

**OSU Board of Trustees**

Oregon State University
638 Kerr Administration Bldg
Corvallis, Oregon 97331-8655

P 541-737-3449

F 541-737-0712

oregonstate.edu

To: OSU Board of Trustees
Executive & Audit Committee

From: Rani Borkar, Chair

Subject: Board Chair's Report: FY2019 Presidential Assessment

Date: September 30, 2019

The Board of Trustees is charged with oversight of the President, including assessing his performance in order to inform and support his successful leadership. The process and criteria for assessing the President is set out in [Board policy](#).

The Board approved the President's Fiscal Year (FY) 2019 goals on October 25, 2018. On August 12, 2019, the President provided a self-assessment report describing progress toward his goals and proposing his agenda for the FY2020. I forwarded the report to the Board, requesting trustee input on the President's accomplishments during the year, opportunities for improvement, ways to strengthen his effectiveness, and his goals for the upcoming year.

Concurrently, Vice Chair Schueler assisted me in gathering input from a subset of the President's direct reports and a number of university partners, including the OSU Foundation, Faculty Senate leadership, and college deans. Participants received a copy of the President's self-assessment report and were each asked similar questions about accomplishments, opportunities, and the President's agenda for the coming year. I summarized the input from trustees, direct reports, and partners and shared the summary with the President.

I submit the following report to complete this year's assessment of President Ray.

Results of the FY2019 Assessment

The President's goals for this year were to

- 1) Finalize and implement Strategic Plan 4.0.
- 2) Engage donors and the Legislature to increase operating and capital funds.
- 3) Revenue growth, cost containment and financial sustainability.
- 4) Continue to build community and develop a faculty union contract.

Trustees were satisfied with the President's progress on goals and overall performance over the past year. In thinking of the progress this past year, trustees and others noted:

- That President Ray served as the driving force for the successful completion of SP4.0 and its additional focus on intended outcomes and metrics,
- His continued leadership in building an inclusive community, including his responsiveness to students on the issue of food insecurity, his thoughtful and inclusive approach to renaming

buildings, and the remarkable relationships he has across the OSU community, especially with the Faculty Senate and student government, and

- His outstanding engagement with donors and the extensive work he has done in preparation for the next Campaign.

Trustees and others noted a number of other accomplishments over the past year such as the university's continued focus on improving retention rates for all students and reducing the gap in retention rates for students of color and Pell eligible students and progress in increasing six year graduation rates, R&D revenues, and degrees awarded. Trustees also appreciated the transparency of data and President Ray's willingness to focus on those areas that are flat or lagging and critically examine the causes, which supports a culture of continuous improvement. Trustees and others highlighted his leadership in ensuring a successful accreditation for the university, using approaches that engaged the entire university in a genuine effort to examine mission fulfillment and outcomes. In particular, his leadership in creating a culture of planning to guide the university and his support for student success initiatives were key to several of the commendations noted by the accreditation external evaluation team.

With respect to opportunities for improvement, all trustees expressed appreciation for the President's leadership while encouraging the President to:

- Work to improve the university's relationship with the Legislature and, more broadly, to improve the Legislature's perception of the value of higher education, and work actively to get our story directly to voters,
- Given the past few years of senior leadership turnover, continue efforts to recruit, retain and support through a positive climate a diverse leadership team and invest in the senior leadership team, especially in light of the coming transition, and
- Keep pushing on student success efforts.

Establishment of FY2020 Goals

On September 18, 2019, I met with the President to share the feedback on his self-assessment report and his proposed agenda for the year. For FY2020, the President proposes to focus his attention in five major areas:

- 1) Make Progress Toward the Goals of SP4.0.
- 2) Continue Preparations for the Next University-wide Campaign.
- 3) Secure Capital Funds for Key Investments in the February Legislative Session.
- 4) Create a Seamless Transition to the Next President of OSU.
- 5) Build Community, Develop a Faculty Union Contract and Promote Shared Governance.

Trustees supported the President's goals for FY2020, passing on a few items for the President to consider in implementing his goals over the next year:

- His goals to implement SP4.0, prepare for the next Campaign, build community, and push on major capital efforts are essential both for next year and in supporting the transition to the next presidency.
- Several trustees emphasized that the continuing loss of operating revenue and rising personnel costs will eventually impact OSU's mission unless there is a continuing major effort to address that challenge, and they encouraged the President to improve enrollment management and push for innovative and non-mainstream funding sources.

Conclusion

In closing, trustees, direct reports, and partners complimented President Ray's strong leadership, continued focus, and tireless energy. His role as a thought leader within the state and nationally is also truly appreciated and valued.

I support his agenda for the upcoming year and recommend that the Board accept this report, thereby completing the FY2019 assessment and setting the President's goals for FY2020.

Oregon State University
Edward J. Ray
(8/12/19)

PRESIDENT'S SELF-ASSESSMENT FOR 2018/2019

During the 2018-19 academic year, we devoted substantial time to completing Vision 2030, Strategic Plan 4.0 and our self-study as part of the seventh year re-accreditation review process in collaboration with the Northwest Commission on Colleges and Universities. The feedback we received on each of these matters will inform our efforts going forward. Performance metrics for FY19 are noted in the President's Review Metrics, Appendix B (pp. 15-17). My self-assessment report also draws on information that goes beyond the metrics of SP4.0.

The four goals articulated in Strategic Plan 4.0 are:

1. Preeminence in Research, Scholarship and Innovation;
2. Transformative Education that is Accessible to All Learners;
3. Significant and Visible Impact in Oregon and Beyond; and
4. A Culture of Belonging, Collaboration and Innovation.

The OSU Board of Trustees approved my proposed agenda for the 2018-19 academic year at the October 26, 2018, Board meeting. In addition, the Board adopted a Presidential Assessment Policy in May 2015 that requires the self-assessment report to address eight specific elements (see Appendix A, p. 14). Where appropriate, those elements are addressed in the self-assessment document for FY19, as well as the proposed agenda for FY20. The specific agenda and results for FY19 are summarized below and are followed by my proposed agenda for FY20 and appendices.

PROPOSED AGENDA AND RESULTS FOR FY19

The four major areas I proposed to devote most of my time and attention to for FY19 were:

- 1. Finalize and Implement SP4.0**
- 2. Engage Donors and the Legislature to Increase Operating and Capital Funds**
- 3. Revenue Growth, Cost Containment and Financial Sustainability**
- 4. Continue to Build Community and Develop a Faculty Union Contract**

1. Finalize and Implement SP4.0

Results: SP4.0 was completed during autumn 2018 and approved by the Board at the October Board meeting. Work continued during the academic year on the metrics to accompany the plan. Perhaps the major recommendation received as part of the accreditation visit and report is that we need to identify more outcome measures rather than measures on progress and inputs. The metrics accompanying SP4.0 are still a work in progress and appear in appendix G (pp. 30-35). The first full year for performance assessment against the goals for SP4.0 will occur in FY20.

Implementation and assessment of progress on SP4.0 goals, actions and tactics will be coordinated by Senior Vice Provost for Faculty Affairs Susan Capalbo. Together with a small group, Senior Vice Provost Capalbo will track progress on the 20 actions and their associated tactics. A lead individual has been assigned for each of the actions and a system for reporting progress for all actions and tactics is in development. Provost Ed Feser will annually report progress on SP4.0 goals to the university and stakeholder groups.

For the purposes of assessing performance for FY19, I have relied on the update of the President Review Metrics found in Appendix B (pp. 15-17).

Again in FY19, total degrees awarded at the university increased to a new record of 7,235. While the first-year retention rate fell slightly from 84.8% to 84.2% in the last year, the six-year graduation rate increased from 65.3% to 67%. The first-year retention gap for students of color fell in the last year from 8.1% to 4.4% and the six-year graduation rate achievement gap fell from 8.9% to 8.2%. The percentage of what is reported as U.S. minority students in our enrollment rose from 24.8% to 25.4%, while the percentage of international students fell from 11.5% to 11% and the percentage of Oregon high achieving high school graduates rose from 41.3% to 44.8%. The number of degrees in designated shortage areas in the state has nearly tripled in the last 15 years to 2,033 in FY19. Degree-seeking Ecampus enrollment continued to increase from 4,552 to 4,843 students from FY18 to FY19. The percentage of Oregon undergraduates in Corvallis continued to decline to 71.2% in FY19. The degree of instructional faculty diversity has remained fairly flat for the last three years and equaled 15.6% in FY19.

Our commitment to student success is invariant across strategic plans and efforts to improve OSU's performance with respect to the retention of all students through to graduation for FY19 and our plans for FY20 are reflected in appendix H (pp. 36-40). There are numerous examples of ongoing and proposed actions to improve student success at both the undergraduate level and the graduate level, and I will simply repeat a sample of FY19 actions in this section to reflect the robust nature of this effort.

The Undergraduate Student Success Initiative (USSI) steering committee held a second summit meeting this year that drew approximately 350 participants. We continue to participate in the University Innovation Alliance and we have joined the "Bridging the Gap from Education to Employment" effort, which is enhancing career services and considering new courses to help students transition from school to career. We continue to work on reassessing and redesigning gateway courses in the curriculum that have high DFW (Drop-Fail-Withdraw) percentages in order to increase success in those courses. One element of re-engineering such courses is to incorporate adaptive learning tools in the curriculum, which is supported by a three-year \$515,000 grant from the Association of Public and Land-grant Universities. Last fall, we initiated the Faculty Student Mentor program that recruited 130 faculty and 150 student mentors to work with undergraduate students. Beyond the classroom, student affairs substantially stepped up efforts to provide mental health, housing security and food security programs for students using existing resources.

The Graduate School collaborated with colleagues across the university to provide 24 events to address the professional development needs of more than 2,000 graduate students. The Graduate

School actively helped resolve 93 academic/care cases for graduate students last year, representing an increase of 22% over the previous year.

With regard to research, total R&D revenues rose from \$381.6 million in FY18 to \$439.7 million in FY19 and the value of industry contracts increased from \$31.4 million to \$36.5 million. Licensing revenue at \$4.4 million in FY19 has been fairly flat for the last several years and invention disclosures at 80 are up slightly in FY19. Interim Vice President for Research Irem Tumer has developed a strategic plan and recruited a solid leadership team in the Office of Research to focus on greater success with university-industry partnerships.

The current value of fundraising increased from \$110.5 million in FY18 to \$116.6 million in FY19. The total value of fundraising was \$144.6 million in FY19, exceeding the stretch goal of \$142 million.

2. Engage Donors and the Legislature to Increase Operating and Capital Funds

Results: I was involved in a good deal of donor-related activity in FY19. The fundraising total for the fiscal year was nearly \$144.6 million, the second best year ever. We are two years into the quiet phase of the second university-wide fundraising campaign, which began July 1, 2017. So far, we have raised over \$455 million toward our tentative campaign launch goal of \$650-\$750 million and our current campaign working goal well above the \$1.14 billion raised during the first university-wide fundraising campaign. We hope to see the second campaign launched publicly in the next two or three years. We also worked with colleges and other units to develop their campaign plans and narratives to share with donors. Those efforts have now been informed by the completion of SP4.0 and unit strategic and campaign fundraising plans will be revised appropriately.

As our fundraising program has matured, we have positioned ourselves to seek larger lead gifts in anticipation of the profile of gifts needed for a second major campaign. Three ongoing initiatives come to mind. We have now raised more than \$30 million for the Arts and Education Complex including the lead \$25 million gift and a separate \$5 million gift to add an art museum to the project. The scope of the project with an art museum has now grown from \$60 million to \$75 million, with a request of \$35 million in capital funds from the legislature. The second major project is to complete Reser Stadium for a cost of \$175 million to be funded by donors, expected leasing suite payments, and university revenue bonds to be paid back through increased ticket sales and donor gifts going forward. This will be the largest capital project in the history of the university and relies on securing at least \$75 million in lead donor gifts. The third project is to create a new STEM quad of academic and research buildings on campus, which again will rely on historically unprecedented lead donor gifts, including lead gifts on the order of \$50 million to \$100 million.

The seven public universities were unable to come to agreement on a ranking of capital project requests for the FY19 session and later proved unable to secure a minimum of \$120 million for operating expenses to keep tuition increases below 5%. Governor Brown recommended deferring capital project funding to the short session in 2020, except for a system-wide allocation of

\$65 million for the seven universities to address deferred maintenance. Her operating budget included no increase in operating funds and statewide public service funds, and proposed eliminating funding for the Engineering and Technology Sustaining Funds for the universities. Her approach was intended to spur Oregon's business community to support an undescribed \$2 billion tax increase, which, if enacted, was intended to fill the holes in her proposed budget. Legislators opposed using new taxes for higher education and the Governor's approach, and it garnered no support.

Appendix C (pp. 18-23) contains a helpful summary of the results of the legislative session for both operating funds and the ranking of capital project funds requested by the Higher Education Coordinating Commission (HECC). The operating funds budget was increased \$100 million by the legislature, even while several universities increased resident undergraduate tuition more than 5%. We anticipate reductions in continuing and new initiative funding by \$9 million during FY20 to deal with the budget shortfall due to state funding that did not cover all required cost increases and revenue declines from lower-than-expected enrollment figures for FY19. As explained in plans for FY20, we will begin the year by requiring cuts of \$14.5 million in E&G funded university operations.

The legislature has set aside \$315 million for capital project funding in the February 2020 session for all purposes and not just higher education. Our major projects include Cordley Hall Renovation Phase II, the Arts and Education Complex and the OSU-Cascades Student Success Center. The HECC has hired a consultant to determine the capital investment needs in higher education over the next 10 years. It is currently unclear the extent to which the consultants support investment in new facilities or in matching donor funds. We will have our work cut out for us going into the short session. Finally, the last two pages of Appendix C indicate the percentage of the state budget that supports public universities. We gained slightly this biennium, but increased PERS costs and revenue shortfalls are substantial enough to require additional budget cuts this biennium. The increase in the next biennium includes \$2 billion associated with the Student Success Tax, none of which is earmarked for higher education, so our ability to address budget shortfalls will continue to be curtailed unless a stable source of funding is found.

3. Revenue Growth, Cost Containment and Financial Stability

Results: Appendix D (pp. 24-25) reflects our revenue, expenditure and fund balance information for FY19 and projections for FY20 and beyond. We will be implementing expenditure reductions and delaying the funding of new initiatives in FY20 to manage the budget and we have a budget note requiring us to report to the legislature in February 2020 regarding the actions taken to manage the budget for FY20. A second report will be required for FY21.

It is particularly troubling that enrollment declines and increased PERS costs, among other factors, will reduce the university's projected ending fund balance from 15.5% in FY17 to 12.6% in FY19 and are projected to cause further declines to single digits, 8.3%, by 2024. We must become more competitive with regard to the recruitment of international and other non-resident students to Corvallis, transfer students and online Ecampus students. The second university-wide fundraising campaign for the university should help us improve the longer term financial wellbeing of the university.

4. Build Community and Develop a Faculty Union Contract

Results: Efforts to build a strong sense of community and a shared sense of purpose that is fair and inclusive is an ongoing challenge here at OSU as is the case across the country. Just as OSU's cultural resource centers have served as a symbol of our commitment to pursue inclusive excellence in our community, we took on the issue of reviewing the names of some of our most well-known buildings on campus. We resolved the matter after an inclusive review process led by some of our most distinguished faculty historians, as well as other colleagues and students. We maintained the names of Gill Coliseum and Arnold Dining Center when I concluded that the case for changing their names was not sufficient. However, we did change the names of Benton Hall, Benton Annex and Avery Lodge based on the evidence gathered.

Avery Lodge has been renamed Champinefu Lodge in the dialect of the Calapooia tribe, which inhabited this region. The word Champinefu means "At the place of the blue elderberry." Blue elderberries are specific to the Willamette Valley and the areas around our campus are where Calapooia tribal members historically would travel to harvest blue elderberries. Benton Hall was renamed Community Hall in recognition of the fact that private contributions of local residents were used to build the facility and establish this public university. The Benton Annex is named the Hattie Redmond Women and Gender Center in honor of Hattie Redmond who was a leader in the struggle for women's suffrage in the early 20th century. The right to vote was especially important to Hattie as a black woman living in a state that had black exclusion laws in its constitution. Hattie helped to lay the groundwork for the civil rights movement of the mid-20th century.

We engaged in a number of town halls and other activities to advance understanding and support within our community. In May, Vice President and Chief Diversity Officer Charlene Alexander and others organized facilitated discussions by the university cabinet and by other groups centered on Robin DiAngelo's book, *White Fragility*. We have now created a structure for continuing the work of ADVANCE to improve institutional policies and practices and to promote opportunities for women and people of color in the STEM disciplines on campus. And we have begun to note the history of the native peoples on these lands at major formal programs, including commencement.

A number of members of our community participated in the 50th year anniversary re-enactment of the Black Boycott of 1969. Furthermore, we have consulted with the tribes of Oregon regarding improving native student access to programs and degrees from OSU. With the use of our excellent online programs, we will enhance our effort to promote degree programs to native students that are of particular interest to the tribes.

When United Academics of Oregon State University (UAOSU) formed the faculty union in June 2018, I was told that it would take at least a year or more of bargaining and mediation in order to reach agreement on an initial contract. After the initial period for both UAOSU and OSU to constitute bargaining teams and prepare, the teams began meeting to discuss and agree on ground rules and other preparatory matters in November 2018 and bargaining began in March 2019. We are now well into bargaining. Fortunately, we hired Heather Horn to lead the discussions on behalf of the university as our assistant provost for academic and employee relations. Heather

has significant experience in negotiating faculty contracts at public universities and is responsible for both the negotiations with UAOSU and administering the labor contract when executed.

Academic Quality

As requested by the Board, Appendix E (pp. 26-27) provides evidence regarding the overall academic quality of the university. As a land grant university, our motivation to achieve excellence in all that we do stems from the realization that the more extraordinary we are in performing our activities, the more positive and powerful the impact will be on the lives of those we serve beginning with the people of Oregon and extending to service to the nation and the world.

In Appendix E: Quality Measures, I provide a number of metrics for Oregon State and for our aspirational peers, which are land grant universities that we consider to be the top ten by virtue of their academic accomplishments. The first section of the table provides the context within which we operate. It is worth noting that our resident tuition is lower, we are much less selective in our student admission requirements, our enrollment is substantially less at the undergraduate and graduate levels, and we have a substantially higher percentage of Pell eligible students than our aspirational peers do. While some of these contextual features may put us at a competitive disadvantage relative to our aspirational peers with respect to reputation, we consider them appropriate for our access mission.

Given our commitment to inclusion and the quality of the student experience and student success, the most troublesome gaps in our performance are reflected in several key student success areas. Our first-time undergraduate six-year graduation rate at 67% remains almost 20% below that of our peers at 85.2%. More concerning is the gap between our current first-time undergraduate four-year graduation rate of 36.8% and the 63.2% achieved by our aspirational peers. Clearly, our lesser selectivity and high percentage of Pell eligible students contributes to our weaker performance. Persistent achievement gaps exist that are not consistent with our commitment to inclusive excellence.

Apart from this information, we periodically receive recognition for specific program and overall university accomplishments that reflect high quality performance on our part. For example, our College of Forestry is ranked No. 2 in the world and our oceanography program is ranked No.3 in the world. Our graduate robotics program was ranked No. 4 in the country. Moreover, our agricultural sciences programs are regularly ranked in the top 10 in the country. Our College of Business is ranked No.1 in the world for experimental research in accounting information systems and No. 8 for experimental financial accounting.

OSU is ranked as the No.1 safest campus in the U.S.; No.1 among Best Colleges for the money in Oregon; and No.9 Greenest College Campus in America. OSU is ranked in the top 1% (No. 248) out of more than 27,000 degree-granting institutions of higher education in this year's Center for World University Rankings (CWUR), the largest academic ranking of global universities. Oregon State University is ranked No. 89 nationally. For comparison sake, the University of Oregon is ranked No. 392 in the world and No. 116 nationally. The OSU

Advantage Accelerator has earned a top 10 ranking among business accelerators in the U.S. and Canada. The accelerator is ranked as the top startup accelerator in Oregon by Gust.com and the eighth-most active in the U.S. and Canada. Appendix F on pp. 28-29 reflects a number of facts shared with constituencies including a number of points relating to the quality of our academic pursuits, community and service to others.

Internal and External Relationships

During the past year, UAOSU was organized to represent non-supervisory instructional and research faculty. We will do our best to work effectively with the union to complete our first contract and move this wonderful institution forward. We look forward to working collaboratively with the faculty union to address better the needs of the membership than we have in the past. As already noted, when UAOSU formed the faculty union in June 2018, I was told that it would take at least a year or more of bargaining and mediation in order to reach agreement on an initial contract. We are now well into bargaining and are moving forward.

I have made it my practice to meet with representatives of the Service Employees International Union (SEIU) and the Coalition of Graduate Employees (CGE) each quarter to resolve issues outside of contract negotiations based on the view that we are all part of the same community. I expect to offer the same opportunity for dialogue to the leadership of the faculty union after we have completed our inaugural collective bargaining agreement. I also work closely with my direct reports, deans, the University Faculty Senate, and individual faculty and staff, and I most enjoy the time I can spend with student leaders and students in general. With the creation of the Office of Institutional Diversity and the Office of Equal Opportunity and Access I believe our effort to build community is moving forward more quickly than in the past.

I noted in my FY2018 assessment that one of our greatest challenges is maintaining an excellent leadership team, even as individual leaders join and leave the university. To address this ongoing challenge, I have made it a practice to reflect regularly on our recruitment efforts and retention practices.

Over the past two years, a number of senior leaders left to pursue new opportunities. To learn more about the nature of these departures, I charged a member of my senior leadership team with completing a confidential assessment to identify what is going well and what can be improved. One conclusion is that senior leaders experience the organizational culture as thoughtful and direct. Leaders also indicated that they are supported in working toward a clear mission and strategic goals. An opportunity for improvement is for me to pay equitable attention to functions across my entire portfolio. I will also continue to improve transparency in processes and communications and model our SP4.0 goal of a culture of belonging, collaboration and innovation.

Last year, I charged our new Chief Human Resources Officer Cathy Hasenpflug and Senior Vice Provost Susan Capalbo with redesigning the processes and programs to develop and assess senior leaders. I have emphasized the need to support new leaders as they transition to their roles and to the university. This includes creating a welcoming environment and setting clear expectations as well as providing support and resources tailored to meet the needs of each

individual. A new onboarding process was piloted over the past year and a framework is now in place as new senior administrators are hired.

I also implemented a new process for conducting periodic comprehensive reviews to complement the existing annual performance review cycle. An important component of the new process is a set of core leadership and management competencies and behaviors that contribute to the success and professional growth of leaders. A focus of a new talent acquisition and talent development center of expertise within our Office of Human Resources will be to continue to strengthen our leadership assessment and development efforts. I am confident that Oregon State is positioned to support current senior leaders and to welcome the newest members of our team.

We have welcomed new deans in the College of Agricultural Sciences, Alan Sams, and in the College of Pharmacy, Grace Kuo. Anthony Davis is serving as acting dean of the College of Forestry and Jim Coakley is serving as interim dean for the College of Business while we conduct searches to fill both positions.

Irem Tumer has been serving as interim vice president for research in an appointment through December 2020. This provides her the opportunity to help set the vision for the future of OSU's research enterprise. Colleen Bee was recently appointed as the new Faculty Athletics Representative and will provide oversight to the academic integrity of the university's athletics program and serve as an advocate for student-athlete well-being.

Alix Gitelman was appointed vice provost of undergraduate education. Phil Mote was appointed vice provost and dean of the graduate school. Dan Larson was appointed vice provost for student affairs following a national search, and Jon Boeckenstedt recently joined Oregon State as the university's new vice provost for enrollment management. Anita Azarenko will serve as interim vice provost for the Division of University Outreach and Engagement and director of the OSU Extension Service while we conduct a national search to fill the position permanently.

I now chair the Oregon Council of Presidents, consisting of the seven presidents of the public universities. None of the other six presidents were in office before 2014. I chair the group through March 2020. As a consequence of the failure of the seven public universities to collaborate and speak with one voice on our collective operating budget, our separate resident undergraduate tuition rates, and our capital requests during the recently completed legislative session, we are left with issues of trust and a challenge to define a common agenda for the short legislative session in 2020. Our best option for FY20 may be to do no harm since new presidents will be chosen for OSU and PSU over the next year.

Professional Development

For my own professional development, I will remain active in state, regional and national organizations where I can interact with colleagues to share best practices and perform an environmental scan of the trends and challenges to higher education in Oregon and across the nation. Three years beyond my chair position on the board of the Association of American Colleges and Universities, I continue to serve as the association's liaison to the American Council of Education (ACE) through March 2020. I also serve as the chair of the finance

committee of ACE. I now chair the Board of Special Olympics Oregon, and I serve on the boards of the University Innovation Alliance, the Pac-12, Pac-12 Enterprises, the Oregon Council of Presidents, The National Commission for State Achievement of Reciprocity Agreements (NC-SARA), The Council on Competitiveness and the National Commission on Innovation and Competitiveness Frontiers. I have been asked to stand for the position of Vice President for the Board of NC-SARA next October.

Proposed Agenda for FY20

The primary areas of focus for this year are to:

- 6) Make Progress Toward the Goals of SP4.0**
- 7) Continue Preparations for the Next University-wide Campaign**
- 8) Secure Capital Funds for Key Investments in the February Legislative Session**
- 9) Create a Seamless Transition to the Next President of OSU**
- 10) Build Community, Develop a Faculty Union Contract and Promote Shared Governance**

1. Make progress toward the Goals of SP4.0

While there are always new opportunities and challenges as well as new strategies and lessons learned embodied in transitions across strategic planning documents, fundamental issues persist across successive plans and over significant periods of time. Clearly, we must eliminate achievement gaps and continue to improve the first-year retention rate for all students to 90% and raise the six-year undergraduate graduation rate to 70% for all students within the next year or two. We must also commit ourselves to increase the four-year graduation rate for all students from the current 36.8% to 50% in the next 5 years. Part of our success will depend on completing the \$150 million goal set for student scholarships as part of OSU150. We are now over \$116 million in that effort. Substantially increasing the number and value of student scholarships and fellowships and the targeted use of retention and completion grants will be a major focus for the next university-wide fundraising campaign.

Appendix H summarizes ongoing and anticipated programs to increase student success, especially by raising retention and graduation rates for all students and continuing to reduce achievement gaps. Unfortunately, the underfunding of instruction by the state continues to undercut our ability to enhance and implement initiatives as quickly as we would like to do so that we know will significantly benefit student efforts to succeed.

As indicated in Appendix H, we intend to expand and enhance our efforts at the undergraduate level and the graduate level to promote academic success through to degree completion for all of our students. In FY20, the USSI will launch an early alert system pilot program to identify students who are not making satisfactory progress in their courses and provide them with the help they need in a timely manner. The university is providing \$115,000 this year to match the APLU grant to support the integration of adaptive learning into key courses. Enrollment Management will launch Degree Partnership Program enhancements with our 17 community college partners, which are expected to cost \$270,000.

The Graduate School will implement an improved tracking, monitoring and reporting system for graduate care issues using appropriate software and create improved resources to guide student and faculty leave of absence and family medical leave processes. The Graduate School will continue collaborations with partner units for drop-in support services and relocate the Graduate School Commons to the sixth floor of the Valley Library. Library staff will help to monitor, assess and make recommendations regarding the future use of short term and long-term research rooms for use by graduate students.

We also must raise the representation of international students, students of color, Pell eligible students, first generation students and students from rural communities at Oregon State University. We have begun internal discussions of the need for Oregon State University to become a leader in promoting upward economic and social mobility through higher education in America. To date, we have shown disappointing progress in the representation of people of color and women throughout the faculty, staff and leadership positions across the university. As a comprehensive Research I University we must consider how best to strategically increase the size and breadth of our graduate programs consistent with OSU's mission.

To realize the goals of SP4.0, we must address our recent decline in undergraduate enrollment in Corvallis, the other source of financial challenges beyond the increase imposed by the state for PERS. We anticipate that overall enrollment will be down slightly in Corvallis again in fall 2019, and up perhaps 5%-8% at OSU-Cascades and through Ecampus. The OSU Portland Center is not expected to provide net revenue to the university for a few years. I have been very disappointed by our enrollment management performance in the last few years. We have hired a new vice provost for enrollment management, Jon Boeckenstedt, from DePaul University. He is considered a leader in his field. Hopefully, Jon can help us increase enrollment in Corvallis and elsewhere beginning in fall 2020 and perhaps limit the decline expected in Corvallis in fall 2019. In particular, we must increase international and out-of-state student enrollment.

As noted earlier and summarized in appendix G, we are making progress in establishing actions, tactics, accountability and metrics relevant for SP4.0. Next year's report will assess accomplishments relative to the more numerous metrics reflected in appendix G.

2. Continue Preparations for the Next University-wide Campaign

Preparations for the next university-wide fundraising campaign will continue throughout the 2019-20 academic year. We held nine dinners with groups of present and potential major donors to the university last winter and spring and solicited their suggestions and evaluations of the campaign prospectus. Dinners were held in Corvallis, Eugene, Portland, Bend and San Francisco. We used the input from those discussions to sharpen our overarching statement of purpose for the campaign and to solicit the willingness of participants to engage in further discussions with our outside consultant to help us gauge the feasibility of our tentative goal for the campaign and its individual elements. At present, we have a working goal well above the \$1.14 billion raised in the first university-wide campaign and a target public start date in the next two or three years. That would coincide with giving the new president ample time to build personal relationships and contribute his/her desired elements to the campaign to-do list.

With those objectives in mind, we should raise between \$650 million and \$750 million in advance of the public launch of the campaign. To date, we have raised more than \$455 million since the beginning of the quiet phase of the campaign in July 2017 and we have more than two years to go before the expected public launch of the campaign. So, we are attracting donor support at an encouraging rate, including \$144.6 million raised during FY19, which exceeded our stretch goal of \$142 million. We have worked with colleges and support units on their specific goals for the campaign and we will refine them this coming year. From a planning standpoint, we are in a good place.

One takeaway from this planning effort has been to recognize that we have reached a new position with respect to the OSU-Cascades campus. Until now, we have been laser focused on existential matters. Going forward, we must broaden the scope of our attention to include our longer vision for the future of the campus. While we have program and capital plans for OSU-Cascades, we do not have a statement of vision 2030 for the campus to share with donors to explain the context within which specific campaign needs for the campus can be understood. An effort to create the narrative for OSU-Cascades: Vision 2030 will be led by Becky Johnson with support from colleagues on both campuses.

3. Secure Capital Funds for Key Investments in the February Legislative Session

Due to our inability to achieve the \$186 million increase in public university support funds, PUSF, from the legislature as proposed by the HECC during the 2019 session, we face challenges in our commitment to devote operating funds to capital renewal. At this point, we are requiring reductions of \$14.5 million in planned university expenditures for FY20, with \$1 million added to the original \$3.3 million in new funding for increased student financial aid and \$4.5 million in reserves. If possible, \$2 million in those reserves would be used to increase the capital contingency allocation from \$3 million to \$5 million, if the funds are not needed elsewhere. We do not expect to secure additional state operating funds during the short session in February 2020.

Consideration of all of our initial capital requests, except for a system-wide \$65 million for deferred maintenance, were put off until the February session. OSU will be seeking \$28 million in state funds to match \$28 million in university revenue bonds for a second of three phases \$56 million renovation of Cordley Hall, a \$35 million state match for \$35 million in private funds for a \$75 million arts and education complex, and a \$12.5 million state allocation to add to \$5.5 million in student fees to build a student success center at our OSU-Cascades campus. The HECC has hired an outside consultant to help revise the rubrics used by the HECC to rank university capital requests to address the needs of Oregon for capital expenditures for higher education over the next 10 years. As indicated, we await the issuance of this report to determine the extent to which it will support or detract from our priorities.

Even as we look forward to funding critically important capital needs, it is worth noting that three key projects are moving forward. The Marine Studies Building at the Hatfield Marine Science Center is expected to be completed in winter 2020. The Forest Science Complex is expected to open in spring 2020. A ground-breaking for the second academic building at OSU-Cascades was held in August, and the site preparation and construction will begin next spring.

4. Create a Seamless Transition to the Next President of OSU

Last year we cleared a giant hurdle to a successful transition in the university presidency. More presidents have been undone by buying, renovating, building or redecorating president's houses than any other cause I know. I will be alert this year to other challenges that can be taken on and resolved before the new president arrives and identifying challenging opportunities that should be deferred until after the new president has had time to settle into her/his new position.

For years, we have discussed converting from quarters to semesters and there is some interest in taking up the issue again. While there are merits to such a change, this is a three-year process if done right and it would not be fair to a new president to ask him/her to guide the process if it is already underway or to be launched immediately upon his/her arrival. There also may be opportunities for cost reductions associated with administrative consolidation of academic and/or support units once the new president is settled in at the university.

Challenges that should be taken on by me this year and resolved if possible before the new president is in place include the decision regarding the completion of Reser Stadium and signing an initial contract with the faculty union. A further element to be addressed is the separate roles of the university senate, faculty union, students and the administration in shared governance going forward. I am sure that other matters will come up during the next academic year to either be advanced or deferred.

As we discussed, while I expect to leave office at the end of June 2020, I would be willing to prepare a summary of what I did and did not get accomplished in FY20 for the benefit of the Board of Trustees and the new president. That report could include my observations regarding opportunities and challenges for FY21 and beyond if deemed useful.

5. Build Community, Develop a Faculty Union Contract, and Promote Shared Governance.

The issues of the faculty union contract and the sorting out of shared governance going forward are noted above and I expect to address them this year to help clear the way for the new president. Negotiations are well underway regarding non-economic rights and obligations, but economic issues have not yet been put on the table.

Charlene Alexander organized a facilitated discussion for the university cabinet last May based on Robin DiAngelo's book, *White Fragility*. The Provost's Council and other groups will participate in similar discussions. I expect us to participate in further discussions during the coming academic year. I see that the Board is reading *Biased* by Jennifer Eberhardt. The university cabinet will have a facilitated conversation prompted by reading *Biased* in late August.

Cathy Hasenpflug and Susan Capalbo are coordinating efforts to improve professional development training for faculty and staff across the university. We have identified new leadership for our very successful program called ADVANCE, which is intended to serve as a catalyst to exploring structural inequities within the institution and to breaking down barriers to advancement of women and people of color and diversifying the faculty in the STEM

disciplines. The Office of Equal Opportunity and Access has implemented a number of operational changes and hired new staff with the expectation that cases can be resolved more expeditiously.

I have tried for years to provide more effective access to Oregon State University to the native peoples of Oregon. With the help of Director of Community Diversity Relations Allison Davis-White Eyes we convened a meeting with tribal leaders last fall and agreed to work together to identify degree programs online from among our undergraduate curriculum offerings that would be most meaningful for the tribes and we will work together to promote those areas of study among members of the tribes as avenues to a college degree. We are very excited about the promise of this initiative in the years ahead.

Appendix A

From Oregon State University Presidential Assessment Policy (As approved May 29, 2015)

V. Annual Assessment

The Annual Assessment will include the following:

A. President's Self-Assessment Report

The President will complete a Self-Assessment Report that addresses the State of the University and the President's stewardship. The report will be due to the Board on the date specified by the Chair and will be based on information available at the time of the assessment.

The report will include the following:

1. Progress on meeting previously established goals, including any relevant data;
2. An assessment of the university's advancement of goals outlined in the Strategic Plan;
3. An assessment of the overall academic quality of the university;
4. An assessment of the financial status of the university;
5. An assessment of the challenges and opportunities facing the university;
6. An assessment of the President's relationships with the Board, Board Officers, university leadership, and other key stakeholders;
7. The identification of any professional development the President wishes to pursue; and
8. Goals the President proposes for him/herself over the course of the next year.

Appendix B President's Review Metrics July 2019

Oregon State University
President Review Metrics
July 2019

Preliminary current year estimates are highlighted in blue

Strategic Plan 3.0 Metrics

Goal 1: Provide a Transformative Educational Experience for All Learners

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18 Target
Degrees Awarded-Total	4113	4213	4294	4222	4232	4254	4490	4538	5055	5256	5891	6031	6411	6817	7122	7235	6000
Bachelor's Degrees	3078	3177	3351	3294	3267	3300	3453	3478	3932	4157	4702	4809	5107	5426	5808	5859	
Master's Degrees	760	778	659	621	674	648	727	745	774	746	848	871	943	991	936	936	
Doctoral Degrees	172	159	166	179	173	178	179	174	205	213	196	211	210	273	242	290	
First Professional Degrees	103	99	118	128	118	128	131	141	144	140	145	140	151	127	136	150	

Cascades Degrees ¹	22	54	57	129	108	111	134	153	173	210	262	315	369	326	361	318	360
-------------------------------	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

1 These are a subset of totals above.

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18 Target
First Year Retention Rate²	80.7%	80.7%	80.3%	80.9%	81.3%	80.8%	82.6%	83.1%	81.4%	83.3%	84.2%	83.8%	84.8%	83.4%	84.8%	84.2%	88%
Six Year Graduation Rate²	60.5%	60.4%	61.5%	60.0%	60.9%	62.1%	60.2%	60.4%	60.7%	60.4%	61.5%	63.1%	64.3%	63.3%	65.3%	67.0%	67%
URM to White 1 yr Retention Rate Gap ³	4.0%	7.8%	7.8%	-0.1%	2.5%	6.1%	1.4%	6.2%	3.5%	1.7%	3.2%	8.4%	4.6%	6.0%	8.1%	4.4%	
URM to White 6 yr Graduation Rate Gap ³	12.7%	10.3%	16.7%	17.6%	18.6%	18.0%	15.5%	14.9%	6.9%	8.8%	11.4%	12.0%	14.4%	10.9%	8.9%	8.2%	
Junior Transfer 4 Year Graduation Rate	72.6%	66.9%	66.0%	62.8%	67.7%	66.1%	63.4%	70.4%	65.5%	63.8%	61.6%	62.4%	63.7%	57.1%	56.1%	62.4%	72%

2 First-time students from High School, full-time degree seeking Fall cohort. Year shown is year rate was completed. For example, 2003-04 is the rate for freshmen beginning in Fall 2002 and returning Fall 2003. For 6 year graduation, 2003-04 is the reference year (degrees earned up to summer 2003) for freshman that began Fall 1997.

3 URM rates are computed by using aggregate cohort and outcome numbers for URM students; it is a weighted average of group rates (American Indian, Black, Hispanic, Native Hawaiian/Pacific Islander).

Metric	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	2017-18 Target
% US Minority Student⁴	13.5%	13.6%	14.1%	14.3%	15.0%	15.8%	16.1%	17.6%	18.8%	19.7%	19.4%	21.9%	22.8%	23.7%	24.8%	25.4%	25%
% International Student⁴	6.0%	5.2%	4.9%	4.8%	4.7%	4.9%	4.8%	6.5%	7.4%	8.9%	10.2%	11.1%	11.3%	11.6%	11.5%	11.0%	15%
High Achieving Oregon HS Graduates⁵	30.9%	31.6%	33.7%	32.8%	32.7%	32.6%	31.8%	34.6%	36.2%	40.3%	39.6%	44.1%	41.4%	47.0%	n/a	n/a	45%
Unweighted HS GPA - High Achieving OR HS Grads	n/a	42.9%	41.3%	44.8%													

4 Out of all enrolled students, including non-degree students on main campus (Corvallis + Ecampus), excludes non-credit INTO students and Cascades-only students.

5 First-time from high school, degree-seeking Fall cohort from an Oregon high school, with weighted high school GPA of 3.75 or higher. In 2016, the Admissions Office stopped using weighted GPA, so this information is no longer available in Banner and the traditional metric cannot be computed.

Other Student Access and Success Measures

Oregon Resident Degrees	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Bachelor's-All	2527	2655	2795	2769	2740	2800	2812	2805	3088	3097	3289	3542	3719	3772	3968	3941
Bachelor's - URM ⁶	156	127	173	186	193	188	226	218	262	299	352	373	450	474	525	553
Bachelor's - Pell Eligible	1120	1206	1238	1302	1215	1204	1205	1374	1673	1702	1927	1862	1976	1883	1884	1817
Advanced Degrees	506	584	536	540	556	547	596	596	586	425	422	544	569	540	526	553

6 As defined in Achievement Compact: Underrepresented Minority - African American, Hispanic, Native American, Native Hawaiian/Pacific Islander and those citing "two or more races" where at least one is one of these groups.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Main Campus Enrollment ⁷ (IR Census)	18979	19162	19236	19362	19753	20320	21969	23761	24977	26393	27925	28886	29576	30354	30896	30986
URM Enrollment	1095	1133	1232	1252	1338	1488	1637	1872	2034	2233	2431	2668	2903	3190	3447	3565
International	1061	944	904	897	928	988	1120	1548	1852	2362	2859	3202	3328	3529	3556	3410
Ecampus (all)	1563	1781	2508	2704	3170	3575	4282	4811	5564	6750	7763	8862	10148	11251	12725	13482
Undergraduates	15599	15713	15747	15829	16228	16673	18067	19559	20261	21812	23161	23903	24612	25327	25838	25699
Graduate/1st Professional	3311	3449	3489	3533	3525	3647	3902	4202	4356	4581	4764	4983	4964	5027	5058	5287
Oregon Resident	15262	15676	15736	15712	15760	15816	16670	17178	17360	17487	17657	17707	17876	17964	17823	17234
Degree Seeking Corvallis ⁸																
Undergraduate % Resident	87.5%	88.5%	88.8%	88.6%	87.6%	86.3%	84.5%	80.8%	79.8%	77.2%	75.2%	74.8%	75.1%	74.2%	73.1%	71.2%
Cascades Enrollment (IR Census)	373	438	591	495	497	510	611	678	764	801	936	980	1016	1122	1204	1259
URM Enrollment	17	15	20	27	22	35	45	42	49	68	77	82	94	109	104	118
Undergraduates	312	385	406	419	417	432	488	574	640	662	784	812	857	912	955	978
Graduate/1st Professional	61	53	85	76	80	78	123	104	124	139	152	168	159	210	249	281
Oregon Resident	343	417	457	451	457	489	584	649	713	741	886	934	944	1035	1112	1113

7 Corvallis + Ecampus (includes some Cascades students taking Ecampus courses)

8 Corvallis campus only including non-degree students, excludes those determined to be Ecampus only students; values are estimates before 2011

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees in Designated Shortage Areas (Engineering and Computer Science)	761	725	756	736	650	712	765	787	919	919	1106	1229	1417	1759	1871	2033
% Graduating Seniors with Experiential Learning ⁹	-	-	-	-	-	-	-	-	-	69.1%	69.3%	65.6%	68.4%	64.1%	68.9%	n/a
% Graduating Seniors Satisfied with degree/educational experience ⁹	-	-	-	-	-	-	-	-	-	82.0%	82.2%	82.3%	83.7%	82.5%	83.4%	n/a

9 From IR Graduating Senior Exit Survey - first question is percent that self-reported having participated in at least one of: research, internship, education abroad, service learning, or creative projects, whether for credit or outside of OSU

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Instructional Faculty Diversity ¹⁰	-	-	9.3%	9.9%	10.2%	11.0%	11.2%	11.0%	11.2%	12.5%	14.8%	15.2%	15.0%	15.6%	15.8%	15.6%

10 From IPEDS Human Resources Report, prior to 2012, numbers included research and extension service staff. 2012 and later are restricted to those with some instructional role.

Goal 2: Demonstrate Leadership in Research, Scholarship, and Creativity while Enhancing Preeminence in the Three Signature Areas of Distinction																	
Fiscal Year/Academic Year starting with summer																	
Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18 Target
Total R&D Expenditures (\$ millions) ¹¹	207.2	218.0	227.7	231.9	233.4	257.6	216.6	228.8	240.5	232.7	231.0	245.3	254.3	270.3	263.4	262.8	270
Industry-funded Research percent of Total R&D Expenditures ¹¹	1.3%	1.0%	1.5%	1.4%	1.4%	1.9%	2.7%	2.4%	2.9%	2.8%	3.8%	4.0%	3.7%	3.1%	3.1%	2.4%	3.6%
PhDs Awarded	172	159	166	179	173	178	179	174	205	213	196	211	210	273	242	290	255
Other Research and Scholarship Measures																	
Fiscal Year/Academic Year starting with summer																	
Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Total R+D Revenues (\$ millions) ¹²	204.0	230.0	209.0	206.0	244.0	265.6	288.3	275.9	280.9	263.4	284.6	308.9	336.0	441.0	381.6	439.7	
Industry Contracts, Licensing, Royalties (\$ millions) ¹²					21.2	21.7	24.9	25.1	35.2	36.0	36.8	40.1	31.0	34.0	31.4	36.5	

Goal 3: Strengthen Oregon State's Impact and Reach Throughout the State and Beyond																	
Fiscal Year/Fall term																	
Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18 Target
Ecampus (student primary campus) Degree Seeking Enrollment	162	207	414	476	593	802	1085	1244	1548	1854	2424	2890	3591	4085	4552	4843	3000
Invention Disclosures	36	44	49	54	74	58	52	76	75	80	62	72	70	68	78	80	120
Licensing Revenue (\$ millions) ¹²	1.5	1.9	1.9	2.1	2.3	2.4	2.5	4.0	3.7	6.3	5.9	10.3	5.1	4.1	4.4	4.4	10.9
Dollars Leveraged per Appropriated \$ for SWPS Research ¹³	1.89	1.98	1.98	1.87	1.70	1.89	2.05	2.89	2.92	2.66	2.49	2.51	2.17	2.00	2.12	1.93	3.00
Annual Private Giving (\$ millions) ¹⁴	51.9	64.3	67.6	57.9	91.1	77.5	77.6	84.6	103.9	81.5	96.9	100.0	99.1	93.0	110.5	116.6	110

11 Annual expenditures - does not include future amounts from multi-year contracts.

12 Fiscal year awarded, including amounts from multi-year awards

13 Based on computations from Agricultural Experimental Stations and Forest Research Labs

14 As reported to Voluntary Support of Education (VSE) survey using CASE standards (total face value) for reporting current value of awards.



2019 Legislative Budget Priorities *Sine Die Scorecard*

The 80th Oregon Legislative Assembly adjourned on Sunday, June 30th, with about six hours to spare before its midnight deadline. This document provides a brief summary of OSU's budget priorities established as we entered the session in January.

Joint Public University Priorities

- **\$285 million** reserved in university capital bonding capacity for the 2020 legislative session, following the completion of the Higher Education Coordinating Commission's (HECC) 10-year capital assessment and subsequent report to the Legislature.

Result: The Legislature reserved \$315M in debt capacity for all state capital projects. It is not clear what proportion of this amount will be reserved for Oregon's public universities when the legislature convenes in 2020.

- Shared Capital Renewal Fund: **\$65 million** in state bonds – allocated in the 2019 session – for deferred maintenance. These are distributed among all seven universities based on a HECC formula.

Result: The Legislature approved this allocation. (See below for projects specific to OSU.)

- **\$186 million** increase to the Public University Support Fund in the revenue package to protect students against major tuition increases and invest in student affordability, access and success. **At least \$120 million** to ensure tuition does not increase by more than 5%.

Result: The Legislature approved a \$100 million increase in the PUSF. This is a disappointing result, but does mark a significant improvement over the Governor's budget, which provided no increases for Oregon's public universities. It is also \$60 million more than the amount initially proposed by the Ways & Means "tri-chairs."

- Continuation and expansion of the Engineering and Technology Sustaining Funds (Governor proposes **\$60 million** total allocation in her investment budget, and eliminates the program in the base GRB).

Result: The Legislature approved a \$1.4 million increase in funding for ETSF over the current biennium, for a total of \$27 million, to be distributed under an industry-supported formula.

- Continue and fully fund the Sports Lottery Scholarship program (Governor proposes the statutory allocation of **\$14.1 million** in her investment budget and eliminates the program in the base GRB).

Result: The Legislature approved a total \$14.1 million for this program, a 71% increase over the current biennium. Because the legislature provided no increases for UO, OSU, and PSU, the remaining universities experienced a 150% increase in the funding they received over current funding levels.

- Increased funding for the Oregon Opportunity Grant (GRB investment budget includes a **\$121.5 million** increase).

Result: Using a number of funding sources, the Legislature provided \$158 million for the OOG, a \$12.5 million, or 8.5%, increase over the previous biennium. Because a number of these funding sources are one-time funds, it is not clear how the OOG will be sustained over multiple biennia.

- **At least \$10 million** for University Innovation Research Fund (\$10 million, included in GRB investment package) with the possible addition of \$7.3 million for the Oregon Corps Program (not included in the GRB). Both programs would be included in the budget for the Oregon Business Development Department.

Result: The Legislature fully funded the University Innovation Research Fund but provided no funding for the Oregon Corps Program.

OSU Capital Projects for the 2019-21 biennium:

- OSU-Cascades Student Success Center: **\$12 million** in state bonds, matched by an additional \$5 million in student-approved fees (\$50/quarter/student collected over the last three years).
- Arts & Education Complex: **\$35 million** in state bonds, matched by an additional \$35 million in donor funds.
- Cordley Capital Renewal: **\$28 million** state bonds for Cordley Hall Renovation (second phase), matched by an additional \$28 million in university funds.

Result: The legislature did not provide any funding for any university capital projects other than the \$65 million for capital renewal.

Additional Operating Budget Priorities

- **\$30 million** increase for the three Statewide Public Service Programs (Extension, Agricultural Experiment Station & Forest Research Laboratory). This investment will restore, maintain, and build essential research and Extension programs that address Oregon's most critical needs in natural resource science and stewardship, sustainable agricultural, food, and natural resource production, and community health and resilience.

Result: The legislature provided a \$19.2 million increase for the OSU Statewides including \$14.6 million in "recovery" funding to cover past shortfalls, and \$5.2 million in programs for new initiatives, including \$2 million for fire resilience and recovery (Extension), \$2.7 million for water quality and quantity programs (AES), and \$375K for organic agriculture, and \$125K for a continuing berry position.

The legislature also provided a \$24 million increase for Outdoor School for a total \$45.3 million to fully implement this voter-approved program over the biennium.

- **\$1.6 million** in state match for a \$40 million US Department of Energy marine energy grant to construct a wave energy test site off the Oregon Coast.

Result: The legislature fully funded this request.

Additional Priorities

- **\$8.5 million** to support and expand the Farm-to-School program that partners with the Extension Service (\$350K of this expansion will support a program evaluation conducted by the OSU Extension Service).

Result: The legislature provided up to \$500K for OSU Extension to provide technical support, helping to build statewide capacity and evaluation support.

- Investment to support a state work study pilot program.

Result: The legislature did not fund this program. OSU will continue to work with the HECC and stakeholders on the issue of campus hunger. It is unclear whether or how subsequent efforts will be aimed at the 2020 legislative session.

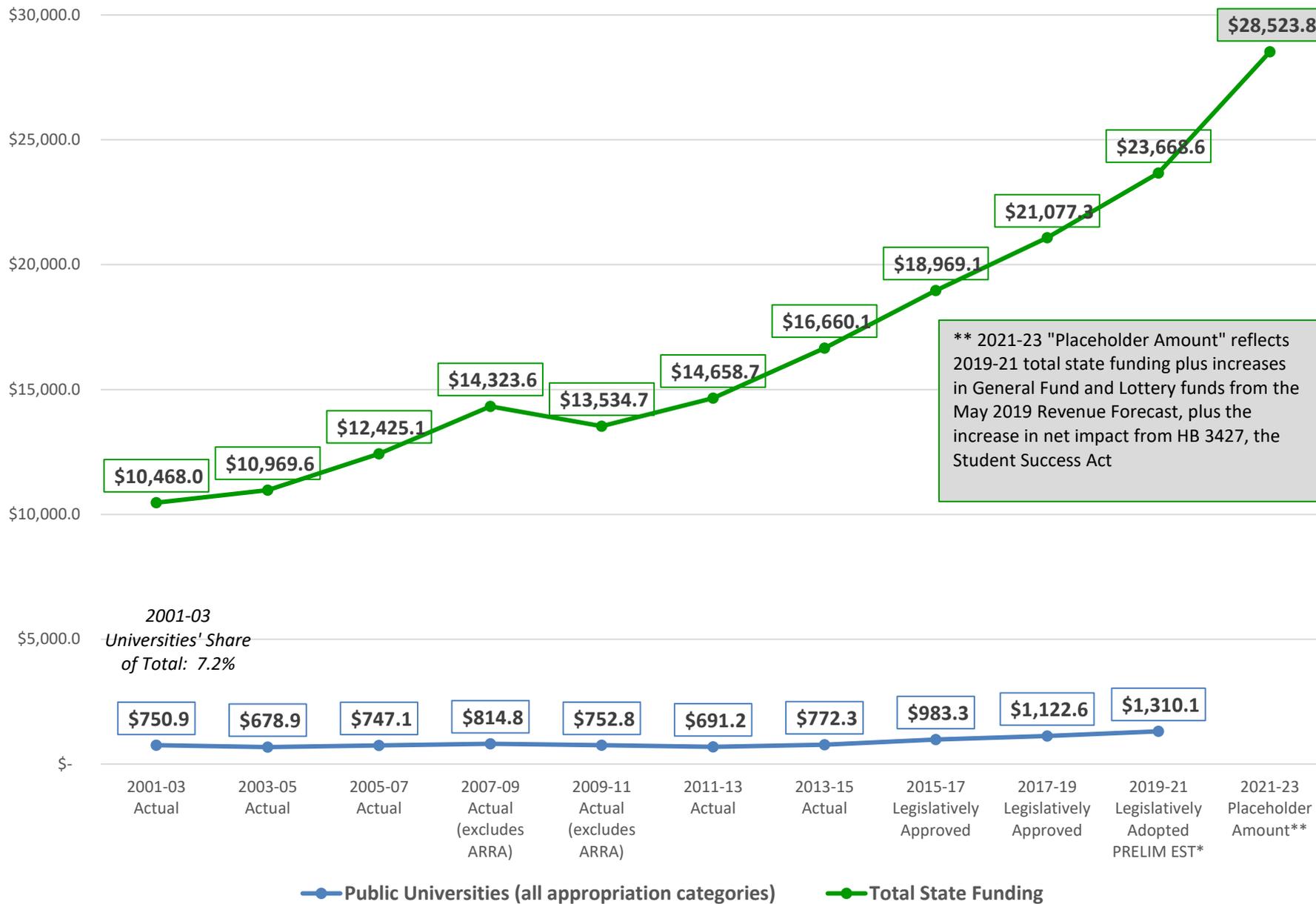
- Expansion of the Measure 96 campus veteran's grant program to provide sustained lottery-fund support for student veterans.

Result: The legislature eliminated a sunset clause that ended the program after one biennium, provided a \$300K increase over the Governor's budget, and enabled more grant funding to support salaried positions.

PRIORITIZED 2019-21 PUBLIC UNIVERSITY CAPITAL PROJECT REQUESTS										
Institution	Project	HECC Rubric Score	State-Paid Debt				Campus Match		Project Total - All Funding	Running Total - All Funding
			XI-G	XI-Q	Project Total	Running Total	Gifts/Other	Project Total		
All	Capital Improvement & Renewal	N/A	\$ -	\$ 65,000,000	\$ 65,000,000	\$ 65,000,000	\$ -	\$ -	\$ 65,000,000	\$ 65,000,000
OSU	Cordley Hall Renovation, Phase II	75.14	\$ 28,000,000	\$ -	\$ 28,000,000	\$ 93,000,000	\$ 28,000,000	\$ 28,000,000	\$ 56,000,000	\$ 121,000,000
OIT	Boivin Hall Rehabilitation	74.00	\$ 1,760,000	\$ 15,840,000	\$ 17,600,000	\$ 110,600,000	\$ 1,760,000	\$ 1,760,000	\$ 19,360,000	\$ 140,360,000
WOU	Student Success Center	72.00	\$ 2,000,000	\$ 10,000,000	\$ 12,000,000	\$ 122,600,000	\$ 3,000,000	\$ 3,000,000	\$ 15,000,000	\$ 155,360,000
UO	Huestis Hall Deferred Maintenance	71.22	\$ 6,000,000	\$ 48,000,000	\$ 54,000,000	\$ 176,600,000	\$ 6,000,000	\$ 6,000,000	\$ 60,000,000	\$ 215,360,000
OSU	Arts and Education Complex	69.14	\$ 35,000,000	\$ -	\$ 35,000,000	\$ 211,600,000	\$ 35,000,000	\$ 35,000,000	\$ 70,000,000	\$ 285,360,000
EOU	Inlow Hall Renovation, Phase II	69.00	\$ -	\$ 9,500,000	\$ 9,500,000	\$ 221,100,000	\$ -	\$ -	\$ 9,500,000	\$ 294,860,000
PSU	SB1 Renovation & Expansion	67.29	\$ 10,000,000	\$ 63,000,000	\$ 73,000,000	\$ 294,100,000	\$ 10,000,000	\$ 10,000,000	\$ 83,000,000	\$ 377,860,000
WOU	Physical Education Building Addition & Remcdel	66.33	\$ 3,000,000	\$ 9,000,000	\$ 12,000,000	\$ 306,100,000	\$ 3,000,000	\$ 3,000,000	\$ 15,000,000	\$ 392,860,000
SOU	Music Hall - Mechanical & ADA	61.00	\$ -	\$ 8,000,000	\$ 8,000,000	\$ 314,100,000	\$ -	\$ -	\$ 8,000,000	\$ 400,860,000
OSU-CC	Student Success Center	60.00	\$ 5,000,000	\$ 7,000,000	\$ 12,000,000	\$ 326,100,000	\$ 5,000,000	\$ 5,000,000	\$ 17,000,000	\$ 417,860,000
SOU	Britt Hall - Mechanical	57.00	\$ -	\$ 4,000,000	\$ 4,000,000	\$ 330,100,000	\$ -	\$ -	\$ 4,000,000	\$ 421,860,000
SOU	Cascade Hall Demolition	45.00	\$ -	\$ 2,500,000	\$ 2,500,000	\$ 332,600,000	\$ -	\$ -	\$ 2,500,000	\$ 424,360,000
EOU	Inlow Hall Grand Staircase Replacement	43.00	\$ -	\$ 3,000,000	\$ 3,000,000	\$ 335,600,000	\$ -	\$ -	\$ 3,000,000	\$ 427,360,000
OSU-CC	Land Development	38.91	\$ -	\$ 17,500,000	\$ 17,500,000	\$ 353,100,000	\$ -	\$ -	\$ 17,500,000	\$ 444,860,000
Average/Total		62.07	\$ 90,760,000	\$ 262,340,000	\$ 353,100,000	\$ 353,100,000	\$ 91,760,000	\$ 91,760,000	\$ 444,860,000	\$ 444,860,000

Public Universities Share of State Funding General Fund and Lottery Funds Combined (in millions)

Data Source: Legislative Fiscal Office budget reports *2019-21 Estimated - LFO full report to be published Sept 2019



Change in Funding (General Fund plus Lottery Funds) From Prior Biennium											
Program Area (or subgroup)	2003-05	2005-07	2007-09 Excludes ARRA	2009-11 Excludes ARRA	2011-13	2013-15	2015-17	2017-19	2019-21*	Average	Median
Public Universities	-9.6%	10.0%	9.1%	-7.6%	-8.2%	11.7%	27.3%	14.2%	16.7%	7.1%	10.0%
State School Funding	11.3%	8.0%	13.3%	-10.4%	5.4%	17.2%	10.9%	10.1%	1.6%	7.5%	10.1%
All other Education	17.0%	4.2%	21.6%	-6.8%	-0.9%	23.1%	20.8%	20.5%	8.5%	12.0%	17.0%
Education - All Programs	9.3%	7.7%	13.9%	-9.6%	3.1%	17.5%	13.7%	12.1%	4.3%	8.0%	9.3%
Human Services	-2.5%	19.6%	15.0%	2.7%	18.0%	10.0%	14.8%	9.7%	22.7%	12.2%	14.8%
Public Safety	-0.1%	24.3%	19.6%	-2.7%	9.8%	8.6%	12.2%	5.4%	10.1%	9.7%	9.8%
Judicial Branch	7.3%	16.1%	12.0%	-5.0%	20.2%	9.2%	11.4%	4.9%	13.4%	9.9%	11.4%
Natural Resources	-7.6%	35.1%	20.4%	-14.4%	-5.1%	33.9%	7.6%	10.3%	10.8%	10.1%	10.3%
Economic Development	15.2%	9.8%	34.7%	-12.3%	17.4%	-4.3%	16.4%	47.6%	36.4%	17.9%	16.4%
Consumer and Business Services	-3.7%	5.7%	9.4%	-7.2%	-7.0%	2.5%	30.6%	-8.6%	22.2%	4.9%	2.5%
Transportation	-8.8%	26.7%	62.4%	90.6%	-23.4%	41.3%	23.0%	5.8%	2.8%	24.5%	23.0%
Administration	-4.7%	23.4%	10.9%	-1.6%	23.5%	-9.9%	23.4%	8.0%	45.4%	13.2%	10.9%
Legislative Branch	2.6%	17.2%	23.3%	-9.5%	9.7%	8.2%	24.6%	22.4%	11.5%	12.2%	11.5%
Total State Funding	4.8%	13.3%	15.3%	-5.5%	8.3%	13.7%	13.9%	11.1%	12.3%	9.7%	12.3%
Highest increase for a program area across the biennia shown											
Largest decrease for a program area across the biennia shown											
In 2019,21, State School Fund (as well as Oregon Health Authority within Human Services) had significant increases in "Other Funds" to offset General Fund; if those increases had been funded with General Fund/Lottery Funds, 2019-21 changes would be 10.9% instead of 1.6% for State School Fund and 32.4% instead of 22.7% for Human Services											
Gap between Change in Funding for Public Universities and Change in Total State Funding	-14.4%	-3.2%	-6.2%	-2.1%	-16.5%	-1.9%	13.5%	3.1%	4.4%	-2.6%	-2.3%
Highest Increase for each Biennium	17.0%	35.1%	62.4%	90.6%	23.5%	41.3%	30.6%	47.6%	45.4%		
	All other Education	Natural Resources	Transportation	Transportation	Administration	Transportation	Consumer & Bus Srvcs	Economic Development	Administration		
Largest Decrease (or lowest increase) for each Biennium	-9.6%	4.2%	9.1%	-14.4%	-23.4%	-9.9%	7.6%	-8.6%	1.6%		
	Public Universities	All other Education	Public Universities	Natural Resources	Transportation	Administration	Natural Resources	Consumer & Bus Srvcs	State School Funding		

Appendix D
Education and General Funds
Projections FY19 through FY23 updated July 2019 from Ten-Year Business Forecast

OREGON STATE UNIVERSITY

3% annual raises

22-Jul-19

Education and General Funds (Corvallis Campus, excluding Cascades Campus and Statewide Public Services)

2.0% to 4% tuition increases per year, depending on PERS changes and student category

Projections FY19 through FY22 (in thousands of dollars)

tan highlighted are projected

	FY17 Final	% inc.	FY18 Final	% inc.	FY19 Final	% inc.	FY20 Projected	% inc.	FY21 Projected	% inc.	FY22 Projected	% inc.	FY23 Projected	% inc.	FY24 Projected	% inc.
Revenue																
Tuition and Resource Fees																
Undergrad Resident	107,807	-0.1%	109,450	1.5%	109,604	0.1%	109,981	0.3%	111,990	1.8%	114,721	2.4%	116,966	2.0%	119,936	2.5%
Undergrad Non-Resident	113,629	4.1%	116,752	2.7%	119,805	2.6%	123,506	3.1%	127,576	3.3%	132,759	4.1%	136,916	3.1%	142,299	3.9%
Graduate Resident	28,775	2.3%	29,140	1.3%	28,421	-2.5%	29,252	2.9%	31,617	8.1%	33,938	7.3%	36,430	7.3%	38,904	6.8%
Graduate Non-Resident	13,068	-6.3%	11,826	-9.5%	12,366	4.6%	12,550	1.5%	13,820	10.1%	15,110	9.3%	16,552	9.5%	18,019	8.9%
Professional - Pharmacy & Vet Med	15,305	0.1%	17,175	12.2%	18,556	8.0%	20,140	8.5%	20,938	4.0%	21,765	4.0%	22,623	3.9%	23,514	3.9%
Ecampus	79,884	19.3%	90,919	13.8%	101,561	11.7%	114,391	12.6%	128,132	12.0%	143,966	12.4%	158,680	10.2%	175,480	10.6%
Summer Session	10,574	6.9%	9,832	-7.0%	9,437	-4.0%	8,867	-6.0%	9,257	4.4%	9,771	5.6%	10,198	4.4%	10,761	5.5%
Misc Tuition & Student Fees	10,726	-17.3%	12,148	-8.3%	12,261	-22.3%	12,128	-27.7%	12,789	-23.7%	13,489	-23.6%	14,214	-24.4%	14,981	-24.3%
Summer Revenue Accrual Mngmt	200		700		(282)		700		714		728		743		758	
Fee Waivers	(37,440)	5.8%	(39,535)	5.6%	(42,317)	7.0%	(44,312)	4.7%	(48,059)	8.5%	(51,208)	6.6%	(54,068)	5.6%	(55,117)	1.9%
Total Net Tuition & Fees	342,528	3.8%	358,407	4.6%	369,411	3.1%	387,204	4.8%	408,774	5.6%	435,040	6.4%	459,254	5.6%	489,534	6.6%
State Appropriation	112,829	4.9%	119,579	6.0%	129,802	8.5%	139,827	7.7%	145,532	4.1%	146,858	0.9%	152,850	4.1%	154,243	0.9%
Ten-year Plan initiative revenues (tuition)							4,217		4,217		10,324		19,612		19,612	
Indirect Cost Recovery	38,944	-1.0%	42,057	8.0%	41,471	-1.4%	43,860	5.8%	45,368	3.4%	46,930	3.4%	48,549	3.4%	50,227	3.5%
Interest Income	6,259	77.8%	5,804	-7.3%	6,872	18.4%	6,600	-4.0%	6,864	4.0%	7,139	4.0%	7,424	4.0%	7,721	4.0%
Sales & Services	15,420	-1.5%	17,302	12.2%	19,488	12.6%	16,579	-14.9%	16,911	2.0%	17,249	2.0%	17,594	2.0%	17,946	2.0%
Other Revenue	3,721	-14.2%	3,846	3.4%	3,463	-9.9%	3,346	-3.4%	3,413	2.0%	3,481	2.0%	3,551	2.0%	3,622	2.0%
Total Revenues	519,701	3.8%	546,995	5.3%	570,507	4.3%	597,416	4.7%	631,078	5.6%	667,021	5.7%	708,834	6.3%	742,904	4.8%
Expense																
Total Salaries and OPE	389,214	5.7%	413,248	6.2%	436,062	5.5%	447,119	2.5%	468,385	4.8%	497,424	6.2%	520,770	4.7%	542,357	4.1%
Service and Supplies	95,511	6.0%	101,309	6.1%	110,618	9.2%	113,786	2.9%	123,329	8.4%	131,858	6.9%	140,361	6.4%	147,650	5.2%
Ten-year Plan Strategic Expenses								195		195				6,126		
Capital Outlay	6,706	3.1%	4,625	-31.0%	9,923	114.6%	5,906	-40.5%	6,054	2.5%	6,205	2.5%	6,360	2.5%	6,519	2.5%
Student Aid	893	-13.2%	1,275	42.7%	1,707	33.9%	1,568	-8.1%	1,607	2.5%	1,647	2.5%	1,689	2.5%	1,731	2.5%
Net Transfers	13,245	0.1%	24,952	88.4%	22,627	-9.3%	24,538	8.4%	29,898	21.8%	35,338	18.2%	40,862	15.0%	45,862	12.2%
Total Expense	505,569	5.5%	545,409	7.9%	580,937	6.5%	592,916	2.1%	629,468	6.2%	674,572	7.2%	710,042	5.3%	750,246	5.7%
Net Change From Operations	14,132		1,586		(10,430)		4,500		1,610		(7,551)		(1,208)		(7,342)	
Fund Deductions for Internal Loans																
Beginning Fund Balance	66,527		80,659		82,245		71,815		76,314		77,925		70,374		69,166	
Ending Fund Balance	\$ 80,659		\$ 82,245		\$ 71,815		\$ 76,314		\$ 77,925		\$ 70,374		\$ 69,166		\$ 61,824	
EFB % of Operating Revenue	15.5%		15.0%		12.6%		12.8%		12.3%		10.6%		9.8%		8.3%	
Actual enrollment	31,476		32,100		32,245		32,350		36,156		37,508		38,860		38,860	
Ten-year plan target enrollment	31,312		32,300		33,452		34,804		36,156		37,508		38,860		38,860	
Resident Undergraduates Corvallis	14,743		14,638		14,060		14,820		14,911		15,003		15,094		15,094	
Non-resident Undergraduates Corvallis	5,888		6,123		6,333		6,253		6,723		6,924		7,124		7,124	
% Non-resident students	28.5%		29.5%		31.1%		29.7%		31.1%		31.6%		32.1%		32.1%	

Appendix E

Notes/Comments

Changes from January 2018 forecast:

- The ten-year forecast reviewed by the Board in January 2018 projected an ending FY18 balance of 17.6%, FY19 of 18.3% and FY23 of 10.6%. FY23 marked the low point in fund balance projections largely because of the accumulated costs of PERS increases.
- Since January, the projections were updated to recognize lower tuition realization than expected for FY18 and FY19 (largely through slowing in Ecampus growth, declines in resident enrollment in Corvallis, and declines in graduate enrollment), commitments for capital improvements and acquisitions, launch of the Portland initiative, and the decision to fully implement the new Corvallis RCM-like budget model. These moved the FY18 ending balance to about 15.0%, with FY19 projected at 13.9% and FY24 at 9.3%. The pattern of fund balance change remains the same but the starting point is lower so the projected ending balances are lower. There have not yet been changes to the assumptions in the forecast or revised enrollment projections to adjust for those future fund balances less than 10% but those adjustments will be part of the next budget planning cycle and the update to the ten-year forecast to be reviewed in January 2020.

Methodology and Assumptions:

- Five-year projection trends taken from ten-year business forecast approved by the Board in January 2018.
- FY19 values were updated to reflect year-end closing.
- FY20 values were updated to the Board approved budget for Corvallis Education and General operations, adjusted for the additional state funding received after the Board's May meeting
- State funding in out years was updated assuming 3% growth in the biennial allocation after 19-21
- Growth of enrollment initiative revenues was pushed out a year as was any additional spending linked to those revenues.
- Rates of increases in revenues and expenses for the out years were assumed to be the same as in the current ten-year forecast; percentage increases in enrollment, tuition, etc. all stayed the same, just the FY19 and FY20 starting points for the projections were adjusted

Assumptions

- Enrollment numbers are consistent with the current enrollment management plan guidelines (28,000 students in Corvallis, 15% international, 1/3 of Corvallis undergraduate students are non-residents, etc.)
- Annual tuition increases of 2% to 4.5% depending on PERS changes and student category (graduate vs. undergraduate, resident vs. non-resident, etc.), annual raises of 3%, costs for PERS and PEBB increases as currently projected, other inflationary at 2%
- Staffing and supplies increases proportional to growth in enrollment
- Debt service, operations and maintenance, and depreciation costs consistent with current ten-year capital forecast

Next steps

- Update the ten-year forecast when fall enrollment is known; improve forecast model and begin full update to Board in January 2020
- Update enrollment projections to the revised Enrollment Strategy, including any changes to goals for Cascades
- Update state funding projections in detail based on the legislative allocation and final HECC allotment, particularly for the Engineering Technology Sustaining funds.
- Identify assumptions and commitments to be changed to bring all projected fund balances back above the 10% threshold
- Update modeling for more details on restricted funds, self-support operations, and Statewide Public Services

Appendix E

Quality Measures 2019: OREGON STATE UNIVERSITY

Historically, we have reported OSU measures in two groups: main and Cascades. "Main" includes Ecampus and other sites except for Cascades; "main" numbers are typically reported in most sources: IPEDS, Enrollment Summary, Strategic Metrics, HECC, etc. However, with the growth of Ecampus, it becomes useful to specify "Corvallis" campus numbers where possible. First-time full-time degree seeking undergraduates and doctoral students are overwhelmingly Corvallis campus so they are reported in that column. Metrics that are not easily broken out are reported for total and highlighted:

We provide the most recent metrics available (OSU is generally Fall 2018 or Fiscal year 2018-19);
When the Top Ten data is not available for the same OSU time point, the T10 Time column indicates the time point.

URM (under-represented minority) = American Indian/Alaska Native, Black, Hispanic, Native Hawaiian/Pacific Islander)

OSU and the Top Ten Land Grants differ in inputs that influence outcomes; items below provide some context for these differences

CONTEXT STATISTICS	Corvallis	(main)	Top Ten	T10 Time
Acceptance Rate of First-time freshmen [1]	81%		51%	
SAT Critical Reading and Math Composite of First-time Freshmen [1]	1195		1326	
Percent Pell eligible of undergraduate students [2]	32%	25%	22%	2016-17
Undergraduate Enrollment [3]	20366	25699	36058	
Graduate Student Enrollment [3]	3926	5287	11863	
Resident undergraduate annual tuition and fees [3]	\$11,709		\$12,402	

INDICATOR	Corvallis	(main)	Target*	Top Ten	T10 Time
First-time undergraduate 1 year retention rate [4]	84.2%		88%	93.8%	
First-time undergraduate 4 year graduation rate [5]	36.8%			63.2%	
First-time undergraduate 6 year graduation rate [6]	67.0%		67%	85.2%	
First-time undergraduate 6 year graduation gaps					
White plus Unknown minus URM [7]	8.2%			8.5%	
Non-Pell eligible minus Pell eligible [8]	9.0%			n/a	
Junior Transfer 4 year graduation rate [8]	64.3%	59.4%	72%	n/a	
Masters Degree 4 year graduation rate [9]	89.2%	88.4%		n/a	
Masters Degree 4 year graduation gap					
White plus Unknown minus URM [9]	8.5%	6.7%		n/a	
Ph.D. 6 year graduation rate [8]	58.1%			n/a	
Ph.D. 6 year graduation gap					
White plus Unknown minus URM [8]	-8.9%			n/a	
Percent resident among undergraduates [10]	69.7%	60.4%		69.2%	
Percent historically under-represented minority students [11]	11.4%	11.5%		13.9%	Fall 2017
Percent international students [11]	13.3%	11.0%	15%	15.9%	Fall 2017
Percent historically under-represented tenured/tenure track faculty [12]		6.7%		8.3%	Fall 2017
Research expenditures per tenured/tenure track faculty [13]		\$292,701		\$439,863	2016-17
Licensing Revenue (\$ millions) [14]		4.4	10.9	17.0	2016-17

* 2017-18 Metric Targets from Strategic Plan - these are targets for main campus numbers

n/a = not available for Top Ten Land Grants from comprehensive source

Source/Comments

1. Common Data Set Fall 2018. SAT is based on new scale without adjustment - not comparable to past years.
2. IPEDS Financial Aid Survey, 2016-17 Financial Aid Year
3. Common Data Set, Fall 2018 (tuition is actual or estimated 2018-19)
4. Common Data Set, First-time freshmen retained (Fall 2017 to Fall 2018)
5. Common Data Set, Fall 2012 cohort graduated by Fall 2016
6. Common Data Set, Fall 2012 cohort graduated by Fall 2018
7. CSRDE Fall 2012 cohort graduated by Fall 2018 - URM includes Native Hawaiians
8. Internally computed Fall 2012 cohort
9. Internally computed Fall 2014 cohort
10. College website enrollment summary/Fact Book Fall 2018
11. IPEDS Fall Enrollment Fall 2017
12. IPEDS Human Resources Fall 2018; full-time instructional tenured/tenure track excluding administrators
13. NSF research survey fiscal year 2016-17; IPEDS Human Resources Fall 2018
14. AUTM database fiscal year 2016-17 data

Top Ten Land Grant (institutions routinely in top ten of Land Grants in US News or QS World University ranks)

Ohio State University
Pennsylvania State University
Purdue University
University of California, Davis
University of Florida
University of Illinois, Urbana-Champaign
University of Wisconsin, Madison

Appendix F

Our Impact

ENROLLMENT & ACADEMICS

- In June 2019, OSU graduated a record 7,202 students during its 150th commencement ceremony in Corvallis. OSU-Cascades graduated its most diverse class ever during its 18th commencement ceremony in Bend, with 40% of students identifying as first generation college graduates, and 20% identifying as U.S. minorities.
- OSU enrolled a record 32,011 students for fall 2018, including 24,290 students at the university's Corvallis main campus; 6,565 students in Ecampus; 1,259 students at OSU-Cascades; and 91 students at our new Portland Center. 5,287 are graduate students—including those enrolled in pharmacy and veterinary medicine programs.
- In fall 2018, OSU enrolled 7,857 students of color—Asian, African-American, Hispanic, Native American, Native Hawaiian, Pacific Islander or students identifying as being of two or more races. 25.4% of the Oregon State Corvallis and Ecampus enrollment identify as students of color. At OSU-Cascades, 216 students or 17.2% of the campus' enrollment identify as students of color.
- 22.9% of OSU undergraduates in Corvallis or enrolled in Ecampus are first-generation college students. 31.3% of OSU-Cascades undergraduates are first-generation college learners.
- 71.2% of OSU's Corvallis undergraduate enrollment come from the state of Oregon. At OSU-Cascades, 88.4% of the enrollment is composed of Oregonians.
- 1,162 students are veterans. 3,410 are international students from 111 countries.
- New OSU students coming from high school held an average GPA of 3.59. 22 students are National Merit award winners, 31 are Presidential Scholars, and 183 were ranked No. 1 in their graduating class.
- In winter 2019, the term GPA of our student athletes was 3.19, and 16/17 teams earned a 3.0 or better cumulative GPA. Student athletes passed 97.6% of credits taken and 96.4% finished the term in good standing.

FINANCIAL AID

- For the 2017-18 academic year, 35% of first year students received financial aid. OSU distributed \$39.5M in student financial aid for the year.
- In January 2018, the university provided \$500,000 in assistance to students who owed the university money from fall term, and as a result, could not register for winter term despite being in good academic standing.
- Based on class of 2017 data (the most recent available), 42% of OSU students had no debt upon graduation; the national average is ~35%. OSU students who graduated with debt had an average debt of \$26,749; the national average is \$28,650. 18 states cite average graduate debt of over \$30,000. OSU's 2015 3-year Cohort Default Rate for federal direct loans is 3.9%; the national four-year public rate is 7.5%.

COMMUNITY IMPACT & DIVERSITY

- OSU Outreach and Engagement programs reached 2.3 million Oregonians with the help of 13,000 community volunteers, the state and our counties.
- Per a recent study by ECONorthwest, OSU's gross economic and societal impact in 2017 totaled \$2.71 billion—up \$343M from three years ago. OSU operations were responsible for supporting 30,451 jobs statewide. In Portland, OSU was responsible for \$281.8M in gross economic activity and 3,884 jobs. Statewide, the number will grow as we expand facilities and programs. OSU-Cascades is expected to contribute \$134.4M and 2,083 jobs to the state economy in 2025—a threefold increase since 2015.
- OSU's Juntos ("together" in Spanish) program serves 3,500+ Latino 6th to 12th graders in more than 33 school districts. The program maintains a 100% high school graduation rate and 92% post-secondary access among participants.

RANKINGS

- U.S. News & World Report ranks our online undergraduate programs No. 3 in the nation and they are regularly in the top 10. U.S. News also judged Oregon State at No. 9 nationally in Best Online Graduate Engineering Programs. Our online liberal arts undergraduate degree offerings were recently ranked No. 1 in the country. Our part-time MBA program is ranked No. 57 nationally and is Oregon's best part-time MBA.
- TheBestSchools.org ranks our online retail sales management program No. 1 in the country, our anthropology program No. 2, and our computer science program No. 2.
- OSU is ranked No. 1 safest campus in the U.S., and our Department of Public Safety is No. 5 among the top 25 universities making a difference in student safety.
- OSU is ranked No. 1 Best Colleges for the Money in Oregon and No. 15 in the U.S. in the Sierra Club's annual "Cool Schools" rankings. According to Ookla, OSU's Wi-Fi download speed is the fastest among college networks in the U.S. Corvallis is included in Alot's 30 Best College Towns in the U.S.
- Our robotics program was recently ranked No. 4 in the country. Our agricultural sciences college is regularly ranked among the top 10 programs in the country.
- OSU ranked in the top 1% of over 27,000 degree-granting higher education institutions worldwide in this year's Center for World University Rankings (CWUR), the largest academic ranking of global universities. The CWUR also ranked our forestry program No. 2 in the world and our oceanography program No. 3 in the world.
- Our College of Business ranked No. 1 in the world for experimental research in accounting information systems and No. 8 for experimental financial accounting in the 2017 Brigham Young University Accounting Rankings for Universities.
- The OSU Advantage Accelerator has earned a top-10 ranking among business incubators in the U.S. and Canada. The accelerator is ranked by Gust.com as the top startup accelerator in Oregon and the eighth-most active in the U.S. and Canada. The accelerator has engaged with nearly 400 entrepreneurs and startups in the region and interacted with more than 4,500 students and 130 volunteers. A spinoff company, NuScale Power, recently won a \$40M award from the U.S. Department of Energy.

AWARDS, DONATIONS, GRANTS & RESEARCH

- OSU received the 2018 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine. The national honor recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
- Annual private giving received in current gifts and pledges by the OSU Foundation totaled nearly \$144.6M for FY19.
- An anonymous donor contributed \$25M to help build a \$75M arts and education complex on OSU's Corvallis campus, unifying music, theater, and digital communications as a centerpiece for culture.
- OSU and the OSU Foundation have joined to raise \$150M in support of the Student Success Initiative. As of July 2019, over \$116M has been raised toward this goal.
- In 2018 our College of Veterinary Medicine received a \$50M gift, the largest in the university's history, resulting in our first named college—the Gary R. Carlson College of Veterinary Medicine.
- OSU earned \$381.6M in external research funding in FY18.
- Researchers at OSU made an important advance toward quantum computing by developing a new inorganic compound that will make it possible for the next generation of supercomputers to solve problems beyond the reach of existing computers while working faster and consuming less energy.
- OSU was awarded a 5-year, \$1M grant from the Howard Hughes Medical Institute's Inclusive Excellence Initiative to improve instruction of science, technology, engineering, and math and better meet needs of undergraduate students from diverse backgrounds.
- OSU is among the top research-intensive land grant universities for both the percentage and total number of engineering faculty who are women.
- According to Clarivate Analytics, 4 OSU professors are among the top 1% of the world's cited researchers.
- 4 OSU juniors were named 2019 Goldwater Scholars by the Barry Goldwater Scholarship & Excellence in Education Foundation, the 1st time in OSU history that all four of the university's nominees have been named scholars.

Appendix G

Oregon State University
Strategic Plan 4.0 Metrics
July 2019

Goal 1: Preeminence in Research, Scholarship, and Innovation

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
Total R&D Expenditures (\$ millions)	270	262.8 ⁴	X	X	X	X					X
Total R&D Expenditures per Tenure Track/Tenured Faculty Member (T/TT FM) (\$ millions)		292.7 ⁵	X	X	X	X					
Federal R&D Expenditures			X	X	X	X					X
Federal R&D Expenditures per T/TT FM			X	X	X	X					
USDA, State and Industrial Research Funding			X	X	X	X					
USDA, State and Industrial Research Funding per T/TT FM			X	X	X	X					
Doctorates Awarded	255	290 ⁴	X	X	X	X					X (270)
Doctorates Awarded per T/TT FM			X	X	X	X					
Honors and Awards			X	X	X	X					
Honors and Awards per T/TT FM			X	X	X	X					
Publication Citations			X	X	X	X					
Publication Citations per T/TT FM			X	X	X	X					
Number of Postdoctoral Appointees			X	X	X	X					
Number of Postdoctoral Appointees per T/TT FM			X	X	X	X					
Invention Disclosures	120	80 ⁴	X	X	X	X					X (125)
Licensing Revenue (\$ millions)	10.9	4.4 ⁴	X	X	X	X					X (6.0)
Number of Journal Editorships/Associate Editorships						X					

Goal 2: Transformative Education that is Accessible to All Learners

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
First Year Retention Rate	88%	84.2% ⁴	X	X	X		X	X	X		X (90%)
First Year Retention Rate—Pell Eligible Students			X	X	X		X	X	X		X
First Year Retention Rate—Historically Underrepresented Students			X	X	X		X	X	X		
Four-year Graduation Rate		36.8% ⁵	X	X	X		X	X	X		
Four-year Graduation Rate—Pell Eligible Students			X	X	X		X	X	X		
Four-year Graduation Rate—Historically Underrepresented Students			X	X	X		X	X	X		
Six-year Graduation Rate	67%	67% ⁴	X	X	X		X	X	X		X (70%)
Six-year Graduation Rate—Pell Eligible Students			X	X	X		X	X	X		X
Six-year Graduation Rate—Historically Underrepresented Students			X	X	X		X	X	X		
Junior Transfer Four-year Graduation Rate	72%	62.4% ⁴	X	X	X			X	X	X	X (72%)
Degrees in Designated Shortage Areas (Engineering and Computer Science)		2033 ⁴					X		X		
Percent Graduating Seniors with Experiential Learning		n/a ⁴						X	X		
Percent Graduating Seniors Satisfied with Degree/Educational Experience		n/a ⁴						X	X		
Percent High Achieving Oregon High School Graduates		44.8% ⁴						X	X		X (50%)
Average Undergraduate Student Debt at Graduation								X	X	X	
Percent of Undergraduate Financial Need Met Through Gift Aid (All Sources)								X	X	X	

Goal 3: Significant and Visible Impact in Oregon and Beyond

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
Degrees Awarded—Total	6000	7235 ⁴	X	X	X	X		X	X	X	X
Undergraduate Degrees Awarded		5859 ⁴	X	X	X	X		X	X	X	X
Undergraduate Degrees Awarded per Lagged Enrollment			X	X	X	X		X	X	X	
Graduate Degrees Awarded		1376 ⁴	X	X	X	X		X	X	X	X
Dollars Leveraged per Appropriated Dollars for Statewides (SWPS) Research	3.00	1.93 ⁴				X					X (\$3.00)
Number of Companies with Active Contracts						X					
Number of Active International Partnerships						X					
Percent Oregon Resident Undergraduates from Rural Counties								X	X	X	X
Number of Professional and Continuing Education Courses Delivered						X					X
Credit Hours Delivered at Portland Center						X					X
Credit Hours Delivered at OSH Hatfield Marine Science Center						X					X

Goal 4: A Culture of Belonging, Collaboration, and Innovation

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
Percent Oregon Resident Students, Undergraduate and Graduate						X		X	X	X	X
Percent Domestically Underrepresented Students, Undergraduate and Graduate (% US Minority Student)	25%	25.4% ⁴	X	X	X	X		X	X	X	
Percent Historically Underrepresented Students, Undergraduate and Graduate		11.4% ⁵	X	X	X	X		X	X	X	
Percent International Students, Undergraduate and Graduate	15%	11% ⁴	X	X	X	X		X	X	X	X (13.0%)
Percent Pell-eligible of undergraduate students		32% ⁵	X	X	X	X		X	X	X	
Percent Historically Underrepresented T/TT Faculty		6.7% ⁵	X	X	X	X					
Percent Female T/TT Faculty			X	X	X	X					X
Percent Female T/TT Faculty in STEM Disciplines						X					X
Percent Historically Underrepresented Fixed Rank/Instructor Faculty						X		X	X		
Percent Historically Underrepresented Fixed Term/Research Faculty						X		X	X		
Percent Historically Underrepresented Professional Faculty						X		X	X		
Percent Historically Underrepresented Classified Staff						X		X	X		
Number of Intra-institutional Faculty Research Collaborations						X					

Resources & Resource Stewardship

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
Annual Private Giving (\$ millions)	110	116.6 ⁴	X	X	X	X					X
Academic Expenditures as a Percent of Total E&G Expenditures							X		X		
Education and Related Expenditures per Degree							X		X		
Average Tuition and Fee Net Discount Rate							X		X		
Dollar Value of Deferred Maintenance							X		X		
Dollars Invested in Capital Projects—Non-auxiliary Units							X		X		
Net Square Footage per Faculty Member—T/TT							X		X		
Net Square Footage per Student FTE							X		X		

Context

Metric	SP3.0		SP4.0					Establish Target ³			
	2017-18 Target ¹	2018-19 Performance ²	Track and Report Annually								
			Benchmarks			Campus					
			Top LG	Next Tier	Public R1s	University	Main	Corvallis +	Cascades	Ecampus	
Undergraduate Enrollment		20366 ⁵	X	X	X			X	X	X	X
Oregon Resident Undergraduate Enrollment FTE								X	X	X	X
Historically Underrepresented Undergraduate Enrollment FTE			X	X	X			X	X	X	
Graduate Student Enrollment		3926 ⁵	X	X	X			X	X	X	X
Oregon Resident Graduate Enrollment FTE								X	X	X	
Historically Underrepresented Graduate Enrollment FTE			X	X	X			X	X	X	
Headcount Total Instructional Faculty—T/TT and Fixed Term			X	X	X	X					
Pct Freshmen Not Retained that Enrolled in Following 2 nd Winter/Spring						X					
Pct Freshmen Not Retained that Enrolled in Community College (DPP) in 2 nd Fall						X					
New Ecampus Transfer Percent Beginning with Less than 23 credits											X
New Ecampus Transfer Percent Beginning with More than 66 credits											X
Ecampus Junior Transfer 4 Yr Grad Rate who completed 18 credits or less in 1 st year											X
Ecampus Junior Transfer 4 Yr Grad Rate who completed 36+ credits in 1st year											X
Headcount T/TT Faculty			X	X	X	X					
Average Undergraduate Financial Need								X	X		

¹Where established

²Where available

³Target to be established through implementation process; preliminary target shown where available

⁴Appendix B, President Review Metrics

⁵Appendix E, Quality Measures 2019

Appendix H

Student Success Updates and Future Focus July 2019

Undergraduate Student Success Initiatives

- 1. Share leadership, develop clear strategy, and ensure accountability for progress on student success goals between campus and college levels.**
 - a. AY19:** The Undergraduate Student Success Initiative (USSI) Steering Committee developed a campus-wide focus on the transition experience, while also promoting the four other focus areas of financial aid and scholarship, faculty/student interaction, curricular excellence, and experiential learning. The USSI Steering Committee also held the 2nd annual Undergraduate Student Success Summit with approximately 350 attendees.
 - b. AY20:** The USSI will continue to monitor progress on goals; charge taskforces to address the five areas of focus, expand campus engagement and progress; and hold the 3rd annual Student Success Summit. These activities will primarily be funded via existing budget.

- 2. Track best practices, experiment with solutions, and implement effective interventions to advance OSU goals.**
 - a. AY19:** OSU continued its participation in the University Innovation Alliance (UIA) and in the UIA project, “Bridging the Gap from Education to Employment,” which seeks to enhance career services to meet the unique needs of all students. Additionally, new course offerings were added during more flexible timeframes.
 - b. AY20:** OSU will continue to partner with the UIA, an annual investment of \$50,000 for membership plus a portion of the UIA Fellow salary and OPE costs; continue to develop the application of chatbot technology; and, in partnership with the UIA, develop a more expansive University Innovation Network to enhance opportunities for collaboration and joint problem solving.

- 3. Improve advising to facilitate students’ progression to degree.**
 - a. AY19:** OSU launched USSI dashboards that provide analytics on key student success metrics; expanded supplemental instruction in key gateway courses; expanded data literacy trainings; continued the UIA project, “MAAPS” (Monitoring Advising Analytics to Promote Success), an intrusive advising program; monitored and updated data on “roadblock” courses and course access at the departmental level; developed “Transfer Guides” for use in advising; launched a new catalog and schedule of classes for improved academic advising; and delivered a fully online change of major process.
 - b. AY20:** The USSI will launch an early alert pilot to identify students not satisfactorily progressing through coursework, Student Affairs will incorporate MAAPS lessons learned and best practices in overall advising strategies, and Enrollment Management will implement a course scheduling tool to better support students’ degree progression.

- 4. Redesign selected courses and curricula to reduce DFW rates.**

- a. **AY19:** OSU continued the redesign of fundamental courses through incorporation of adaptive learning tools, supported by a three-year, \$515,000 grant from APLU. Through the APLU Adaptive Learning Initiative, OSU completed the redesign of a number of high enrollment, high fail rate courses. OSU also implemented adaptive courseware; expanded and bolstered supplemental instruction; and provided recommendations for STEM courses in support of student persistence, completion, and advancement.
- b. **AY20:** The focus will include assessing student performance in courses downstream to those with adaptive courseware; working with colleges to develop plans to sustain adaptive courseware changes; and examining where curricular and or pedagogical changes may be needed. The university is providing \$115,000 in E&G funds to match the APLU grant for a total of \$345,000 over three years.

5. Strengthen programs supporting student persistence.

- a. **AY19:** Student Affairs provided counsel to students during the student fee process; redesigned Welcome Week for all first-year students to focus on academic success, healthy choices, inclusion, and community; created greater integration of orientation and engagement programs for domestic and international students; and, through collaboration with the OSU Foundation, continued fundraising for scholarships for underrepresented students and to support transformative learning experiences for all students. The OSU Foundation raised nearly \$2.8M to support scholarship programs and Student Affairs divisional initiatives. Enrollment Management began awarding degrees via the institutional awarding model, created a tool that helps students select low or no cost textbooks, implemented a new scholarship management system, and implemented a new work-study hiring process. Additionally, OSU piloted a new process for college collaboration with the Office of Financial Aid and Business Affairs on identification of students with acute financial need and college awarding of persistence and completion grants.
- b. **AY20:** OSU will implement in fall 2020 a new “International Direct” (ID) program for incoming international students to enhance the transition experience. Enrollment Management will implement phase two of the schedule of classes tool for seamless integration between the schedule of classes and the degree audit tool and will examine and model allocation of financial aid and net pricing models by mission and market. The Office of Undergraduate Education will coordinate efforts to create undergraduate certificates to allow students to develop job-ready skills; provide market research support to academic units considering new degrees, minors, certificates or options; work with Ecampus and academic units to develop three high-impact courses to offer in partnership with high schools as accelerated credit; and continue to monitor the developing Major Transfer Maps and to work with community college partners to strengthen transfer pathways. The Office of Financial Aid will roll out a college scholarship distribution process to the entire campus and will develop strategies for increased scholarship leveraging between central units and colleges. The USSI and Office of Financial Aid will conduct an analysis of aid/scholarship types and impact to provide campus with a set of “best practices” for aid distribution. The USSI and College of Business will launch the Center for Financial Literacy, providing programming and intervention for students needing guidance and assistance. Student Affairs and partnering units will continue the Black Access and Success and Native and Indigenous Access and Success efforts. Units will

continue fundraising for scholarships for underrepresented students and to support transformative learning experiences for all students.

6. Improve students' sense of inclusion and belonging in the campus community.

- a. **AY19:** The USSI launched year one of the Faculty Student Mentor Program, involving approximately 130 faculty members and 150 students, with early success indicators of increased GPA and retention from fall to winter term. Student Affairs administered the Inclusivity Survey; continued to invest in the American Indian and Alaska Native Access & Success Taskforce; opened and resourced a new Dreaming Beyond Borders Center and allocated resources and space within the Educational Opportunities Program to provide support and advising to undocumented students; and allocated resources to support transfer students of color, increase underrepresented student participation in experiential learning, assess the Black student experience at OSU, and write grants.
- b. **AY20:** The USSI will continue with year two of the Faculty Student Mentor Program and will evaluate persistence and other success metrics for students who participated in year one. Student Affairs will develop a strategy for the Cultural Resource Centers to assist with persistence, completion, and advancement of underrepresented students; continue to support the Dreaming Beyond Borders Center; develop communication and action strategies to address areas of needed attention, as indicated through the Inclusivity Survey results; and consolidate services and space dedicated to supporting student veterans into one center. The Office of Student Life will work with all centers that support students to create a shared and complementary approach. All units will continue improve transition support for new, transferring, and international students.

7. Improve student health and wellbeing.

- a. **AY19:** Student Affairs conducted numerous awareness building and training sessions related to student mental health, continued the expansion of alternatives to 1:1 counseling, and implemented a stepped-care model for mental health care to meet increasing demand within existing resources. UHDS increased emergency housing support for students experiencing housing insecurity. OSU launched the Healthy Campus Coalition, a collaboration between Student Affairs and the College of Public Health and Human Sciences, to build a cross-functional health and wellbeing framework.
- b. **AY20:** Student Affairs will provide training to faculty on supporting students in distress and preventing suicide, including an online training using a tool funded through the FY20 budget process; develop peer support networks through CAPS; and launch a taskforce to create a campus-wide effort to address student food insecurity. The Office of Undergraduate Education will populate a student advisory committee to provide input and suggestions about the Baccalaureate Core and about new and continuing academic programming.

8. Expand student co-curricular engagement and experiential learning.

- a. **AY19:** OSU developed and presented a fundraising platform for experiential learning for inclusion in the next campaign. Through fundraising, Student Affairs increased funding for Alternative Break programs, allowing for student scholarships for participation.
- b. **AY20:** Student Affairs, in collaboration with college leadership, will develop a campus-wide career development strategy; increase Alternative Break opportunities, in collaboration with academic colleges and the Adventure Leadership Institute, to diversify

offerings and social issues addressed; and explore opportunities within Recreational Sports related to their leadership development programs to create credit-bearing (or at least transcript-visible) learning experiences. Undergraduate Education, Enrollment Management, and Student Affairs will develop a strategy for greater utilization of “zero credit” transcript visible options for faculty to use in structuring and tracking experiential learning. The Office of Undergraduate Education, in collaboration with colleges, will seek to expand opportunities for undergraduate students to engage in research.

9. Improve data and analytics informing student success efforts.

- a. **AY19:** The Office of Analytics and Research developed USSi metrics, which provide effective reports on success indicators for department level programs and initiatives, and implemented data literacy training for leadership and continued training for advisors and faculty. Information and Technology developed technology system improvements for students navigating the OSU online experience.
- b. **AY20:** Student Affairs will continue data collection to reach the six-year metric on student participation in co-curricular activities. Information and Technology will continue to develop a customer relationship management (CRM) philosophy to improve the student experience. Enrollment Management will develop a mechanism to report enrollment data. The Office of Undergraduate Education will provide data to inform conversations about reforming the Baccalaureate Core curriculum.

10. Improve central proactive outreach to students.

- a. **AY19:** Enrollment Management increased staff in Admissions to enhance the transfer student credit articulation timeframe; Enrollment Management and Information and Technology launched two chatbots, one for general admissions questions and one for financial aid; and the Office of the Provost conducted the “Gateway Initiative” pilot program to determine how best to support community college students who are OSU bound.
- b. **AY20:** Enrollment Management will launch Degree Partnership Program enhancements based on learning through the “Gateway Initiative,” which are expected to cost up to \$270,000; select and implement a CRM tool for recruitment; and research admissions processes and the efficacy of test scores to align requirements with intended outcomes. Undergraduate Education, Information and Technology, Enrollment Management, and Student Affairs will develop infrastructure to run reports on students who are not registered for future terms and/or who have holds on their account in order to provide better support. Student Affairs will work with Office of Human Resources to develop student support tools for supervisors of student employees.

Graduate Student Success Initiatives

1. Professional development curriculum.

- a. **AY19:** The Graduate School developed and offered a new suite of “upon-request” sessions to academic units tailored to meet their students’ needs and unit-specific contributions and facilitated 26 workshops in the following areas: applying to graduate school, jumpstarting your graduate degree, finishing your graduate degree, writing funding proposals, and writing dissertations or theses receiving consistently positive feedback. The Graduate School developed a co-sponsorship program to increase

partnerships across the university, specifically with respect to graduate student skill development; co-sponsored 24 events for a total \$13,409 investment; collaborated with key campus colleagues to provide professional development activities via workshops, special events, and drop-in and scheduled appointments with a total of 2,000+ graduate students participating in orientation, workshop, and other professional development activities; and supplemented graduate student-focused professional development opportunities with faculty-specific workshops on advising and mentoring graduate students, addressing graduate student mental health concerns, and promoting academic integrity. The Graduate School also hosted nationally recognized speakers who presented sessions on post-graduate degree career planning; hosted, in collaboration with OSU's Inspiration Dissemination, the second annual GRADx: Ideas in Action, TEDx-style talks; offered more focused support in the area of writing by continuing its partnership with the Graduate Writing Center and expanding its offerings; developed new online video tutorials to address common graduate student and faculty questions around dissertation/thesis completion and submission; offered 37 sections of seventeen unique didactic GRAD-designator classes focusing on research, teaching, and specialized training enrolling 473 students and generating 1021 SCH; and continued to offer the Graduate Certificate in College and University Teaching (GCCUT) program, enrolling 98 students in both site-based and online formats.

- b. AY20:** The Graduate School will expand upon-request workshops to include one focused on the introduction to graduate writing, in partnership with the Graduate Writing Center, and introduction to the Graduate School; refine co-sponsorships to encourage development of new unit-specific initiatives; compare, and possibly purchase, online graduate-specific professional development tools; coordinate and implement one large-scale event each term; develop and facilitate a faculty-specific workshop on supporting graduate ELL writers; produce an online video tutorial for students and faculty on the digital program of study; and, in partnership with Ecampus, develop and pilot a two-week intensive online offering of GRAD 420: Introduction to Graduate School.
- 2. Graduate Student Success Center/ Graduate Student Commons.**

 - a. AY19:** The Graduate School continued GA support to provide staffing and resources for space; collaborated with university units, including the Research Office, Statistics Department, Graduate Writing Center, Valley Library, and CAPS to provide drop-in support in centralized space; identified new graduate student space beginning fall 2019 in the Valley Library and negotiated the MOU and phased relocation plan; and awarded the Technology Common Fund to support relocation and redesign of new Graduate Student Commons (GSC).
 - b. AY20:** The Graduate School will continue collaborations with partner units for drop-in support, with potential expansion of services and partners; relocate the GSC to Valley Library 6th floor; and coordinate with Valley Library staff to assess, monitor, and make recommendations for future use of short-term and long-term research rooms.
- 3. Facilitating and monitoring academic progress**

 - a. AY19:** The Graduate School continued graduate student academic progress follow up with emphasis on providing information to college and program administration for appropriate resolution at the college and/or program level; assisted graduate programs in developing metrics and documentation to support students' satisfactory academic

progress; developed and facilitated upon-request sessions for program faculty focused on supporting students to degree completion; and introduced the graduate program admission application console (multi-application and single application).

- b. **AY20:** The Graduate School will refine academic progress reporting via CORE and Salesforce; begin planning further refinement and expansion of progress and milestone outreach via Salesforce integration; continue the phased in electronic program of study that is currently underway; and expand the availability of graduate program admission application customization.
- 4. Graduate resource hub.**
- a. **AY19:** The Graduate School redesigned aspects of the graduate success website, including development of a streamlined new graduate student webpage; expanded and further customized new graduate student communication plan to tailor outreach by campus and delivery format; implemented graduate program director quarterly meetings to review policy changes and compelling graduate student issues; and assisted graduate programs in developing student and faculty handbooks by providing clear and thorough templates.
 - b. **AY20:** The Graduate School will continue refinement of the graduate success website; expand the communication plan to include a re-orientation series for continuing students; and begin planning for individually targeted new and current student communication plans via Salesforce integration.
- 5. Graduate student care.**
- a. **AY19:** The Graduate School continued the existing triage model for responding to complex graduate academic/care issues, managing 93 new graduate student cases to resolution, a 22% increase over 2017-18. In coordination with Human Resources, the Graduate School approved twenty Family Medical Leave (FML) cases and provided key consultative services to the university's care team to ensure that graduate students' complex academic pursuits were fully and carefully considered when providing support.
 - b. **AY20:** The Graduate School will implement an improved tracking, monitoring, and reporting system for graduate care issues via appropriate software technology and create improved resources to guide students and faculty with respect to leaves of absence and FML.
- 6. Grad Welcome Week.**
- a. **AY19:** The Graduate School improved coordination of event communications, including a central point of registration and assessment; redesigned the event to occur in a condensed 3-day format to provide additional time for unit-specific orientation activities and resulting in the reduction in event costs by more than \$7,000; implemented an online check-in system for the event, eliminating wait times and reducing staffing needs; improved training and curriculum for the New GTA Orientation to ensure greater consistency among those who attend; and provide packaged training modules for continued use by academic programs throughout the year.
 - b. **AY20:** The Graduate School will continue tuning event offerings to emphasize professional development and opportunities for networking among traditionally underrepresented students and will continue to modify programming to meet new graduate student and new GTA needs.