48 percent of the university's trash from landfills. You'll choose from a range of environmental academic programs, and you'll live in Eugene, one of the nation's top green cities. The University of Oregon is recognized as an international leader in sustainable architecture, environmental science, green technology,



University of Oregon • uoregon.edu • uoadmit@uoregon.edu • 541-346-3201

and green chemistry—programs that can inspire your leadership in sustainability.

At the UO, you'll be part of a community that welcomes students from all 50 U.S. States and 89 countries around the globe. In the past five years, we've seen a 72 percent increase in new freshmen of color, and the socio-economic and geographic diversity of our students has also increased. We're ranked first in Oregon and 15th in the nation for the graduation rate of students of color. We believe that the best education is shaped by people who bring a diversity of perspectives, geographies, and cultural heritages to the table. Your UO experience will be rich because of the differences among us.

Our community and academic programs will help you gain skills for the global marketplace. The UO is one of 16 national foreign language resource centers—choose from 35 language programs offered here. You can also expand your horizons through 165 study abroad programs offered in 95 countries around the world.

In Eugene, you'll find a community that's equal parts urban and outdoors. The arts and music scene brings major acts to Eugene. The city is bordered by rivers to run, trails to hike, and mountains to climb—all within easy reach. You'll get

outside through the UO's Outdoor Program, considered to be among the best in the country, just one of the 250 student organizations on campus.

Join our circle. We look forward to welcoming you to the UO, the state's flagship university. Learn more: admissions.uoregon.edu



"I think what really drew me to the UO was the impressive biology program here. It was cool to see upper-division classes that focused on specific topics and were being taught by people who are making headway in those fields."
— Vishesh Khanna, Biology Major, UO

Statistics

2011 Fall Term Enrollment: 24,447
Eugene Population: 157,010
Surrounding Area Population: 353,155

Contact

University of Oregon
1217 University of Oregon
Eugene, OR 97403-1217
541-346-3201
uoadmit@uoregon.edu

At Western Oregon University (WOU) students come first.

WOU is nationally recognized for its academic excellence and focus on student success. Our innovative programs such as the Tuition Choice, Textbook Rental Program, and Student Enrichment Program make the university a national leader in student learning and affordability.

From our award-winning College of Education, to our outstanding programs in the arts, to our emphasis on undergraduate research in the natural and social sciences, WOU's curriculum offers a challenging learning experience that extends well beyond the traditional classroom. WOU's faculty members across disciplines support the stellar educational environment on campus. A personalized education is our faculty's first priority. The average class size of 24 students provides a unique, high-quality learning environment. The university offers the technology, the resources, the opportunities, and the people to help students propel themselves into their future.

Building on our history of being the first public university in the west, WOU is focused on a sustainable tomorrow. The Ackerman Residence Hall is considered one of the top 10 greenest residence halls in the world

Statistics

2011 Fall Term Enrollment: 6,217
Monmouth Population: 9,720
Surrounding Area Population: 75,965

Contact

Western Oregon University
345 N. Monmouth Ave.
Monmouth, OR 97361
Toll-Free: 877-877-1593
wolfgram@wou.edu



Western Oregon University • wou.edu • wolfgram@wou.edu • 877-877-1593

and the Devolder Family Science Center which will open in fall 2013 complements the Health and Wellness Center creating a modern and vibrant academic and student core.

At WOU, you can be involved in a wide spectrum of student activities, including cultural events, service learning and internship programs, and the performing arts. Many students quickly discover that establishing connections with professors and campus staff occurs naturally since courses are taught by faculty. These connections open the doors to graduate school and careers. The Western Tuition Choice is our innovative commitment to help students more effectively afford the cost of attending and graduating from WOU. More information on how the Tuition Choice saves students money and supports their success at WOU can be found at wou.edu/choice.

Located in the city of Monmouth, just twenty minutes west of Salem and an hour from the Oregon coast and Portland, WOU makes it easy to experience the best of what Oregon has to offer. If you want to pursue your college goals in a small campus environment with world-class faculty and resources, WOU is the ideal place for you.



"I decided to attend Western Oregon University because of the culture of the school and the one-on-one contact you can have with professors and staff members. The location is beautiful and the number of students makes your experience on-campus positive."

—Brittany Naas, Psychology Major, WOU

OSU

Oregon State
UNIVERSITY

Cascades

Located in Bend, Oregon State University - Cascades is a unique partnership between OSU and Central Oregon Community College (COCC). OSU-Cascades offers an affordable, personal university experience for students seeking outstanding faculty and hands-on learning outside the classroom. Students also pay about 30% less for their first two years of college than they would at traditional four-year universities through a partnership with COCC that offers high quality lower division courses.

Designed for those starting, transferring, or returning to college, OSU-Cascades is located on a stunning hillside, in view of snow-capped mountains and within a beautiful juniper forest on the edge of Central Oregon's high desert country. Students enjoy the benefits of OSU-Cascade's location with skiing, hiking, camping and other outdoor recreation just minutes away. The university offers OSU degree programs in 16 majors, including business, energy systems engineering, exercise and sport science, psychology, natural resources, and tourism and outdoor leadership.



Undergraduate options include hospitality management and a dual degree in sustainability, and graduate programs in counseling and teaching round out the offerings.

OSU-Cascades welcomes high school graduates, who can be admitted as freshmen and, under the guidance of an OSU-Cascades adviser, take lower-division courses at COCC before transitioning to OSU-Cascades to complete their degree. OSU-Cascades is also an ideal next step after community college and for returning students. Student opportunities include research and internship programs with Central Oregon's business, government and non-profit communities, as well as international programs in more than 80 counties.

Statistics

2011 Fall Term Enrollment: 764
Additional admitted,
taking COCC courses: 171
Bend Population: 76,925
Surrounding Area Population: 158,875

Contact

OSU-Cascades
2600 NW College Way
Bend, OR 97701
541-322-3100
CascadesAdmit@
osucascades.edu



Undergraduate Programs of Study

ous viewbook 13-14

| | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU | | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU | | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU | | |
|---|-----|-----|-----|--------------|-----|-----|-----|-----|------------------------------------|-----|-----|-----|--------------|-----|-----|-----|-----|--|--|-----|-----|--------------|-----|-----|-----|-----|-----|-----|
| ARTS, HUMANITIES, SOCIAL SCIENCES | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advertising | | | | | | | M | | History | M/m | | M/m | | M/m | M/m | M/m | | | Rhetoric, Critical Reasoning | M/m | | | | | | | m | |
| Air Force Studies: ROTC | | | m | | | | | m | Human Communication | | m | | | | M/m | | | | Romance Languages | | | | | | | | M | |
| American Sign Language/English Interpreting | | | | | | | | M/m | Human Development & Family Science | | | M | M | | | | | | Russian | | m | | M/m | | | | | |
| American Studies | | | | M | | | | | Humanities | | | | | | M | M/m | | | Russian, East European Studies | | | | | | | | M/m | |
| Anthropology | M/m | | M/m | | M/m | M/m | M/m | M/m | Interdisciplinary/Liberal Studies | M/m | | M | M | M | M | M | | | Scandinavian | | | | | | | | m | |
| Apparel Design | | | M | | | | | | International Studies/Relations | m | m | M | M | M/m | M/m | M | M/m | | Sculpture | | | | m | M | M | | | |
| Arabic | | | | | M/m | | | | Italian | | | | | m | | M/m | | | Shakespeare Studies | | | | | | | | m | |
| Art | M/m | | M | M/m | M/m | M/m | M/m | M/m | Japanese | | | m | | M/m | | M/m | | | Social Sciences | | | M | M | | M | M | M/m | |
| Art History | | | m | m | M/m | M/m | M/m | m | Jazz Studies | | | | | M/m | | M | | | Social Sciences: Human Services | | | | | | | | M | |
| Arts and Letters | | | | | M | | | | Journalism | M/m | | | | | M/m | M | | | Social Work/Welfare | M | | | | M | | | | |
| Asian, East/SE Asian Studies | | | | | M | | M/m | | Judaic Studies | | | | | m | | M/m | | | Sociology | M | | M/m | | M/m | M/m | M | M/m | |
| Black/African Studies | | | | | M/m | | m | | Language & Culture | M | | | | | M | | | | Spanish | M/m | | M/m | | M/m | M/m | M/m | M/m | |
| Ceramics | | | | | | M | M | | Latin | | | | | | | m | | | Speech Communication | M/m | | M | m | | | | | |
| Child & Family Studies | | | | | M | | | | Latin American Affairs/Studies | | | | | M | m | M/m | m | | Theater/Theater Arts | M/m | | m | | M/m | M/m | M/m | M/m | |
| Chinese | | | m | | M/m | | M/m | | Law & Legal Studies | | | M* | | m | | | | | Turkish | | | | | m | | | | |
| Classics | | | | | m | | M | | Linguistics/Applied Linguistics | | | | | M/m | | M/m | M/m | | Visual Arts & Applied/Design | | | M | M/m | M | | | | |
| Comics and Cartoon Studies | | | | | | | m | | Literary Studies | | | | | | M/m | M/m | M/m | | Women's & Gender Studies | m | | M/m | | M/m | m | M/m | m | |
| Communication/Communication Studies | M/m | M/m | M/m | | M/m | M/m | M/m | M/m | Material & Product Studies | | | | | | | M | | | Writing/Creative Writing | M/m | | m | | m | M/m | m | M/m | |
| Community Arts | | | | | | | m | | Media, Digital Arts, Related | M/m | | M/m | | M | M/m | M | M/m | | BUSINESS | | | | | | | | | |
| Community Development | | | | | M/m | | | | Medieval Studies | | | | | m | | M/m | | | Accounting | M | M | M | | M | M | M | | |
| Comparative Literature | | | | | | | M/m | | Metalsmithing & Jewelry | | | | | | | M | | | Advertising Management | | | | | M/m | | | | |
| Conflict Resolution | | | | | | m | | | Military Science: ROTC | m | | m | m | | m | | m | | Allied Health Management | | | M | | | | | | |
| Criminology, Crim. Justice, Forensics | | | | | M/m | M/m | | M/m | Multimedia | M/m | | m | | | M/m | m | | | Business/Business Administration | M/m | m | M | M/m | M/m | M/m | M/m | M/m | |
| Dance | | | | | m | | M/m | M/m | Music | M/m | | M/m | | M/m | M/m | M/m | M/m | | Business Real Estate Finance | | | | | M | | | | |
| Drawing | | | | | | M/m | | | Music Composition | | | | | M | M | M | | | Business-Chemistry | | | | | | | | M | |
| Electronic Media | | | M/m | | | m | | | Music Theater | | | | | | m | | M | | Business & Health Promotion | M | | | | | | | | M |
| English/Literature | M/m | | M/m | m | M/m | M/m | M/m | M/m | Native American Studies | m | | | | m | | | | | Business-Physics | | | | | | | | | M |
| Ethics | | | | | | m | | | Naval Studies: ROTC | | | m | | | | | | | Business-Mathematics | | | | | | | | | M |
| Ethnic Studies | | | M | | | | M/m | | Non-profit Administration | | | | | | m | m | | | Economics | M/m | | M/m | | M/m | M/m | M/m | M/m | |
| European Studies | | | | | M | | m | | Painting | | | | | | M/m | M | | | Entrepreneurship-Small Business Management | | M | m | m | | | | | m |
| Fibers | | | | | | | M | | Peace Studies | | | | | | | m | | | Finance | | | M | | M | | | | |
| Film/Cinema Studies/Production | M/m | | | | M/m | m | M | m | Philosophy | M/m | | M/m | | M/m | m | M/m | M/m | | Hospitality & Tourism Management | M | | | M | | | | | |
| Fine & Performing Arts | | | | | | | | M/m | Philosophy, Econ. & Pol. Science | M/m | | | | | | | | | Human Resource Management | | | | | M | | | | m |
| Fire Services Administration | M | | | | | | | | Photography | | | | | m | M/m | M | | | Information Technology | | M | M | | | | | | |
| French | | | M/m | | M/m | M/m | M/m | m | Planning, Public Policy, Mgmt. | M/m | | | | | M | M/m | M/m | | International Business | M | m | m | M | | | | | m |
| German/German Studies | | | M/m | | M/m | m | M/m | M/m | Political Science | m | | M/m | m | M/m | M/m | M/m | M/m | | Management | M | M | M | | M | | | | |
| Graphic Design | | | M | | M/m | M | | | Printmaking | | | | | | M | M | | | Management Information Systems | | | | M | | | | | M/m |
| Greek | | | | | | | m | | Product Design | | | | | | | M | | | Marketing | M | M | M | | M | | | | M/m |
| Historic Preservation | | | | | | | m | | Psychology | M/m | M/m | M/m | M/m | M/m | M/m | M/m | M/m | | Merchandising Management | | | M | | | | | | M |
| | | | | | | | | | Public Relations | | | | | | | M | | | Music Business | | | | | | | | | |
| | | | | | | | | | Queer Studies | | | | | m | | m | | | Operations Management | | M | | | | | | | |
| | | | | | | | | | Religious Studies | m | | | | m | | M/m | | | Small City, Rural County Mgmt. | M | | | | | | | | |

LEGEND

- M - Major
- m - Minor
- U - Undergraduate

This list includes areas of study for undergraduate majors and minors at Oregon University System institutions. These areas of study may be named differently at each campus or be under different classifications. Please see campus websites for specific program names and descriptions before applying. For more information and comprehensive lists of programs, including concentrations within majors, certificates, co-majors, and graduate programs, go to the individual campus websites of each university, listed on page 21.

LEGEND

M - Major
m - Minor
U - Undergraduate
G - Graduate (only Education and Nursing fields are listed)

* Degree offered with a partnering college or university. See campus website or talk to an admissions counselor for details.

**Teaching Endorsements: Oregon's public universities offer teaching endorsements in numerous other subjects not listed here. See campus websites or talk to an admissions counselor for details.

| | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU |
|---|-------|-----|-----|--------------|-----|-----|-----|-----|
| Sports Business | | | | | | | | m |
| Supply & Logistics Management | | | | | M | | | |
| Tourism/Hospitality/Outdoor Leadership | M | | | M/m | | M/m | | |
| EDUCATION AUTHORIZATIONS, TEACHING ENDORSEMENTS** | | | | | | | | |
| Early Childhood Development | | | m | m | | M | | |
| Early Childhood Education | M | | m | M | G | | | |
| English for Speakers of Other Language: ESOL | m/G | | | G | G | G | | G |
| Education | M/U/G | | M | | m | m/G | M | M/G |
| Educational Foundations/Studies | | | | | | | M | |
| Elementary Education & Interdisciplinary Studies | m | | M | | m | M | | |
| Family & Human Services | | | M | | | | M | |
| Music Education | | | m/G | | M | M/G | M | |
| Special Education | G | | | | m/G | G | m | m/G |
| TEACHING AUTHORIZATIONS | | | | | | | | |
| Early Childhood (age 3-grade 4) | M/U/G | | U/G | G | G | U/G | U/G | U/G |
| Elementary (grades 3-8) | m/U/G | | U/G | G | m/G | U/G | U/G | U/G |
| High School (grades 7-12) | | | U/G | G | m/G | G | m/G | U/G |
| Middle Level (grades 5-10) | | | U/G | G | G | G | G | U/G |
| ENGINEERING, COMPUTER SCIENCE, MATHEMATICS, ARCHITECTURE | | | | | | | | |
| Aerospace Studies | | | m | | | | | |
| Applied Science in Technology and Management | | M | | | | | | |
| Architecture | | | | | M/m | | M/m | |
| Bioengineering | | | M | | | | | |
| Chemical Engineering | | | M | | | | | |
| Civil Engineering | | M | M | | M | | | |
| Computer & Information Sciences | | | | | | M | M/m | |
| Computer Engineering | | | M | | M | | | |
| Computer Engineering Tech. | | M | | | | | | |
| Computer Info Technology | | | | | | | m | |
| Computer Science | M/m | | M/m | | M/m | M/m | | M/m |
| Construction Eng. Management | | | M | | | | | |
| Ecological Engineering | | | M | | | | | |
| Electrical Engineering | | M | M | | M/m | | | |
| Electronics Engineering Tech. | | M | | | | | | |
| Embedded Systems Eng. Tech. | | M | | | | | | |
| Energy Engineering Management | | | | M | | | | |
| Environmental Engineering | | | M/m | | M/m | | | |
| Forest Engineering | | | M | | | | | |
| Geographic Info. Science/Systems | | m | | | m | | | |
| Geomatics (Surveying and GIS) | | M | | | | | | |
| Industrial Engineering | | | M | | | | | |
| Interior Design/Architecture | | | M | | | | M/m | |

| | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU |
|---|-----|-----|-----|--------------|-----|-----|-----|-----|
| Information Systems | | | | | | M | | M |
| Information Technology | | M/m | | | | | | |
| Irrigation Engineering | | | m | | | | | |
| Landscape Architecture | | | | | | | M/m | |
| Manufacturing Engineering | | | M | | | | | |
| Manufacturing Engineering Tech. | | M | | | | | | |
| Material Science | | | | | | M | | |
| Mathematics | M/m | M/m | M/m | | M/m | M/m | M/m | M/m |
| Mathematics & Computer Science | | | | | | M | M | M |
| Mechanical Engineering | | M | M | | M | | | |
| Mechanical Engineering Tech. | | M | | | | | | |
| Nuclear Engineering | | | M/m | | | | | |
| Renewable Energy Engineering | | M | | | | | | |
| Software Engineering Technology | | M | | | | | | |
| Statistics | | | m | | | m | | |
| SCIENCES | | | | | | | | |
| Biochemistry/Biophysics | M | | M | | M/m | M | M/m | |
| Biology | M/m | M/m | M/m | M/m | M/m | M/m | M/m | M/m |
| Botany | | | M/m | | | m | | |
| Chemistry | M/m | | M/m | | M/m | M/m | M/m | M/m |
| Earth Science | | | M/m | | M | | | M/m |
| Forensic Chemistry | | | | | | | | M |
| Geography | m | | M | | M/m | m | M/m | M/m |
| Geology | m | | M | | M/m | m | M/m | m |
| Marine Biology | | | m | | | | M | |
| Microbiology/Molecular Biology | M | | M/m | | M | | | |
| Oceanography | | | m | | | | | |
| Physics | m | | M/m | | M/m | M/m | m | |
| Science/General Science | | | M | M | M | | M | |
| Zoology | | | M/m | | | | | |
| AGRICULTURE, FORESTRY, ENVIRONMENTAL SCIENCES, NATURAL RESOURCES | | | | | | | | |
| Agricultural/Business Mgmt. | * | | M/m | | | | | |
| Animal Sciences | * | | M/m | | | | | |
| Bioresource Research | | | M | | | | | |
| Botany | | | M/m | | | m | | |
| Crop & Soil Science | * | | M/m | | | | | |
| Entomology | | | M/m | | | | | |
| Environmental Econ./Policy Mgmt. | * | | M | | | | | |
| Environment Geosciences | | | m | | | | | |
| Environmental Chemistry | m | | | | | | | M/m |
| Environmental Physics | | | | | M | | | |
| Environmental Studies/Sciences | | M | M/m | | M/m | M/m | M/m | m |
| Fermentation Science | | | m | | | | | |
| Fisheries & Wildlife Science | * | | M/m | | | | | |
| Food Science & Technology | | | M/m | | | | | |

| | EOU | OIT | OSU | OSU-Cascades | PSU | SOU | UO | WOU |
|--|------|-----|-----|--------------|-----|-----|-----|-----|
| Food Systems Management | | | | m | | | | |
| Forest Engineering | | | | M | | | | |
| Forest Management | | | | M/m | | | | |
| Forest Products | | | | m | | | | |
| Horticulture | | | | M/m | | | | |
| Land Use Planning | | | | | | | M/m | |
| Natural Resources | * | | M/m | M/m | | | | |
| Natural Science | | | | | | | | M |
| Rangeland Ecology & Mgmt. | ** | | M/m | M/m | | | | |
| Renewable Materials/Bioenergy | | | | M/m | | | | |
| Soil Science | ** | | m | | | | | |
| Sustainability | | | M | | M | | | |
| Tourism & Outdoor Leadership | M | | | M/m | | M/m | | |
| Turf & Landscape Management | | | | m | | | | |
| HEALTH, PRE-PROFESSIONS | | | | | | | | |
| Athletic Training | | | | M | | | | |
| Biomedical/Health Informatics | | M | | | | M* | | |
| Clinical Laboratory Science | | M | | | | | | |
| Communication Disorders & Sciences | | | | | | | | M |
| Community Health Education | | | | | | M/m | | M |
| Dental Hygiene | * | M | | | | | | |
| Diagnostic Medical Sonography | | M | | | | | | |
| Echocardiography | | M | | | | | | |
| Emergency Med. Technology/ Paramedic Ed. | | M | | | | | | |
| Exercise Physiology/ Sport Science | M | | M | M | M | | | M |
| Gerontology/Aging Services | m | | | | M/m | | | M |
| Health Management & Policy | | | M/m | | | | | |
| Health Promotion/Fitness Mgmt. | M/m | | M/m | | | | | |
| Health Sciences/Studies | m | M | | | M | | | |
| Human Physiology | | | | | | | | M |
| Nuclear Medicine Technology | | M | | | | | | |
| Nursing | U/G* | * | | | | * | * | * |
| Nutrition | | | M/m | | | | | |
| Physical Education & Health | M/m | | | | | M/m | | M/m |
| Polysomnographic Technology | | M | | | | | | |
| Pre-Pharmacy/PharmD | | | M/m | | | | | m |
| Public Health | | | M | | | | | |
| Radiation Health Physics | | | M/m | | | | | |
| Radiologic Science | | M | | | | | | |
| Respiratory Care | | M | | | | | | |
| School Health Education | | | | | M | | | |
| Speech & Hearing Sciences | | | | | M | | | |
| Sports Injury Care | | | | m | | | | |
| Vascular Technology | | M | | | | | | |

Making the Connection: Campus Visits and Previews

ous viewbook 13-14

There are many ways to explore which college is best for you. Consider visiting during one of the Campus Preview Dates, which are usually on weekends and throughout the year. Also, representatives of Oregon's public universities may be coming to your high school or college through the Fall Tour and Oregon Transfer Days. Contact campus admissions offices directly for details on how to visit, and on the events listed here.

OUS Fall High School Tour, 2012

Each year, admissions representatives from all the Oregon public universities visit high schools across the state and invite students to their campuses to learn more about the college opportunities right here in Oregon. These event dates are announced each fall on the OUS website at www.ous.edu. We hope to see you there!

Oregon Transfer Days, 2013

www.oracrao.org/oregon-transfer-days
Are you an Oregon community college student interested in transitioning to a four-year university? Admissions representatives from Oregon's public and private four-year universities will tour Oregon community colleges in January and February 2013 to provide information and help students understand their options for transferring. A detailed schedule will be posted on the OUS website at www.ous.edu and at www.oracrao.org/oregon-transfer-days and will be publicized at each of Oregon's 17 community colleges. Find out when we're coming to your campus!

| Campus | Campus Preview Dates | Related Events |
|---------------------------------------|--|---|
| Eastern Oregon University | October 20, 2012 November 3, 2012 March 2, 2013 April 13, 2013 | Discover Your Future: February 21, 2013 |
| Oregon Institute of Technology | October 27, 2012 April 20, 2013 | Making College Happen: November 1, 2012 Tech Trek: February 18, 2013 |
| Oregon State University | October 12, 2012 Spring Preview: February 18, 2013 and March 29, 2013 April 5 and 12, 2013 | Beaver Open House: November 10, 2012 |
| OSU-Cascades | November 9, 2012 March 29, 2013 | College 101: December 17 or 18, 2012 Mosaic: March 8, 2013 |
| Portland State University | October 27, 2012 | Bridges: November 16, 2012 Viking Visitation: February 18, 2013 Viking Visitation: April 8, 2013 Transfer Student Open House: December 5, 2012 Transfer Student Open House: April 17, 2013 Transfer Student Open House: May 16, 2013 |
| Southern Oregon University | November 16, 2012 April 5, 2013 | Succeed @ Southern Preview Weekend: January 18-19, 2013 Preview Weekend: February 15-16, 2013 |
| University of Oregon | October 13, 2012 | Duck Days 2013 (five Friday sessions): March 8, 15, and 22, 2013 April 5 and 19, 2013 |
| Western Oregon University | October 20, 2012 November 10, 2012 January 26, 2013 February 23, 2013 May 4, 2013 | Admission Application Workshop: November 30, 2012 Making College Happen: November 2, 2012 and January 18, 2013 Criminal Justice Careers Day: March 6, 2013 Spring Break Visit: March 28, 2013 |



"College is like a blank canvas. You'll get to make your mark with your strengths and find out what defines you as an individual... My best advice to prospective students is to take a campus tour! You'll learn all about the resources, history, and fun activities of the university."
-Sebastian Okhovat, Mechanical Engineering Major, OSU



"I was really shy in high school, not very involved. There are many more opportunities and always something to be doing here. The busier I am, the more organized I am, and the better I tend to do. I've found a lot of support networks I wasn't expecting; friends are there for each other, and the faculty is really supportive of all I wanted to do."
-Elizabeth Cobarrubias, Biochemistry/Biophysics/Spanish Major, OSU

Your college future is just around the corner! The college application process is both exciting and daunting, but the sooner you start to prepare, the easier it will be. Apply for admission to one or more of Oregon's public universities as early as possible in your senior year of high school, and pay close attention to priority application dates for admission and scholarships (see dates on page 18). Early application is particularly important if you'll be applying for need- or merit-based scholarships, grants or other financial aid, some of which is "first-come, first-served." Also, some programs have priority deadlines that are nine months or more before you begin attending the university, so start planning today!

Admission requirements such as grade point average and other areas vary by campus, so if you have your heart set on a certain campus or program, start learning about its requirements now, so you're ready to apply. Besides the general requirements for all universities listed here, be sure to contact the university or universities you're interested in to get information on campus-specific requirements and guidelines. The guidance counselors at your high school are also a great source of valuable information regarding your academic preparation for college. They can help you figure out if you've taken all the right classes for the field you want to go into, and how to begin the college application process.

2013-14 General OUS Admission Requirements:

Here are the basic admission requirements for all the Oregon public universities. Students must also fulfill the Campus Admission Requirements for each university they are interested in (see overview chart on page 15 and visit the campus websites listed on page 21).

The general requirements for entering an Oregon public university include the following:

- **Graduation from a public or accredited private high school** or home schooling program.



"Finding the right university comes down to finding what 'fits' you. The institution should give you the ability to be who you are and do what you love, as well as show you things about yourself that you never would have figured out on your own. The combination of these things will provide you with the most exhilarating and rewarding experiences of your life."

—Kristen Gran, Music & Physics Double Major, SOU

- **A satisfactory, minimum grade point average (GPA)** in all graded subjects taken toward high school graduation, or meeting one of the alternatives, for admission to an OUS university. If your GPA does not meet the campus requirement, you should still apply because you may be considered through a more comprehensive review.
- **Satisfactory completion of 15 units of specified Subject Requirements** (at a grade of C- or better) or demonstrated proficiency in at least 15 units of college preparatory high school classes, with one unit defined as the equivalent of one year. This must include 4 units of English, 3 units of Mathematics, 3 units of Science (including at least one year each in two different fields of science), 3 units of Social Studies, and 2 units of a Second Language. For details on whether your classes meet these requirements, talk to a high school guidance or university admissions counselor.
- **Completion of the SAT/ACT**, including the writing portion, as part of the admission process. It's best to

take either the ACT or SAT early in your senior year so that you may submit your scores when applying for admission.

If you do not meet these general requirements, talk to your guidance counselor or college admissions officer at the campus you're interested in to understand your options. All Oregon public universities conduct more comprehensive reviews of students to assess strengths for those who do not meet the minimum requirements.

GED or Non-standard High Schools:

If you earned a General Education Development (GED), or graduated from a non-standard or unaccredited high school or homeschool program, ask a counselor about OUS's special admissions requirements.

Automatic Admission Opportunity for Oregon Students:

The Oregon University System now offers an Automatic Admissions option for in-state students, to recognize students who show strong preparation for college in certain assessments of the new Oregon High School Diploma. Most OUS campuses offer the option to be considered for Automatic Admission on their campus admissions application. Automatic admission to at least one public university in Oregon will be granted to Oregon students who: fulfill General and Campus Requirements, including Subject Requirements; submit a complete application by February 1, 2013; meet the new Oregon Diploma course requirements at a GPA level of at least 3.4; and meet minimum scores on the SAT, ACT, or OAKS (Oregon Assessment of Knowledge and Skills) tests. For more information, go to www.ous.edu/autoadmission.

Honors Colleges and Programs:

Several of Oregon's public universities offer selective honors colleges and programs to Oregon students. Opportunities in honors programs may include working closely with

scholars, completing an undergraduate thesis, and learning within a community of highly motivated students. These programs sometimes have special admissions requirements and deadlines; find out more on campus websites, and see the deadline chart on page 18.

Housing:

OIT, PSU, UO, and OSU-Cascades do not require freshmen to live on campus. EOU, OSU, SOU, and WOU require freshmen to live in campus-approved housing. Many freshmen choose a group living situation such as a residence hall, because it offers such advantages as convenient location, reasonable cost, prepared meals, and the opportunity to interact with other students in a learning and living environment. For campus housing applications and further information, visit the university's website.

Learn more at New Student Orientation:

All Oregon public universities offer orientation programs to welcome new students, show them how to get started, and introduce them to student services and programs to ensure that their college years are successful. Student services generally include academic advising, tutoring, health centers, legal resources, career counseling, international student resources, and more. Get out there, meet people, and seek out help early and whenever you need it! Many people are there for you.



OVERVIEW: UNDERGRADUATE FRESHMAN ADMISSION REQUIREMENTS, RESIDENTS AND NONRESIDENTS, 2013-14 ENTERING CLASS

Chart shows minimum admission requirements at each university.
See campus websites and catalogs for comprehensive information on admission requirements.

| Requirement | EOU | OIT | OSU* | PSU | SOU | UO | WOU |
|--|--|-----------------|---|---|-------------------|---|---|
| High School Graduation | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Subject Requirements, 15 Units ¹ | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| SAT Reasoning / ACT Scores ² | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| High School GPA | 2.75 | 3.00 | 3.00 ³ | 3.00 | 2.75 ⁴ | 3.00 | 2.75 |
| Additional Campus Review Required ⁴ | If below 2.75, portfolio may be required | If 2.50 to 2.99 | If below 3.00; or fewer than 15 subject units | If below 3.00; or fewer than 15 subject units | If below 2.75 | Application essays required of all applicants. Applications reviewed through comprehensive review process | If below 2.75; or fewer than 15 subject units |

¹ All OUS institutions require two years of same high school-level second language with a grade of C- or better, or two terms of a college-level second language with a grade of C- or above, or acceptable performance on proficiency-assessment options. American Sign Language or demonstrated proficiency in an American Indian language (as certified by the governing body of any federally recognized tribe) can meet all or part of the second language requirement. The second language requirement applies to transfer students graduating from high school in 1997 and thereafter.

² Minimum test scores are not set for regular campus admissions, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination. For the Automatic Admission option, minimum test scores are set; for more information go to www.ous.edu/autoadmission

³ OSU requires the Insight Resume. Completion of math through the level of Algebra II is highly recommended.

⁴ All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict potential success in college. Academic performance and meeting minimum qualifications are not the sole criteria for admission to an OUS university. A university may evaluate other factors to determine ability to maintain the standards of academic and professional conduct expected at the university.

* For admissions to OSU-Cascades, see their website, www.osucascades.edu/admissions

“Always seek resources on campus because you never know what type of relationships you may build along the way.”
—Vincent Magee, Communications Major, PSU

“Coming to the university was a huge accomplishment in itself as a first-generation college student in my family. Freshman year I was really shy, but I am proud that I took big steps and persevered. Let yourself get used to the atmosphere and the classes before jumping into lots of things. Take advantage of resources and mentoring programs. Explore the campus and don't be afraid to ask questions.”
—Dulce Castro, Sociology Major, UO



If you are planning to transfer to an Oregon public university from a community college or other college or university, there are many programs and services to help make your transfer process quick and seamless.

Choosing Your Courses Wisely:

It is important to work closely with the academic advisors at your current college, the Oregon public university you hope to enter, and the academic department to which you are transferring to develop and follow a good transfer plan. General Education Requirements are fulfilled by taking course work in the liberal arts, usually during freshman and sophomore years. In addition, you must also complete specific requirements in a major field of study, plus electives for a bachelor's degree.

Courses taken in a major area at a community college or four-year college/university may or may not meet the Major Requirements at your transfer institution. Before selecting courses for your major field, you should directly contact the appropriate academic department at the university where you plan to transfer. Faculty at the transfer institution can advise you on the courses to take that will fulfill major, elective or prerequisite coursework for your degree. Also, consider the Transfer Tools and Programs described in this section which can also help to successfully navigate your transfer pathway.

General Transfer Admission Requirements:

Transfer students are admitted to an Oregon public university on the basis of meeting an acceptable GPA on a minimum number of transferable credits. First, check on how many transferable credits you have, and your grade point average (GPA). See Transfer Tools and Programs



"As a transfer student from junior college, I was able to adjust to classes relatively with ease and my advisers helped make the process hassle-free."

—Robbie Haynie, Exercise Science, Health & Wellness Major, NAIA National Champion, 2012 Decathlon & High Jump, EOU

to the right for options on planning and determining transferable credits to make your transfer as seamless as possible.

Students who have completed fewer than 12 transferable quarter credits should follow the freshman admission requirements. Students applying to OIT, OSU, SOU, UO, and WOU who have completed between 12 and 36 quarter credit hours of college level work must meet both freshman and transfer admissions requirements. Students applying to PSU and EOU who have completed between 12 and 30 quarter credit hours must meet both freshman and transfer admissions requirements. Transfer students who graduated from high school in 1997 or after must complete two terms of a college-level Second Language with an average grade of C- or better, or meet

the Freshman Second Language requirements (see Subject Requirements on page 14). Be sure to contact the individual university admissions counselors and programs of interest to get information on campus specific and program-specific requirements and guidelines. The chart on page 17 provides an overview of the minimum transfer requirements at each university.

Transfer Tools and Programs

If transferring to an Oregon public university is in your future, talk to a counselor or adviser about taking advantage of the following options:

Associate of Arts/Oregon Transfer Degree:

Transfer students from Oregon's community colleges can easily transition to an Oregon public university if they have successfully completed one of Oregon's "block transfer" degrees, either the Associate of Arts/Oregon Transfer (AA/OT) degree, or the Associate of Science/Oregon Transfer in Business (AS/OT-Business). Each of Oregon's 17 community colleges offers an AA/OT, and some offer the AA/OT-Business. Completion of a transfer degree guarantees that a student has fully met all the lower division general education requirements to enter an OUS campus and has junior status for registration purposes. Completion does not guarantee admission into specific programs, or fulfillment of specific campus requirements. The AA/OT Program requires a minimum of 90 credits, and of these, at least 55 must conform to a set of general education and subject distribution requirements. For specific requirements of either of these community college degrees consult the most recent edition of the college's general catalog on their website or in their admissions office.

"In college, know that you are never alone. There will be professors, advisers, staff, and friends that will be behind you and support you every step of the way."

—Kate Johnson, Sociology Major, PSU



"The interaction I have with my professors allows me to really understand the material. I love the in-class discussions because they showcase the different perspectives my peers have, and as a business major, it's great to know how others react to your ideas."

—Leona Ndabvonga, Business Administration Major, International Transfer, EOU



Degree Partnership Programs:

College-to-university degree partnership programs, also referred to as “dual enrollment” or “co-admission” agreements, are programs that allow you to be formally enrolled at both a community college and an Oregon public university at the same time. Through participation in these programs, you’ll have more courses to choose from, can take advantage of services at both campuses, and can simplify the transfer process. Contact your campus admissions counselor, or see the Oregon University System website for a list of more than 50 such co-admission program options across the state: www.ous.edu/stucoun/prospstu/dpp

The Articulated Transfer Linked Audit System (ATLAS):

ATLAS is a web-based service that uses u.select software to help students understand how to effectively transfer credits between community college and OUS institutions. The service gives students and academic advisers real-time information on how and where completed college courses transfer between postsecondary institutions, and helps students find appropriate courses to more quickly complete a degree or program. To find out how your credits transfer, visit transfer.org or talk to an admissions counselor for more information.

The Oregon Transfer Module (OTM):

The OTM is an approved, one-year subset of general education courses that is transferable between and among all public two-year and four-year colleges and universities in Oregon. It is designed to ensure that your needs are met without having to take a course multiple times or lose credits when you transfer. The module allows students to complete one year of general education foundation course work that will be fully accepted when they transfer to another Oregon community college or public university. Completion of the OTM qualifies the student for sophomore standing at an Oregon public university. For more information, ask your admissions counselor, or look at the university admissions websites.

OVERVIEW: TRANSFER STUDENT ADMISSION REQUIREMENTS, 2013-14 ENTERING CLASS

Chart below shows minimum admission requirements. Special programs or majors may require additional requirements. See campus websites and catalogs for comprehensive information on admission or ask an admissions counselor for guidance.

| Requirement | EOU | OIT | OSU* | PSU | SOU | UO | WOU |
|--|------|------|------|------|------|------|------|
| Minimum College Hours Required ¹ | 30 | 36 | 36 | 30 | 36 | 36 | 36 |
| GPA (Residents) ² | 2.25 | 2.25 | 2.25 | 2.25 | 2.25 | 2.25 | 2.25 |
| GPA (Nonresidents) ² | 2.25 | 2.25 | 2.25 | 2.25 | 2.25 | 2.50 | 2.25 |
| Applicant Must Meet Specified Course Requirements ³ | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

¹ Students with fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements. Students with 12 of the minimum college credits required by the school must meet both freshman and transfer admission requirements.
² Applicants who graduate with an Oregon Transfer Module or AA/OT from an Oregon community college will be admitted with a 2.00 GPA. At OIT: Transfer applicants who hold an associate’s or bachelor’s degree will be admitted with a 2.00 GPA. At PSU: Applicants who hold a transferable associate’s will be admitted with a 2.00 GPA. Applicants who obtain an associate’s degree from an approved partner institution will be admitted with a 2.00 GPA.
³ Courses required: OSU, UO, and WOU require Writing 121 or its equivalent with a grade of C- or better, and college algebra or higher with a grade of C- or better, or the equivalent of Math 105. PSU requires Writing 121 or its equivalent with a grade of C- or better. EOU requires successful completion of a minimum of two courses in sciences, social sciences, or humanities; college level writing and math are strongly recommended. OIT transfer applicants must demonstrate readiness for college level mathematics and writing, e.g., by completion of the equivalent of Math 95 Intermediate Algebra or higher and WR 115 Introduction to Writing (or higher) with grades C or above; applicants who do not have an associate’s or bachelor’s degree must have at least 33 college-level credits that are not in Physical Education. OSU requires the Insight Resume.
 * For admissions to OSU-Cascades, see their website, www.osucascades.edu/admissions



“As a student, it’s important to get to know professors and make connections that will help you in the future. Be open to critique and know that it is your work that is being evaluated—not you. Get started early. Practice the skills you learn in class.”
 —Alisha Jucevic, Journalism: Advertising Major, UO



“Being part of so many clubs and organizations has provided me with many opportunities to meet diverse people, enhance my knowledge on cultural diversity, and provided me leadership skills to help better my future.”
 —Promise Grace, Criminal Justice Major, SOU

Make sure you're aware of the priority deadlines to the right. These are particularly important if you want to be considered for need or merit-based financial aid and scholarships. All universities require an application before you can be considered for financial aid. All Oregon high schools and community colleges have application forms and materials, which can also be found on campus websites or requested by mail or phone (see campus contacts on page 21). You must pay a \$50 fee for each university application (except at EOU), but fee deferrals may be granted in some cases. If for some reason you miss the application deadline for your choice school, you should know that OUS universities continue to admit students beyond the priority deadlines on a space-available basis.

Financial Aid:

To apply for financial aid, complete the Free Application for Federal Student Aid (FAFSA) available at www.fafsa.gov. Submit your FAFSA as soon as possible after January 1 in order to be considered for all types of financial aid that rely on this information, including grants, loans, and campus-based scholarships. For more information on financial aid, see pages 19-20.



"Always put school first. It's important to be involved in other things, especially if you will be applying to a graduate school afterwards, but everything else is much easier and you have more time if you put your education at the top of your priorities."

—Christopher Jurief, Biology, Premedicine Major, Oregon Tech

Freshman



Transfer



| Freshman | | Transfer | |
|--|-------------------|---|-------------------|
| Eastern Oregon University | | | |
| Early Action Application for Fall Scholarship Filing Deadline | February 1, 2013 | Foundation Scholarship Filing Deadline | February 1, 2013 |
| Scholarship Filing Deadline | February 1, 2013 | Academic Scholarship Priority Deadline | May 1, 2013 |
| Fall Application Deadline | September 1, 2013 | Fall Application Deadline | September 1, 2013 |
| Oregon Institute of Technology | | | |
| Application/Scholarship Priority Filing Date | March 1, 2013 | Application/Scholarship Priority Filing Date | March 1, 2013 |
| Regular Application Date | September 3, 2013 | Regular Application Date | September 3, 2013 |
| Oregon State University | | | |
| Priority Application Deadline | February 1, 2013 | Priority Application Deadline | February 1, 2013 |
| University Honors College (Early Application) | November 1, 2012 | Scholarship Filing Date | February 1, 2013 |
| University Honors College (Regular Application) | February 1, 2013 | University Honors College (Regular Application) | March 15, 2013 |
| Scholarship Filing Date | February 1, 2013 | | |
| Oregon State University - Cascades | | | |
| Priority Application/Scholarship Deadline | February 1, 2013 | Transfer Priority Application Deadline | May 1, 2013 |
| Regular Application Deadline | September 1, 2013 | Regular Application Deadline | September 1, 2013 |
| OSU-Cascades Scholarship Filing Deadline | March 31, 2013 | OSU-Cascades Scholarship Filing Deadline | March 31, 2013 |
| Portland State University | | | |
| Fall Term Priority Application Filing Date | December 1, 2012 | Fall Term Priority Application Filing Date | December 1, 2012 |
| General Scholarship Deadline | February 1, 2013 | General Scholarship Deadline | February 1, 2013 |
| University Honors Program (Early Application) | November 1, 2012 | University Honors Program (Early Application) | November 1, 2012 |
| University Honors Program (Regular Application) | February 1, 2013 | University Honors Program (Regular Application) | February 1, 2013 |
| Southern Oregon University | | | |
| Application/Scholarship Priority Filing Date | Feb 15, 2013 | Application/Scholarship Priority Filing Date | February 15, 2013 |
| Regular Application Date | Rolling | Regular Application Date | Rolling |
| University of Oregon* | | | |
| *Departmental deadlines are online at admissions.uoregon.edu | | | |
| Early Notification Deadline (including Clark Honors College) | Nov 1, 2012 | Scholarship Deadline | February 15, 2013 |
| Standard Application Deadline | Jan 15, 2013 | Transfer Early Notification Deadline | March 15, 2013 |
| | | Transfer Standard Deadline | May 15, 2013 |
| Western Oregon University | | | |
| Application/Scholarship Priority Filing Date | February 28, 2013 | Application/Scholarship Priority Filing Date | February 28, 2013 |
| Regular Application Date | Rolling | Regular Application Date | Rolling |
| Honors Program | Rolling | Honors Program | Rolling |

Oregon residents enrolled in Oregon's public universities will pay on average about \$7,877 in tuition and fees in 2012-13. See the next page for each university's actual cost. While public universities are generally more affordable for students than other options, many students still need help covering their college costs. Remember that tuition and fees are only part of the cost of college. By the time you add in housing (unless you live at home for free), food, books and supplies, and personal expenses, students currently pay an average of about \$21,766 a year. That's why it's important to learn all you can about financial aid options. Explore ways to lower costs, such as multiple roommates, buying or renting used books, using public transportation, living at home, and other options.

Oregon's public universities offer a wide range of financial aid programs that help students and families pay for college. Make time to talk with your high school counselor or the financial aid office at the university or universities you are considering and explore the many aid opportunities open to you. Do not underestimate the value of a quality education: it is one of the best investments of time, energy, and money that you can make.

Applying for Aid:

Be sure to apply on time for financial aid to ensure that you get the grants, scholarships, work study and/or loans for which you qualify. To apply, complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov as soon as possible in January prior to the fall you will enroll in order to be considered for all types of financial aid. Some federal and state aid is "first come, first served" so get your forms in as soon as you can. There is no fee for submitting a FAFSA. If you need help completing the FAFSA, contact your

2012-13 AVERAGE COSTS OREGON PUBLIC UNIVERSITIES 9-MONTH SCHOOL YEAR (SEPTEMBER-JUNE)

| Resident Undergraduate (in-state) | |
|--------------------------------------|-----------------|
| Tuition and Fees | \$ 7,877 |
| Room and Board ¹ | \$ 9,618 |
| Books and Supplies | \$ 1,487 |
| Personal Expenses ² | \$ 2,785 |
| TOTAL (Average) Costs | \$21,766 |

| Nonresident Undergraduate (out-of-state) ³ | |
|--|-----------------|
| Tuition and Fees | \$21,998 |
| Room and Board ¹ | \$ 9,618 |
| Books and Supplies | \$ 1,487 |
| Personal Expenses ² | \$ 2,785 |
| TOTAL (Average) Costs | \$35,888 |

¹ Room and board costs vary widely by single or multiple occupancy rooms, on or off campus housing, and by institution; see campus websites for specific rates.
² Personal costs for transportation, entertainment, clothing, and personal care vary greatly according to a student's lifestyle.
³ Students from Idaho and Washington pay resident tuition rates at Eastern Oregon University.

"If you learn to manage your study time and your social time, college can become one of the best experiences of your life. Make the best out of everything!"
 —Jennifer Ramirez, Civil Engineering Major, Oregon Tech



school's counseling office, and watch for financial aid presentations at your school or within your community.

For other scholarship applications for Oregon students, also go to the Oregon Student Access Commission website at www.OregonStudentAid.gov or call them at 1-800-452-8807.

Scholarships and Grants:

Scholarships and grants are a form of financial aid that doesn't have to be repaid, and these are awarded based on merit, need, the field you are entering, the high school you attended, or many other factors. Contact your high school or community college counselor, the financial aid or admissions office of the university or universities that you are interested in—or check out their websites—for listings of available scholarships/grants. Also go to the Oregon Student Access Commission website to see a wide array of scholarships available for Oregon students and apply online for up to 20 scholarships with just one form. Check it out at: www.OregonStudentAid.gov

The Oregon Opportunity Grant, the Federal Pell Grant, and the Federal Supplemental Educational Opportunity Grant are types of need-based financial aid that don't have to be repaid. Grant eligibility is based on your own and/or your family's income, assets, and other factors. The state-funded Oregon Opportunity Grant program provides financial support to low- and moderate-income families to help cover their college costs. Students of all ages are eligible, as are half-time students. It's important to complete the Free Application for Federal Student Aid (FAFSA) and other specific grant applications to determine if Opportunity Grants are awarded first-come, first-served, according to application date until funds are depleted. All applicants are encouraged to submit

their FAFSAs as close to January 1st as possible to be considered for a grant.

Loans:

Borrowing for college is common these days for about 60% of Oregon students. There are a number of federal loan options available to both students and their parents at all income levels. Students from low- and moderate-income backgrounds are usually eligible to have the interest on the loans paid for them by the government while they are in school. Students typically don't have to pay back these loans until they graduate or leave school. There are also private, non-federal loans available to students; these often have higher interest rates and generally have fewer deferment or forbearance options if students have problems during loan repayment. While no one likes to borrow money, if students borrow wisely and combine grants, scholarships, savings, current income (work), loans, and help from family where possible, they can keep their borrowing to a reasonable amount.

Veteran's Financial Aid:

There are both federal and state financial aid benefits for veterans starting or returning to college. For more information on financial aid for veterans, go to the Oregon Department of Veterans' Affairs website at: www.oregon.gov/odva/edu or contact the financial aid office at the university you wish to attend.

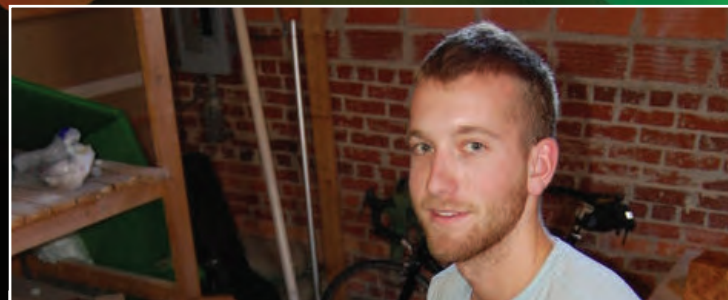
UNDERGRADUATE TUITION AND FEES 2012-13 ACADEMIC YEAR

(based on 15 credit hours per term)

Certain academic programs are assessed at different rates than noted below. For information on tuition and fees for specific programs, part-time students, non-resident students, and other credit hour levels, go to the campus websites or see the current Academic Year Fee Book at www.ous.edu/factreport/tuition

| Campus | Oregon Resident | Non-Resident |
|--------------------------------|-----------------|--------------|
| Eastern Oregon University* | \$7,238 | \$15,720* |
| Oregon Institute of Technology | \$8,308 | \$23,670 |
| Oregon State University | \$8,138 | \$22,323 |
| OSU-Cascades | \$6,855 | \$21,399 |
| Portland State University | \$7,653 | \$22,863 |
| Southern Oregon University | \$7,521 | \$20,238 |
| University of Oregon | \$9,310 | \$28,659 |
| Western Oregon University | \$7,989 | \$21,114 |

* Non-resident students from Idaho and Washington pay resident tuition at EOU.



"Before graduating, my professors helped me find opportunities and apply for exhibitions. Without their help I would have never imagined going on to graduate school and starting a career in something I'm so passionate about."

—Devin Farrand, Art Major, EOU



"Being involved on campus gave me the motivation to succeed in college."

—Lindsay Ferreira, Accounting Major, PSU



"Get to know each professor and take advantage of office hours. Study abroad and get involved in anything that sounds interesting. Trying to balance a busy program schedule with extracurricular activities and a social life is incredibly difficult. As soon as I learned how to organize the time it took to finish homework with the other activities I wanted to do, life got much easier."

—Ann Oluloro, Biology, Biochemistry Major, Business Administration Minor, UO

Campus Contact Information

ous viewbook 13-14

The OUS Viewbook is distributed to Oregon high schools participating in the OUS Fall Admissions Tour and to Oregon community colleges. An electronic version of the brochure is also available online at www.ous.edu, or for more information, contact 503-725-5700.

Oregon University System:

www.ous.edu

Links to our campuses and centers:

www.ous.edu/about/campcent

503-725-5700

Eastern Oregon University:

www.eou.edu

One University Boulevard

La Grande, OR 97850

Toll-free: 800-452-8639

Admissions: 541-962-3393

admissions@eou.edu

Financial Aid: 541-962-3550

Housing: 541-962-3553

Oregon Institute of Technology:

www.oit.edu

3201 Campus Drive

Klamath Falls, OR 97601-8801

Toll-free: 800-422-2017

Admissions: 541-885-1150

oit@oit.edu

Financial Aid: 541-885-1280

Housing: 541-885-1094

Oregon State University:

www.oregonstate.edu

104 Kerr Administration Building

Corvallis, OR 97331-2107

Toll-free: 800-291-4192

Admissions: 541-737-4411 (en español)

osoadmit@oregonstate.edu

Financial Aid: 541-737-2241, Housing: 541-737-4771

University Honors College: 541-737-6400

Oregon State University - Cascades:

www.osucascades.edu

2600 NW College Way

Bend, OR 97701

Student info: 541-322-3100

CascadesAdmit@osucascades.edu

Portland State University:

www.pdx.edu

P.O. Box 751

Portland, OR 97207-0751

Toll-free: 800-547-8887

Admissions: 503-725-3511

Para español 503-725-5508

admissions@pdx.edu

Financial Aid: 503-725-3461

Visit Campus: 503-725-5555

Housing: 503-725-4370

Honors Program: www.pdx.edu/honors

Southern Oregon University:

www.sou.edu

1250 Siskiyou Boulevard

Ashland, OR 97520-5050

Toll-free: 800-482-7672

Admissions: 541-552-6411

admissions@sou.edu

Financial Aid: 541-552-6600

Housing: 541-552-6371

University of Oregon:

www.uoregon.edu

1217 University of Oregon

Eugene, OR 97403-1217

Toll-free: 800-BE-A-DUCK

Admissions: 541-346-3201

uoadmit@uoregon.edu

Financial Aid: 541-346-3221

Housing: 541-346-4277

Western Oregon University:

www.wou.edu

345 N. Monmouth Avenue

Monmouth, OR 97361-1394

Toll-Free: 877-877-1593

Admissions: 503-838-8211

wolfgram@wou.edu

Financial Aid: 503-838-8475

Housing: 503-838-8311

Southwestern Oregon University Center:

www.ous.edu/ucsw

Located on the beautiful campus of Southwestern Oregon Community College in Coos Bay, the Center offers OUS undergraduate and graduate degrees through distance delivery, onsite programs through EOU and SOU.

1988 Newark Avenue, Tioga 318

Coos Bay, OR 97420

541-888-1518; Fax: 541-383-7501

southwestern@ous.edu

Oregon Health & Science University:

(affiliate to OUS)

www.ohsu.edu

While Oregon Health & Science University (OHSU) is not under the administration of the Oregon University System, its academic programs are coordinated and partnered with the state's higher education system. OHSU is the state's primary resource for training tomorrow's health professionals, scientists and biomedical engineers, and partners with Oregon colleges and universities to provide allied health training.

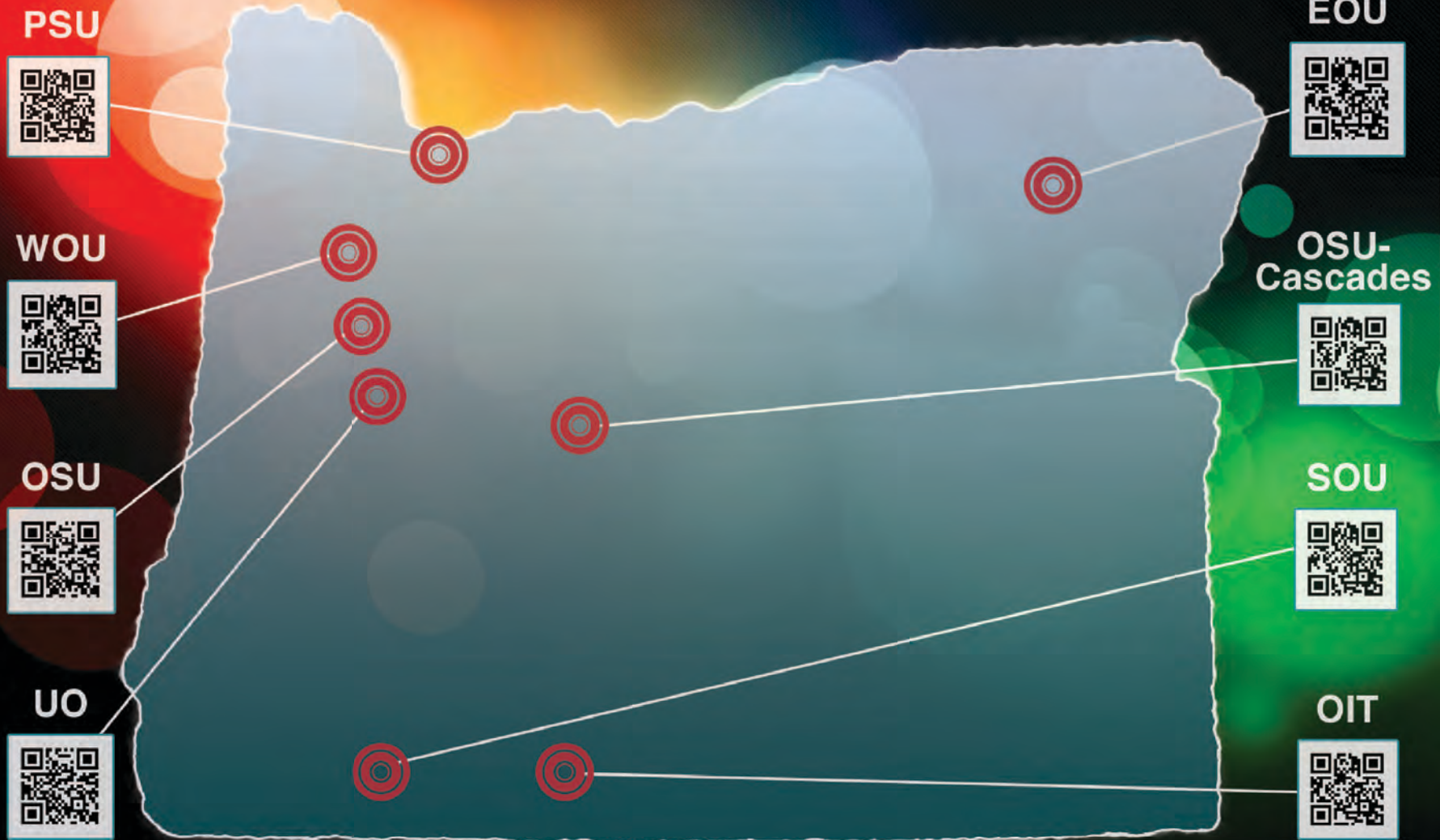
3181 SW Sam Jackson Park Road

Portland, OR 97239-3098

Admissions: 503-494-7800

School of Nursing: 503-494-7725

Financial Aid: 503-494-7800



To get more information on each campus, scan the Quick Response (QR) codes above. Mobile QR application must be on mobile device to use.

Answers to University Trivia Quiz (page 2):
1.OSU 2. EOU 3. OIT 4. UO 5. PSU 6. WOU 7. SOU 8. OSU-Cascades

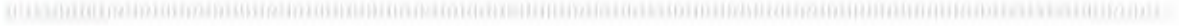


EASTERN OREGON UNIVERSITY
OREGON INSTITUTE OF TECHNOLOGY
OREGON STATE UNIVERSITY
OREGON STATE UNIVERSITY - CASCADES
PORTLAND STATE UNIVERSITY
SOUTHERN OREGON UNIVERSITY
UNIVERSITY OF OREGON
WESTERN OREGON UNIVERSITY

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APPENDIX L

ISSUE BRIEFS

UNIVERSITY SYSTEM CONTRACTING: PROVIDING JOBS, TRANSPARENCY AND ACCOUNTABILITY ACROSS THE STATE

University Contracting: an Effective, Efficient System

Since 1997, the Oregon University System has had a very effective contracting program that is separate from the state's public contracting system. This was part of legislation passed more than 15 years ago which recognized that the needs of the state's public universities – which encompass more than 50 percent of all state-owned properties – are very different than state agencies; and was done for both cost savings and efficiency purposes. **House Bill 2653 is seeking to put OUS back into the state contracting system, despite the overwhelming success and track record of the OUS contracting system.**

OUS contracting has proven to be a model of efficiency, transparency, and ease of use for thousands of contractors with whom the universities work to build, repair, and renovate classroom buildings, dorms, labs, and many other facilities on our campuses.

Costs for the State, Students and Taxpayers will Increase with HB 2653

In a time when Oregonians are asking the state to use public dollars more efficiently and to find cost savings, **HB 2653 will raise costs that are primarily borne by students, families, taxpayers, and business owners.** If HB 2653 was passed, increased costs would include:

- § Training for broad sectors of OUS employees on new purchasing and contracting policies. In addition to purchasing and contracting departments, all staff with any level of purchasing authority would require **training on the new purchasing rules and processes;**
- § Redrafting all contract templates, requiring outside expertise, including costly legal counsel;
- § Procurement of new contracts to replace various ongoing contracts, including price agreements and retainer contracts, that would no longer be legally compliant. This represents a large investment by all OUS campuses and would most likely require hiring additional staff;
- § Inability for OUS to use its Retainer Program for Construction Related Services, which provides an effective avenue for small businesses to get work from OUS campuses across the state. Contractors use a streamlined contracting process specifically built for capital projects, **saving time and money for everyone, including the state.** The Retainer Program application process is continuous throughout the term of the contract and easy to navigate—over 98% of appropriately licensed contractors and professional consultants who submit proposals are accepted each cycle. Contractors appreciate the expediency of the OUS retainer process that minimizes duplicative “paperwork” and administrative processes, thereby lowering costs, saving time, expediting the work, and increasing contracting opportunities; and
- § Having to develop and implement a marketing plan to communicate changes to contractors currently on the OUS retainer list, those with whom we have done business in the past, and other stakeholders.

HB 2653 is Incompatible with Legal Status of OUS

Many of the **cost savings and efficiencies achieved by the Legislature just two years ago with the passage of Senate Bill 242 – which allow the campuses to better support students and lower taxpayer costs – would be eliminated** if HB 2653 was enacted. These incompatibilities include:

- § Legal: OUS is longer represented by Department of Justice for legal review of contracts, and its independent legal staffs have developed new language and review processes that minimize inefficiencies. HB 2653 does not accommodate these processes and is not drafted to reflect the

separate legal status, including only allowing exemptions to procure legal services to be held by the Attorney General.

- § **Risk:** OUS is not insured under the state self-insurance fund. A major benefit associated with moving to a market based insurance program is the flexibility to make internal risk assessments specific to higher education, which would be minimized by more restrictive contracting rules.

Using the state contracting rules would be cumbersome, costly, and uniquely burdensome to OUS, also slowing down contract completion and **reducing the opportunities for more Oregonians to get jobs** in a time when employment is greatly needed in Oregon.

Maintaining Campus Facilities is Unique and Specialized

Unlike most state properties, **OUS campuses operate a diverse set of services**, educating, housing, feeding and protecting students, faculty, staff and visitors, in many cases 24/7. This includes building and maintaining power plants, broad infrastructure (electrical, HVAC, technology, etc.), computer systems, public safety facilities, libraries, food service, parking structures, libraries, museums, sophisticated labs, classrooms, research facilities, and many other buildings and structures that make university needs very different than those of state agencies.

OUS has over 50% of the state's buildings on its campuses, and many of the OUS facilities serve as the primary residence for thousands of students across the system, which now enrolls over 100,000 students. The varied uses of OUS facilities, including as residences and high tech classrooms and laboratories, demand **extensive, constant, and emergent maintenance**, which the OUS capital construction contracting rules are specifically drafted to accommodate. When emergencies arise on campus, such as recent examples of floods, fires, and major electrical failures, OUS can quickly respond by engaging contractors and professional consultants in the Retainer Program.

OUS Contracting Responsive to Minority and Small Businesses Statewide

The OUS has developed efficient, unique and flexible programs and policies that reflect the changing dynamics of the minority-owned, women-owned, and small business community (MWESB). Should HB 2653 be enacted, OUS would no longer have the ability to adopt these policies and use these contracting methods that have proven successful and popular with businesses looking to break into the public contracting sector.

OUS engages in **extensive outreach to women, minorities and emerging small businesses**, including collaboration with the Governor's Office for Economic and Business Equity. In 2012, OUS received the **MWESB Public Agency of the Year Award by the Oregon Association of Minority Entrepreneurs** for *"promoting Oregon minority businesses, and helping to promote entrepreneurship and economic development for ethnic minorities, thereby reducing racism and discrimination."* Many of the initiatives which have put OUS at the forefront of MWESB participation in the Oregon business community are directly related to the unique elements of the OUS contracting rules.

FINANCING AGREEMENTS: PROVIDING FLEXIBILITY TO MEET THE 40-40-20 GOAL

OUS Needs Diverse, Flexible and Readily Available Capital Financing Sources

Current law requires that the State Board of Higher Education obtain legislative authorization to enter into financing agreements in excess of \$100,000, even when repayment is made wholly from revenues of Oregon University System institutions. This creates unnecessary delays in capital acquisitions, leading to lost opportunities; it creates inefficiencies in capital planning due to the time needed to secure legislative approvals; and it adds unnecessary risks when attempting to secure outside philanthropy for joint funded capital projects. Having the capital resources to maintain, repair, renovate, purchase and construct needed facilities and infrastructure are key to meeting the universities' missions and the achievement of all of our students.

SB 266 Provides Needed Flexibility for Financing Universities' Capital Needs

Senate Bill 266 creates new statutory language that allows the Oregon University System to enter into financing agreements in excess of \$100,000 without legislative authorization. This change would streamline one of the important avenues to capital financing available to Oregon universities, allowing for a more optimal execution of their capital plans, and reducing or eliminating the risks of lost opportunities with respect to property acquisition, donor contributions and other philanthropy. Obtaining this needed flexibility will help the OUS to achieve its 40-40-20 goal, and is in line with the Governor's Tight-Loose Concept: the state intends to be tight on the outcomes they expect as investors of public resources, but will give the institutions the flexibility, be loose, by giving them the latitude to achieve outcomes for all students regardless of ethnicity, home language, disability, or family income.

Being Accountable: Mitigating University Risks

SB 266 also requires that universities maintain their levels of debt within Oregon State Board of Higher Education guidelines that are in line with industry standards. Before the issuance of any new financing agreements, a university would first have to demonstrate its ability to repay the financing agreement and show that the new debt payments are within the conservative guidelines set by the Board. No new financing agreements would be issued if a university could not demonstrate that they are meeting these policies.

Achieving the instruction, research and public service mission of the Oregon University System is everyone's collective goal. **Through prudent use of financing agreements for needed capital expenditures, the OUS can ensure the ability of its universities to serve our students, Oregon businesses, our governmental partners, and our local and state-wide communities** and meet Oregon's important student, workforce, and economic outcomes.

REVENUE BONDS: PROVIDING NEEDED CAPITAL TO MEET OUR 40-40-20 GOAL

OUS Needs Diverse, Flexible and Readily Available Capital Financing Sources

Current law requires that the State Board of Higher Education obtain legislative authorization to issue revenue bonds for capital projects, such as constructing or improving classroom buildings and other campus facilities. Repayment of revenue bonds is made wholly from university revenues, and **this type of bond does not utilize the debt capacity of the State**. The current and generally lengthy authorization process for obtaining approval to issue revenue bonds adds unnecessary time to capital acquisitions, leading to lost opportunities; and creates inefficiencies in capital planning due to the time needed to secure legislative approvals. The process also adds pledge and monetary risks when attempting to secure outside donor support for jointly funded capital projects.

SB 265 Provides Needed Financing Flexibility for Universities' Capital Needs

Senate Bill 265 modifies the current statutory language relating to OUS revenue bonds to allow their issuance without legislative authorization. Instead, OUS would, working with the State Treasurer, issue its revenue bonds on the most optimal schedule. This change would streamline one of the important avenues to capital financing available to Oregon universities, allowing for a more optimal execution of their capital plans and reducing or eliminating the risks of lost opportunities with respect to property acquisition and donor and other philanthropic support. Obtaining this needed flexibility will help the OUS to achieve the state's 40-40-20 goal, and is in line with the Governor's Tight-Loose Concept: the state intends to be tight on the outcomes they expect as investors of public resources, but will give the institutions the flexibility, be loose, by giving them the latitude to achieve outcomes for all students.

Being Accountable: Mitigating University Risks

Universities are required to maintain their levels of debt within Oregon State Board of Higher Education guidelines that are in line with industry standards. As is currently the case, before any revenue bonds would be issued, a university would first have to demonstrate its ability to repay the revenue bonds and show that the new debt payments are within the conservative guidelines set by the Board. No revenue bonds would be issued if a university could not demonstrate that they are meeting these Board policies as well as any debt coverage ratios established as a part of the revenue bond program.

Achieving the instruction, research and public service mission of the Oregon University System is everyone's collective goal. **Through prudent use of revenue bonds for needed capital expenditures, the Oregon University System can ensure the ability of its universities to serve our students, Oregon businesses, our governmental partners, and our local and state-wide communities** and meet Oregon's important student, workforce, and economic outcomes.

Recommendation of the Governance and Policy Committee Regarding Institutional Governing Boards

At its January 2010 retreat, the State Board of Higher Education tasked its Governance and Policy Committee to address a wide variety of governance matters pertaining to the relationship between the Oregon University System and state government. The Board recently had adopted a strategic vision of the System that focused on four overarching goals: to increase the educational attainment of Oregonians (i.e., awarding more degrees), to offer high quality education to Oregonians, to use university-inspired innovation to spur a vital economy in Oregon, and to support vibrant communities throughout the state.

Student enrollment had increased markedly in both 2008 and 2009 and the Board was interested in maintaining the momentum that such enrollment occasioned and to improve the success of students in attaining their degrees.

However, OUS had absorbed large reductions in state financial support and was faced with the likelihood of even more such reductions in both 2010 and 2011. In order to find ways to maintain positive forward progress toward meeting the Board's goals, the Board tasked the Governance and Policy Committee with developing a new relationship with state government that freed the University System from some state mandates and costs and insulated it from having tuition income diverted by the state to meet other financial obligations (e.g., corrections and healthcare). The end result of this stage of the Committee's work was the adoption by the Board of a proposal to change the status of the University System from that of a state agency to that of a public university system. The enactment in 2011 of Senate Bill 242 achieved that result and the various changes wrought by the legislation are being phased in over the course of this biennium.

One element of the Board's original proposal that was not adopted by the Oregon legislature was the possibility for the State Board of Higher Education to establish governing boards for some or all of its universities. The Board asked the Committee to continue its work to explore the bases on which such institutional governing boards might be established and what authorities they would have. The Committee has considered those matters for the past several months and has been advised by numerous nationally recognized consultants. The Committee examined the governance approaches taken in each of the other 49 states and in the District of Columbia. The Committee also has entertained proposals from each of the seven university presidents: two of whom actively have proposed such boards. The Committee's charge had included considering proposals that led to better achievement of the Board's strategic goals and it considered proposals, in part, in that light.

The presidents seeking institutional governing boards spoke of two major advantages for such boards: the possibility of increased financial resources (either donations or local tax income) and more direct advice that presidents could receive from board members devoted exclusively to their universities rather than from members with a statewide responsibility. Those not supporting such boards spoke of the possible deleterious effects on other universities of independent institutional boards and of the difficulties in achieving consistently the goals the Board had set for OUS.

The Committee's research did not determine that increased philanthropy is associated with an institutional board. Institutional boards are, however, associated with somewhat higher rates of growth in resident tuition than are system boards. There was no evidence that institutional boards, of themselves, lead to greater student success or to the achievement of the Board's Systemwide goals than does the present governance structure.

However, the Committee determined that it would explore how such boards might be established and operated in a way that did not hinder the achievement of the Board's goals and did not harm the System or those

institutions that did not have such institutional boards. This led to the consideration of what authorities might be granted by statute to an institutional board and which authority must be maintained by the State Board or some other central entity in order to ensure the primacy of public interest.

Generally, the Committee believed that all operations could be within the purview of institutional boards: hiring and tenure decisions, campus maintenance and operations, instruction, research, public service, the setting of tuition rates for nonresident students, and a wide variety of other matters. The Committee considered about 80 activities and easily determined that the vast majority would be within the province of institutional boards (or of institutional presidents where there were no institutional boards). About 25 matters were considered more seriously by the Committee to determine where authority might most appropriately be placed. Attached is a matrix summarizing all the items and the Committee's recommendations about which entity might appropriately exercise what authority with regard to each item; some of the 80 items were combined so that only 53 appear on the matrix.

The Committee was guided in its discussions by the need to achieve the Board's and state's goals (state goals having been articulated in SB 253, enacted at the same time as SB 242) and to preserve the public interest.

The matters most deeply considered by the Committee ultimately were divided into four categories: those where powers would be reserved to the State Board, those where the powers or institutional boards could be exercised only after receiving approval from the State Board, those where the actions of the institutional boards would require the advice and consent of the State Board, and those where powers would be exercised by both institutional boards and the State Board in their separate spheres. All other matters (the vast majority of the total) would be within the purview of institutional boards. Based on the Committee's decisions in April and May, the following are the distribution of responsibilities recommended by the Committee regarding those items not automatically assumed to be the responsibility of institutional boards.

The recommendation is premised on the presumption that all seven Oregon universities are and must remain devoted to the achievement of public purposes and the goals of the State Board and the state. The Board's goals are to increase the education attainment level in Oregon, to ensure that high quality educational programs are offered, to provide high quality research that advances the frontiers of knowledge and contributes to the economic vitality in Oregon, and to support vibrant communities throughout the state. The state's goals, as codified in SB 253, include that 40 percent of its adults will have at least a baccalaureate degree by 2025. The state's goals will be amplified further in compacts between the Oregon Education Investment Board and the State Board of Higher Education and the presidents of the universities. Any governance change must be assessed in terms of how it contributes to better achievement of these public purposes. Another guiding principle of the Committee's work has been that institutional boards should not harm the University System and its universities. The impact of any governance change on both the achievement of Board and state goals and on the quality, efficiency and effectiveness of the System and the campuses must be assessed. The Committee has not yet undertaken that assessment or how a "no harm" principle might be achieved. It is the assumption of the Committee that the University System will remain a single entity for legal purposes.

POWERS RESERVED TO THE STATE BOARD OF HIGHER EDUCATION

As the principal agent of the state in achieving the 40% goal, the State Board of Higher Education must maintain some levers to help ensure success. Ownership of property (buildings and land and including the power of eminent domain), interactions with state government (except for certain element of achievement compacts that are unique to an individual university), seeking and allocating state appropriations, data definitions and requirements for financial and student data, achievement compacts with the Oregon Education Investment Board for OUS-wide targets and elements, approval of institutional mission and degree programs, ensuring institutional fulfillment of applicable state rules and policies, and delineation of financial statement requirements are proposed to be exclusive functions of the State Board of Higher Education.

POWERS OF INSTITUTIONAL BOARDS THAT REQUIRE STATE BOARD APPROVAL

Some responsibilities of an institutional governing board might properly be subject to approval of the State Board of Higher Education prior to their exercise in any specific instance. This is due to the overriding public interest involved in these matters. They include setting admission and residency standards and tuition rates for Oregon students, seeking and issuing bonds backed by the state, mortgaging property, and suing public entities.

POWERS OF INSTITUTIONAL BOARDS THAT REQUIRE THE ADVICE AND CONSENT OF THE STATE BOARD

An institutional board would hire and reappoint its university's president with the advice and consent of the State Board with respect to the appointment/reappointment and its length and would evaluate the president in collaboration with the Chancellor (whose involvement is intended to ensure that statewide and OUS-wide issues are considered adequately). The State Board's role in appointment and reappointment is intended to bring both a statewide perspective and accountability for achieving state goals into the decisions about presidential appointment and reappointment. Termination of the president of a university with an institutional governing board would be the responsibility of that institutional governing board after consultation with the State Board. (Termination would be the role of the institutional board. The role of the State Board would be limited.)

POWERS THAT WILL BE EXERCISED IN PARALLEL BY BOTH THE STATE BOARD AND INSTITUTIONAL BOARDS IN THEIR RESPECTIVE SPHERES

Certain powers can be exercised by both boards and normally would be coordinated between them. These include internal audit, the development of achievement compacts for elements and targets with the OEIB that are specific to the single institution, capacity planning to achieve the 40 percent degree attainment goal (physical, faculty, staff, fiscal, and technological), financial aid policies to ensure affordability for Oregon resident students, risk management, and the provision of consistent legal advice.

In addition to the matter of what authority an institutional board would have and what authority the State Board would have, the Committee considered the relationship of the institutional board to the state. It determined that at least a majority of the members of the institutional board should be appointed by the Governor and confirmed by the State Senate, that a member of the State Board should serve on each institutional board, that the institutional board have an appropriate representation of faculty and students (perhaps proportional to the representation enjoyed by faculty and students on the State Board), and that foundation members and alumni should have roles on the institutional board. The Committee also agreed that terms of up to six years be considered for public members and that renewal be possible for a second term.

The Committee has not yet taken up several related topics that could form the basis for future recommendations: how to effect the "no harm to the System and other universities" principle, the basis upon which an institution might become eligible to be governed by an institutional governing board (e.g., management and financial capability, commitment by donors of resources for student financial aid, and increased support for instruction and support programs), and the sharing of services among campuses to maximize revenue and reduce cost in order to provide more resources for education. The Committee will begin work on these matters in coming months.

OSBHE INSTITUTIONAL GOVERNANCE PROPOSAL

| Function | Responsible Entity | | Explanation |
|---|------------------------------------|------------------------------------|---|
| | Current | OUS Proposal | |
| Interaction and advocacy with state government | OSBHE, Chancellor | OSBHE, Chancellor | Clarity, consistency, and a single voice are essential in dealings between the University System and state government. State executives and legislative leaders have expressed a desire for such consistency. Competition among universities for resources could cause some universities to lose out to others in ways that could reduce the state's and some regions' success in achieving its education attainment goals. |
| Allocation of state appropriations | OSBHE | OSBHE and OEIB | Just as there needs to be a single voice for the universities in seeking state funding, there should also be a single allocator of base funding received from the state and a single entity responsible for ensuring that state conditions attached to appropriations be honored. |
| Achievement compacts | OSBHE | OSBHE and Institutional Board | Achievement compacts with the OEIB contain both System- and institution-specific elements. Universities are responsible to OSBHE for their "share" of the state-level elements. This suggests that OSBHE should retain a major voice in defining the statewide elements and in ensuring that any institution-specific elements do not conflict with statewide goals. |
| Performance targets and performance assessments | OSBHE | OSBHE and Institutional Board | OSBHE should maintain responsibility for statewide performance targets while any institution-specific assessments would be the province of an institutional board. The development and assessment of performance targets called for under SB 242 should remain a responsibility of the OSBHE unless ORS 351 is amended to remove that authority. |
| Property ownership | OSBHE on behalf of State of Oregon | OSBHE on behalf of State of Oregon | The real property of all seven universities is currently owned by OSBHE and is an asset of the state. These assets have been accumulated over more than a century and have a value in the billions of dollars. They represent some of the most valuable assets of the state and are a direct |

| Function | Responsible Entity | | Explanation |
|---|--------------------|---|---|
| | Current | OUS Proposal | |
| | | | <p>connection between Oregonians and their universities.</p> <p>The property should continue to be owned by OSBHE and be administered as a public asset on behalf of the university. The sale of real property or its encumbrance by any university must be subject to approval by the OSBHE as a fiduciary agent of the people of Oregon. Similarly, the OSBHE should be the only entity authorized to exercise the power of eminent domain for public universities in Oregon.</p> |
| Care, custody, and control of property | OSBHE | Institutional Board | This would be a campus responsibility and, therefore, under the purview of an institutional board. |
| Design, construction, repair, and renovation of buildings | OSBHE | Institutional Board | This is an operational responsibility and, therefore, under the purview of an institutional board. |
| Bonding and indebtedness | OSBHE | OSBHE and Institutional Boards | <p>State backed debt should remain a responsibility of the OSBHE and only the OSBHE should be able to encumber state property as collateral for debt.</p> <p>Institutional boards could have the responsibility for prudent use of revenue bonds and short-term debt instruments whose repayment is entirely from university sources and does not involve the pledge of a state asset or the state's full faith and credit.</p> |
| Tuition-setting for residents | OSBHE | Institutional Board with OSBHE approval | <p>Resident tuition rates pertain directly to the affordability of Oregonians and the achievement of 40-40-20 goals. As such, the OSBHE should maintain responsibility for approving resident tuition rates.</p> <p>Institutional Boards could be responsible for approving tuition rates for nonresident students.</p> |
| Tuition-setting for nonresident students | OSBHE | Institutional Board | The principal interest of the OSBHE is for Oregon resident students. |

| Function | Responsible Entity | | Explanation |
|---|--------------------|----------------------------------|--|
| | Current | OUS Proposal | |
| Campus-specific financial aid policies and programs | University | Institutional Board | The use of financial aid to help ensure affordability for Oregon students and to help achieve university enrollment management objectives is a university responsibility. Each institution will have different strategies to follow and resources to employ. |
| Financial aid policies— Statewide | OSBHE | Institutional Board and OSBHE | Institutional boards should consider and approve financial aid policies and programs based on the unique mission, student body, resource base, and enrollment strategy of the university. Institutional Boards would be subject to the OSBHE directive on minimum affordability guidelines. Public universities are required to meet at least 12 percent of unmet financial need for Oregon resident undergraduate students from institutional sources. The OSBHE requirement that universities use investment earnings from tuition revenue for need-based financial aid for Oregon resident undergraduate students should be re-examined. The Committee recommends the requirement be repealed and all universities be permitted to achieve the OSBHE affordability requirement in any ways they choose. |
| Financial aid awarding and administration | University | Institutional Board | This is an operational responsibility and, therefore, under the purview of an institutional board. |
| Mission and program approval | OSBHE | OSBHE, HECC, Institutional Board | The mission of public universities, the academic programs they offer, where they offer such programs, and the degree of collaboration among the programs of the universities, appropriately is within the province of the OSBHE. Program approval by the OSBHE ensures that close attention be paid to duplication of expensive programs and facilitates the essential collaboration often necessary to provide critical programs and competition in certain locales. SB 242 defines the HECC as having a role in mission approval. Planning for specific academic programs within the approved mission of a university would be the responsibility of the institutional board, subject to appropriate program approval by the OSBHE. |

| Function | Responsible Entity | | Explanation |
|---|--------------------|------------------------------------|--|
| | Current | OUS Proposal | |
| Applicability of State rules and policies | Legislature | Legislature | The Oregon University System and each of its institutions are subject to certain statutes, policies, and rules of state government. Institutional Boards that derive their authority from OSBHE would continue to be subject to these rules. |
| Data collection and analysis and system requirements for student and financial data | OSBHE | OSBHE (framework and requirements) | <p>Consistent information about students and finances is essential to effective governance, the success of the achievement compacts, and the overall vision of OEIB. The current OUS data framework and its congruence with Oregon's other public education entities must be maintained and deviation resisted. Large federal and foundation grants also require consistent data formats for state and national comparisons.</p> <p>This does not necessitate the centralized operations of data systems but does require centralization of information definitions and rules to ensure the integrity and alignment of data.</p> |
| Financial statements and Financial System requirements | OSBHE | OSBHE (framework and requirements) | <p>Data consistency is essential to the governance of Oregon's public universities. Currently the OSBHE has fiduciary responsibilities under federal tax law and state accounting requirements.</p> <p>The chart of accounts used by universities, the fiscal calendars they employ, and other matters that affect the consistency of the financial data upon which state-level decisions are made, suggest that the responsibility should remain with the OSBHE, even if the actual accounting is done under the control of an institutional board.</p> |
| Internal Audit | OSBHE | OSBHE and Institutional Board | Both OSBHE and institutional boards need internal audit capability. The integration of student and financial data systems requires that the OSBHE internal audit function remain the primary point of contact with the Secretary of State Audit Division and an important link to external auditors. |

| Function | Responsible Entity | | Explanation |
|--|--------------------|-------------------------------|--|
| | Current | OUS Proposal | |
| Legal advice | OSBHE | OSBHE and Institutional Board | <p>Legal matters that pertain to the OSBHE (e.g., property) would require consistency of advice. Similarly, inter-institutional disputes and litigation should remain with the OSBHE.</p> <p>Advice regarding university operations and matters within the purview of the institutional board could be guided by the framework of federal and state law and can be managed by the institution.</p> |
| Hiring, firing, evaluating the president | OSBHE | Institutional Board and OSBHE | <p>OUS recommends a System in which the institutional board hires and reappoints the president with the advice and consent of the OSBHE. Presidential evaluations should be a joint effort between the institutional board, the Chancellor, and the OSBHE member serving on the institutional board. Termination should be the responsibility of the institutional board after consultation with or with the advice and consent of OSBHE.</p> |
| Requesting state funds (appropriations and bonds) for operations and capital | OSBHE | OSBHE | <p>Similar to “interaction and advocacy with state government” above, it is critical to have single appropriation strategy and prioritized request. Even states without governing state systems often have this requirement.</p> |
| Prioritization and authorization of non-state capital projects | OSBHE | Institutional Board | <p>For projects that do not involve any state funding or state-backed financing, the university’s board should have responsibility both to prioritize and approve projects. Such projects include those funded entirely by gifts and by revenue bonds issued by the university and backed by revenue streams other than state appropriations and revenues required to meet debt service obligations for state and state-backed bonds that are repaid from university revenues.</p> |
| Investment strategy of funds | State Treasurer | State Treasurer | <p>Although the investment of funds could be controlled by an institutional board, actual investment strategies should be decided in consultation with the State Treasurer. Questions regarding asset allocation, the different tranches of cash, risk profile, and pooling of</p> |

| Function | Responsible Entity | | Explanation |
|----------------------------------|--------------------|-------------------------------|---|
| | Current | OUS Proposal | |
| | | | cash to maximize returns all have elements of shared services. |
| Capacity planning | OSBHE | OSHBE and Institutional Board | OSBHE is responsible for large portion of the 40 percent target (within the 40-40-20) and must work with institutional boards to determine and seek support to meet capacity needs (i.e., programs, faculty, facilities, and technology). |
| Intellectual property management | OSBHE | Institutional Board | The intellectual property management of discoveries within a single institution is appropriately a responsibility of an institutional board. Intellectual property whose ownership is shared among two or more universities may remain a responsibility of the OSBHE. |
| Risk management | OSBHE | OSHBE and Institutional Board | As the owner of state property, OSBHE share the responsibility for risk management. This is an area that could be considered for shared service given the lower costs achieved in a larger risk pool. |
| Labor agreements | OSBHE | Possible shared | There is nothing inherent in labor agreements that require them to be within the scope of either an institutional board or the OSBHE. Current contracts are Systemwide but this could be changed through collective bargaining, legislation, or a ruling by the State Employment Relations Board. |
| Employee benefits | OSBHE | OSHBE and Institutional Board | Benefit plans could be developed and administered by each university or managed Systemwide. Issues of cost, pool size, coverage, and statewide strategies relating to healthcare insurance and pensions are important considerations when deciding how to structure plans. This is an area that could be considered for shared service. SB 242 calls for labor-management committees to try to develop alternative plans for presentation to the legislature. The committees have begun their work. There may be compelling cost or other reasons either to stay with State of Oregon plans or to create OUS-wide plans instead of institution-specific plans. This is not yet known. |

| Function | Responsible Entity | | Explanation |
|--|----------------------|-----------------------------------|--|
| | Current | OUS Proposal | |
| Institutional board appointments | NA | Governor with Senate confirmation | The Committee suggests that institutional boards be comprised of at least 11 members, the majority of whom would be appointed by the Governor and confirmed by the State Senate. The boards should include as members faculty and students (perhaps in the same proportions as at the OSBHE) and may also include university staff, alumni, and donors/foundation representatives. |
| Term limits for board members | NA | Governor/ Legislature | The Committee suggests that public members would serve a maximum of two 6-year terms. Faculty, student, and staff members would serve a maximum of two 2-year terms each. |
| Interlocking board membership | NA | OSBHE | The Committee recommends that an institutional board include one member of the OSBHE, appointed from among its members. It may also include members of the boards of the affiliated university foundation and alumni association. Members in interlocking positions may serve shorter terms of office than the 6-year terms of regular members. |
| Choice of board chair | NA | Institutional Board | The Committee recommends that the members of an institutional board elect the chair of that board. |
| Foundation relations | Presidents and OSBHE | Institutional Board | This is an appropriate role for institutional boards. The respective roles of foundation boards and institutional governing boards should be clearly articulated. |
| Incentives, requirements, and framework for collaboration within PK-20 | OSBHE, Joint Boards | OSBHE, OEIB, HECC | These statewide entities will collaborate on cross-sector issues and common goals that will further 40-40-20 goals. |
| Shared services | OSBHE | OSBHE | Possibilities for sharing services among campuses include: risk management, investment of funds, debt management, financial statement preparation, payroll reporting, volume purchases, retainer agreements for architects/engineers and contractors, personnel services, information technology/data system operations, labor agreements, employee benefit plans, etc. A fuller discussion of these |

| Function | Responsible Entity | | Explanation |
|--|--|---|--|
| | Current | OUS Proposal | |
| | | | opportunities should be undertaken with an eye toward maximizing revenue and/or minimizing cost. |
| University housing rates | OSBHE, OUS presidents | Institutional Board, presidents | Campuses can set housing rates based on their standard determinants and use an institutional board to approve those. |
| Diversity planning | OSHBE, OUS presidents | OSHBE, Institutional Board and presidents | System-level achievement compacts with OEIB and performance compacts required under SB 242 necessitate some OSBHE responsibility in this area but diversity planning is often coordinated at the institution level and is a logical shared responsibility with an institutional board. All diversity efforts must take statewide needs and actions into account. |
| Learning outcomes | OSHBE, Northwest Commission on Colleges and Universities (NWCCU), Others | OSBHE, Institution Board, OEIB, NWCCU, Others | The definition, specification, and measurement of learning outcomes is a shared effort of several entities including the OSBHE, OEIB, institutional boards, and accreditation entities. |
| Admission standards and residency requirements | OSBHE | OSHBE and Institutional Board | OSBHE has a statewide responsibility to ensure that enough Oregonians are educated to meet state goals. This requires that the OSBHE work with institutional board and other state entities in setting admissions and transfer requirements and frameworks for accepting dual enrollment and transfer credits, and advanced placement/IB credits. |
| Transfer requirements | OSBHE | OSHBE and Institutional Board | |
| Graduation requirements | OSBHE | Institutional Board | The State of Oregon has a direct interest in ensuring that enough Oregonians graduate from universities to attain the 40-40-20 goal and the OSBHE bears a large share of the responsibility for the achievement of the 40 percent mark. However, it is each university and its faculty who must determine if students have achieved sufficient mastery to earn degrees. Assigning this responsibility to institutional boards does not substitute for the need for universities to collaborate on educational programs, to meet requirements of OSBHE and OEIB performance and achievement compacts, and to provide efficient, |

| Function | Responsible Entity | | Explanation |
|----------------------------------|--|---------------------|--|
| | Current | OUS Proposal | |
| | | | effective, and low cost education of students. |
| Fundraising | Presidents | Institutional Board | This is obviously an institutional function. However, the relationship between the university board and that of the university's affiliated foundation should be set out clearly. |
| Academic support/library | OSBHE | Institutional Board | This is an operational matter and one that affects academic quality and should be within the purview of the institutional board. |
| Instruction | OSBHE/University President and Faculty | Institutional Board | Except in cases where the OSBHE seeks collaboration among institutions for programs or locations, this would be a university matter. Even in those exceptions, the conduct of the instruction would be under the direction and control of the faculty of the institutions involved. |
| Research | University President | Institutional Board | Except in cases where the OSBHE seeks collaboration among institutions or in cases of specific research efforts to meet state needs, this would be a university matter. Even in those exceptions, the conduct of the research would be under the direction and control of the faculty of the universities involved. The role of statewide public services may require special examination. |
| Public service | University President | Institutional Board | Except in cases where the OSBHE seeks collaboration among institutions or provides incentives to meet specific needs, public service would be a function of the university. The role of statewide public services may require special examination. |
| Student services | OSBHE | Institutional Board | Providing services to students to help ensure their success is an operational responsibility and, therefore, within the purview of the institutional board. |
| Personnel policies and practices | OSBHE | Institutional Board | Personnel policies and practices (who is hired, terminated, promoted, granted tenure, and how these activities are performed) are operational in nature and the appropriate province of the institutional |

| Function | Responsible Entity | | Explanation |
|---|--------------------|---------------------|---|
| | Current | OUS Proposal | |
| | | | board. The exception for the university president is noted elsewhere. |
| Terms and conditions of employment | OSBHE | Institutional Board | The terms and conditions of employment (except with respect to the university's president, as noted elsewhere) are operational matters and within the purview of the institutional board. |
| Employee salaries | OSBHE | Institutional Board | The setting of salaries can be expected to vary by type of institution given the differing missions of Oregon's public universities. Therefore, they should be done at the university-level. The question of labor agreements and recognized bargaining units may cause some employees to be a part of a Systemwide group, with decisions made by the OSBHE, unless statutes or labor agreements are changed. |
| Campus safety and security | OSBHE | Institutional Board | The safety and security of the campus and those in its community are operational matters that properly come under the purview of the institutional board. |
| Information Technology | OSBHE | Institutional Board | Subject to the Systemwide data requirements noted elsewhere (whose direction will be established by the OSBHE), this is an operational matter and within the purview of the institutional board. Opportunities for sharing services and reducing costs should be addressed within the context of shared services and should not be rejected out of hand for reasons of institutional preference. |
| Partnership, joint venture, and business arrangements | OSBHE | Institutional Board | To the extent allowed by state law and not in conflict with the division of authority under other aspects of this recommendation. |

Governance Recommendation Summary

- 1) Powers Reserved to the State Board of Higher Education
 - a. Approval of institution missions and academic degree programs
 - b. Ownership of property
 - c. Interactions with state government
 - d. Seeking and allocating state appropriations for operations, capital, and debt service
 - e. Definitions and requirements for financial and student data
 - f. Achievement compacts with OEIB for OUS-wide targets and elements
 - g. Ensure institutions fulfill applicable state rules and policies
 - h. Delineation of financial statement requirements

- 2) Powers of Institutional Boards That Require State Board Approval
 - a. Standards for student residency and overall admissions
 - b. Tuition rates for Oregon students
 - c. Seeking and issuing bonds backed by the state
 - d. Mortgaging property
 - e. Suing public entities

- 3) Powers of Institutional Boards That Require State Board Advice and Consent
 - a. Hiring and reappointing president and setting term of office
 - b. Presidential evaluation (with Chancellor instead of State Board)
 - c. Termination of president (prior consultation with State Board)

- 4) Coordinated Powers Exercised in Parallel by Institutional Boards and State Board
 - a. Internal Audit
 - b. Achievement compacts for element and targets specific to an institution
 - c. Capacity planning to meet 40% goal
 - d. Financial aid policies for Oregon students
 - e. Risk management
 - f. Consistent legal advice

- 5) Board Appointment and Composition
 - a. Majority appointed by Governor, subject to Senate confirmation
 - b. At least eleven members, including representation by key stakeholders:
 1. Students
 2. Faculty
 3. State Board
 - c. "One size does not fit all"

Note: Shared services have been under review by the State Board and OUS staff since the enactment of SB 242 (2011). The State Board will continue to evaluate the appropriate division of services between the central office and campuses. As this review is completed by OUS staff, the State Board intends to make further recommendations in this area.

Revised 5/9/2012

SB 264: Housekeeping Fix to Managerial Employee Definition

Summary of SB 264 Issue

Senate Bill 264 seeks to amend Oregon's Public Employee Collective Bargaining Act ("PECBA") by modifying its definition of "managerial employee" to include certain employees of the Oregon University System ("OUS"). SB 264 legislation is not a substantive change to how PECBA currently applies the definition, it is simply a Senate Bill 242 "fix" that allows PECBA's managerial exclusion (described below) to once again apply to OUS in our new designation as a public university system.

Definition of "Managerial Employee"

PECBA defines a "managerial employee" as an "employee of the State of Oregon who possesses authority to formulate and carry out management decisions or who represents management's interest by taking or effectively recommending discretionary actions that control or implement employer policy, and who has the discretion in the performance of these management responsibilities beyond the routine discharge of duties." *ORS 243.650(16)*.

Definition of "Managerial Exclusion"

Managerial employees are excluded from PECBA coverage, as stated in the Oregon Employment Relations Board's ("ERB") administrative rules for bargaining units. *OAR 115-025-0050(3)*. The reasoning behind the exclusion is "[t]o ensure that employees who exercise discretionary authority on behalf of the employer will not divide their loyalty between employer and union." *NLRB v. Yeshiva University*, 444 U.S. 672, 687-88 (1980).

The Issue Facing OUS

On January 1, 2012, Senate Bill 242 changed OUS's status from a state agency to a public university system, thereby changing the status of OUS employees from employees of the State of Oregon to public employees. Currently, PECBA requires a managerial employee to be "an employee of the State of Oregon." Since OUS employees are no longer employees of the State of Oregon, those who formulate and carry out management decisions or who exercise discretionary authority are now covered by PECBA rules and can be part of represented bargaining units.

ERB has said that the legislature intended for it to review decisions of the National Labor Relations Board and federal courts in order to interpret and apply the managerial definition and exclusion. *Dep't of Justice v. Oregon Assoc. of Justice Attys.*, 16 PECBR 777, 783 (1996). **It would be contrary to those decisions to allow managerial employees to be covered by PECBA and included in represented bargaining units.** Moreover, the current law raises concerns for OUS because it has a significant number of employees across the system who formulate and carry out management's decisions, and who exercise discretionary authority on behalf of management. A legislative fix to PECBA's definition of a managerial employee will ensure that OUS's managerial employees are not included in bargaining units, so that the issue of divided loyalty between employer and union will not be a concern.

SB 268: FIXING HIGHER EDUCATION SUPPLEMENTAL RETIREMENT PLAN FORFEITURES

Summary of SB 268 Issue

Senate Bill 268 creates a way to disburse forfeited employee retirement contributions and earnings that were not transferred to TIAA-CREF because employee participants never vested. This is a **housekeeping amendment** to add to the statute a way of using forfeited plan assets to help cover the employer's PERS liabilities (under ORS 238.225). SB 268 will provide those provisions, and amounts in the forfeiture account will be used by the Oregon University System (OUS) to offset employer contribution amounts.

The **requested amendment to SB 268 was jointly developed by the Oregon University System and the Public Employees Retirement System**, both of which concur with the approach and need to disburse the legacy forfeiture account as an offset to future PERS contributions.

Need for Statutory Amendment

OUS closed a 1966 vintage retirement plan to new employees. The Oregon Health and Science University (OHSU) began participation in this plan prior to separating from the OUS. OUS and OHSU jointly administer the plan for their respective participants.

This plan operates in conjunction with PERS. Each participant established a "limited" PERS account and also a **supplemental annuity contract** through the plan established under ORS 243.910-243.945. Until a participant had five years of service, PERS held the employer contributions intended for the annuity plan in a segregated account, and then transferred the funds to TIAA-CREF when the participant vested. Each year, contributions held in the segregated account received PERS interest earnings. Not all participants vested before separating from employment with OUS, and thus some of these contribution amounts and earnings remained in the account as forfeited since employees were not eligible to receive them.

In 2008, when PERS requested that OUS take possession of the assets in the segregated account, it was discovered that ORS 243.930 included no provisions for disbursement of forfeited, non-vested assets held by PERS. SB 268 will provide those provisions, and amounts in this account will be used by OUS to offset employer contribution amounts.

Key Components of SB 268

- § Total forfeited plan assets available for transfer totaled \$3,022,444 (as of 6-29-12).
- § Forfeited plan assets cannot revert to the employer except to offset liabilities for employer contributions under ORS 238.225.
- § This amendment will permit a one-time offset of OUS contributions that is required to respond to PERS' request to close out that agency's management of the legacy forfeitures account.

SB 269: UPDATING OPTIONAL RETIREMENT PLAN (ORP)

Summary of SB 269 Changes

In 1995, the Oregon University System sought and received authority to provide an optional retirement plan (ORP) designed to support career mobility of faculty and university employees who typically move among institutions of higher education. During the ensuing 18 years, the retirement industry and plan designs have continuously evolved to offer increasingly sophisticated investment choices, participant education, and administrative systems. **This bill is beneficial for OUS employees and designed to not increase costs for the university system.**

Today, three updates are needed to its original design in order to gain cost savings and increase effectiveness for current and future participants. Those include changes that will (1) **optimize the selection of investment options**; (2) provide **uninterrupted participation in this retirement plan regardless of schedule variations** of full-time faculty as well as term-by-term adjuncts and administrative faculty; and (3) ensure that future employees benefit from **contribution rate stability** for retirement planning and sufficiency.

Consolidation for Cost Savings and Clarity

Consolidation of assets and investment choices are the areas where cost-efficiency will be found with the changes in SB 269, and where participants who direct their own OPR investments will see a plan better designed for their varied needs. The original ORP design developed in 1995 creates cost and confusion for participants that **can be corrected by removing an outdated requirement for at least two life insurance companies and two mutual fund companies to serve the plan.** Since 1995, the emerging popularity of mutual funds over annuity products has led insurance companies to enter the mutual fund market and mutual fund companies to offer insurance annuity products on custom-designed investment menus. **By aggregating investments into professionally-advised investment menus, participant and plan costs decrease.** Making these investment changes will retain the best features and the diverse number of selection options of existing providers' services while maximizing benefits for participants.

Uninterrupted Participation for Part-time Employees

Employment patterns in higher education vary widely, from full time, year around continuous employment to term-by-term teaching of a single course. Currently, the academic year shortens total hours worked that are required for retirement benefits eligibility. **Senate Bill 269 seeks to revise OAR 243.800 to permit OUS to develop eligibility standards that can be implemented and maintained for ORP participants in higher education while retaining the PERS initial eligibility requirements.** With this change, a participant's ORP retirement account will no longer be subject to annual retrospective corrections to remove contributions if the individual's varying schedule creates a shortfall in worked hours. Instead, a small retirement contribution is

ORP Statistics*

- § Total Plan Assets: \$495 million
- § Active Participants: 3,400
- § Total Accounts: 6,300
- § Eligible employees who elect the ORP: 27%

*31-Dec-2012

made on behalf of part-time employees who do not otherwise have access to a pension, and the university system is able to recruit adjunct instructors and to retain them year to year, in part due to this benefit.

Gaining Contribution Rate Stability with SB 269

When the ORP was proposed in 1995, defined contribution plans were a new concept for governmental entities in Oregon and in other states that adopted similar contribution rates linked to their existing defined benefit plans. Consequently, employees who choose the ORP must accept the risk of uncertain contribution rates over time. **SB 269 prospectively establishes an ORP contribution tier that is not subject to future PERS rate changes** for new hires after July 2014, and that **incentivizes voluntary retirement savings by participants** with a contribution match. **Contribution rates for current ORP participants will not be affected by SB 269**, but they will have the benefit of improved plan designs, costs and eligibility rules.

Benefits of SB 269 Changes:

- § With these updates retirement **investment choices, costs, and stability will improve** for participants.
- § Administrative simplification will **reduce the number of custom solutions and processes** required to operate the plan.
- § Current employees will **benefit from eligibility and investment menu changes**, and their existing **contribution rates will remain unchanged**.
- § New employees hired after July 1, 2014, will have **stable and known employer contribution rate, and a match incentive** to participate in a voluntary retirement savings plan.

SB242 Optional Retirement Plan Committee Recommendations

In 2012, the Oregon University System, under the Senate Bill 242, Section 43, convened an Optional Retirement Plan (ORP) Review committee comprised of representatives of public university management and employees, both represented and unrepresented, to evaluate options for the Optional Retirement Plan that operates under ORS 243.800. The committee submitted their recommendation report to the legislature on November 28, 2012. SB 269 represents the committee's recommendations that are published at <http://www.ous.edu/about/SB242>

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