

***Oregon State University – Cascades  
Advocacy and Advisory Board  
Charter***

**Purpose**

The OSU-Cascades Advocacy and Advisory Board is the principal volunteer leadership organization for the campus. Board membership provides an opportunity for alumni, friends and community members to deepen their engagement with OSU-Cascades, and for the Vice President of OSU-Cascades to gain advice and support. Members of the Board use their knowledge, networks, influence and affluence to advance OSU-Cascades' goals and help ensure the campus's future success. The Board promotes a positive image for OSU-Cascades, its students, alumni and business partners throughout the region, state and nation.

**Mission and Vision: OSU-Cascades**

**Mission**

As the branch campus of Oregon's leading public research university, Oregon State University - Cascades provides globally relevant education, research and outreach. Our students develop the knowledge and critical thinking ability to lead informed lives, serve their communities and enhance their careers. OSU-Cascades is committed to the diversity and sustainability of the campus and surrounding community.

**Vision**

Oregon State University – Cascades will be a comprehensive four-year university and major contributor to the vitality of the unique Central Oregon community and environment. It will be a destination of choice for students, faculty and staff seeking teaching and research excellence within a dynamic, inclusive and student-centered campus community.

**Roles of Board members**

Board members care deeply about OSU-Cascades and, through their service:

- Become knowledgeable and passionate about OSU-Cascades, its mission, vision and initiatives;
- Provide advice and counsel to the Vice President for OSU-Cascades on issues and concerns facing the campus;
- Serve as ambassadors and advocates for the campus, both within the community and with elected officials;
- Serve as role models to OSU-Cascades students;
- Provide counsel on the relevancy and suitability of OSU-Cascades' academic programs;
- Promote student opportunities for internships, job placement and service learning;
- Promote professional, volunteer and community engagement opportunities for OSU-Cascades' faculty and staff;
- Attend and actively participate in OSU-Cascades' Board meetings;
- Support OSU-Cascades philanthropically as one of the Board member's top three philanthropic priorities;
- Assist in the identification, cultivation and stewardship of long-term strategic relationships and donors to OSU-Cascades.

### **Membership**

- Board members are appointed to a three-year renewable term;
- Board members are expected to make a three-year philanthropic pledge and may also be asked to support special initiatives;
- Board members meet three to four times annually.

### **Officers and Committees**

The chair of the Board is appointed by the Vice President to a one-year renewable term. The chair works with the Vice President to formulate meeting agendas and conducts all Board meetings.

Special committees may be designated for specific tasks. Special committees will be appointed by the Board Chair and Vice President.

## Advocacy and Advisory Board

2017-2018

Roster

OSU | Cascades

Name	Role	Start Date	End Date
Scott Allan	Board Member	4/18/2017	9/30/2020
Erin Borla	Board Member	4/18/2017	9/30/2020
Laura Craska Cooper	Board Secretary	9/1/2008	9/30/2017
Bruce Cummings	Board Member	9/1/2011	9/30/2019
David Ford	Board Member	9/1/2008	COCC Board
Daniel Hobin	Board Member	9/1/2011	9/30/2018
Michael Hollern	Board Member	4/18/2017	9/30/2020
Loren Irving	Board Member	9/1/2010	9/30/2017
Clinton Jacks	Board Member	9/1/2008	9/30/2017
Kathy Klock-Persing	Board Member	9/1/2008	9/30/2018
Mark Kralj	Board Member	4/18/2017	9/30/2020
Roderick Ray	Board Member	4/18/2017	9/30/2020
John Rexford	Board Vice Chair	9/1/2008	9/30/2018
Oran Teater	Board Chair	9/1/2008	9/30/2019
Amy Tykeson	Board Member	4/18/2017	9/30/2020

## Leadership Team

2017-2018

Roster



Name		Email Address	Phone - Office	Office	Role
Christine	Coffin	Christine.Coffin@OSUCascades.edu	(541) 322-3152	DINE 208a	Director, Communications & Outreach
Julie	Gess-Newsome	Julie.Gess-Newsome@OSUCascades.edu	(541) 322-2045	DINE 208d	Dean of Academic Affairs
Julie	Hotchkiss	Julie.Hotchkiss@OSUFoundation.org	(541) 322-3102	GRC 246	Director, Development
Becky	Johnson	Becky.Johnson@OSUCascades.edu	(541) 322.3101	DINE 208c	Vice President
Jane	Reynolds	Jane.Reynolds@OSUCascades.edu	(541) 322-3132	TYKH 106t	Director, Enrollment Services
Kelly	Sparks	Kelly.Sparks@OSUCascades.edu	(541) 322-3193	DINE 208e	AVP, Finance & Strategic Planning
Shawn	Taylor	Shawn.Taylor@OSUCascades.edu	(541) 322-3113	DINE 208b	Executive Assistant
Blake	Vawter	Blake.Vawter@OSUCascades.edu	(541) 322-3142	TYKH 106e	Director, Admissions

# Advocacy and Advisory Board

2017-2018

Meeting Schedule



Tuesday, April 18, 2017	<b>Advocacy and Advisory Board Meeting</b> 3:00 pm to 5:00 pm Tykeson Hall room 111
Monday, September 25, 2017	<b>Advocacy and Advisory Board Meeting</b> 3:00 pm to 5:00 pm Tykeson Hall room 111  <b>Annual Board Reception</b> 5:00 pm to 7:00 pm Home of Oran and Janie Teater
Monday, December 18, 2017	<b>Advocacy and Advisory Board Meeting</b> 3:00 pm to 5:00 pm Tykeson Hall room 111
Monday, March 12, 2018	<b>Advocacy and Advisory Board Meeting</b> 3:00 pm to 5:00 pm Tykeson Hall room 111
Monday, June 4, 2018	<b>Advocacy and Advisory Board Meeting</b> 3:00 pm to 5:00 pm Tykeson Hall room 111

# OSU-Cascades 10-Year Strategic Plan



Oregon State University - Cascades

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## OSU-Cascades serves Central Oregon

### Vision, Mission, Ethos

#### **Vision**

Oregon State University – Cascades will be a comprehensive four-year university and major contributor to the vitality of the unique Central Oregon community and environment. It will be a destination of choice for students, faculty, and staff seeking teaching and research excellence within a dynamic, inclusive and student-centered campus community.

OSU-C is a Destination of Choice.

#### **Mission**

As the branch campus of Oregon’s leading public research university, Oregon State University - Cascades provides globally relevant education, research and outreach. Our students develop the knowledge and critical thinking ability to lead informed lives, serve their communities and enhance their careers. OSU-Cascades is committed to the diversity and sustainability of the campus and the surrounding community.

#### **Ethos**

The guiding vision of OSU-Cascades is to contribute significantly to the intellectual, cultural, ecological, social and economic vitality of Central Oregon. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students, and Advocacy and Advisory Board) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.

## Importance of OSU-Cascades to Central Oregon

Since 2001, OSU-Cascades in Bend has delivered the excellence of Oregon State University to Central Oregon, increasingly meeting the challenges of the region's educational, research, cultural and economic needs.

Oregon State University - Cascades in Bend is Oregon's fastest growing public university campus, and has been since 2011. Its responsibility is to serve 3,000 to 5,000 students by 2025 to meet state higher education goals. In addition to serving the state's education goals, Oregon State University – Cascades is first and foremost a regionally-serving university.

Central Oregon, which is comprised of Crook, Deschutes, and Jefferson counties, is the fastest growing region in the state. The 2016 tri-county population exceeded 220,000, and is expected to grow to 260,000 by 2030. Central Oregon K-12 enrollment has grown by twenty-five percent since 2001, including Bend/La Pine which has grown by thirty-eight percent. Over the same time period, all of Oregon K-12 enrollment only grew by six percent.

However, in spite of the growth, this largely rural region is not meeting its education needs quickly enough. The graduates of Central Oregon high schools have been underserved in access to university education. In a 2016 American Council on Education study, Central Oregon was described as an *Education Desert*. The region lags behind the rest of Oregon in higher educational attainment, and the gap in rural Crook and Jefferson counties is significant. The study shows most freshmen who attend a public university do so within 50 miles of home, so OSU-Cascades is critical for serving Central Oregon's families. Importantly, the research also shows that first generation, low-income, minority and rural students are less likely to go to college at all without nearby access.

During the Great Recession from 2008 to 2010, Central Oregon lost a significant number of jobs, especially in the cyclical real estate and construction sectors. Seasonally adjusted unemployment rates were far worse in Central Oregon counties as compared to the rest of the state and the nation. These distressed counties have taken longer to recover, and more than five years later parts of Central Oregon fall behind much of the state. As a critical resource in the region's economic ecosystem, OSU-Cascades will play a key role by developing infrastructure and programs that will strive to promote regional economic health and stability, and by providing skilled workers in traditional and new industries such as high-tech, biosciences, healthcare, and advanced manufacturing.

OSU-Cascades is critical to Central Oregon and the State.

# Goals and Strategies

## Goal 1: **Envision, design, and build a 5000-student campus serving Central Oregon and beyond**

- Launch new academic programs that support regional need, build on COCC offerings, and are attractive to students
- Establish a residential campus that embraces sustainability and resilience health and wellness, and innovation and creativity
- Leverage the built and natural environments as living laboratories
- Knit the campus into the fabric of the community
- Create a collaborative and inclusive culture that values diversity

## Goal 2: **Provide a transformational educational experience for all learners**

- Implement a progressive educational experience that is built upon a foundation of both knowledge and skills that are systematically applied to real life problems
- Ensure 100% of students engage in a high-impact learning experience, such as study abroad, internships, undergraduate research, service learning, or leadership
- Implement cutting edge pedagogy that address all learning styles
- Create an integrated student support environment that raises and equalizes retention and success of all learners

## Goal 3: **Demonstrate leadership in research, scholarship, and creativity while enhancing preeminence in the three signature areas of distinction: innovation and creativity, health and wellness, and sustainability and resilience**

- Increase undergraduate engagement in scholarship that supports faculty research agendas
- Leverage the interdisciplinary culture to foster innovative research partnerships
- Strengthen and expand community partnerships to advance research opportunities that address real-world and local issues

## Goal 4: **Strengthen impact and reach throughout Oregon and beyond**

- Enhance partnerships with businesses, non-profits, school districts, higher education and government entities that support the region's priorities
- Empower OSU alumni and OSU-Cascades students, faculty, staff, and alumni to be engaged citizens in Central Oregon to transform knowledge into action for the benefit of communities
- Enrich the intellectual and cultural vitality of the region through programming and events
- Provide public, multi-use spaces to enhance collaboration with community partners, with attention to cultural and intellectual value

## Signature Areas of Distinction

OSU-Cascades' strategic plan reaffirms our commitment to three signature areas that draw from disciplines across the university and integrate research, engagement and teaching. The role of land grant universities in the 21st century will evolve from a primary focus of providing information to individual stakeholders for private consumption to include a broader focus of informing society as a whole. This broader focus will inform decisions and policies that will lead to responsible stewardship of environmental and social systems, locally and globally. The university's long-standing connections with communities and institutions beyond campus borders enhance our ability to communicate our discovery and research.

1. Innovation and Creativity
  - a. OSU-Cascades embraces innovation, creativity and critical thinking as key to life success in a world where change is the only constant. OSU-Cascades will build upon an entrepreneurial culture, lead with cross-disciplinary thinking, and generate new ideas that ultimately result in discovery and solve complex world problems.
  - b. OSU-Cascades will become a conduit for the creative arts in Central Oregon, setting a high-quality standard and embracing artistic risk-taking. The university will elevate the regional arts conversation.
2. Health and Wellness
  - a. The OSU-Cascades community promotes and embodies wellness. The campus, curricula, and culture empower and inspire us to make choices that facilitate our own health, and contribute to the collective well-being of our community. The campus is regarded as an innovator in human health and wellness through interdisciplinary research and programming, in collaboration with community partners. Students and staff leave campus healthier than when they arrive.
3. Sustainability and Resilience
  - a. OSU-Cascades will demonstrate an unwavering commitment to shaping a future that is socially, economically and ecologically sustainable and resilient. The campus will build sustainability and resiliency into our academic programs, internal operating procedures, built environment, and culture.

# Essential Pillars of Support

## **Built Environment as a Strategic Asset**

OSU-Cascades has a rare opportunity to design, develop and build a Central Oregon campus that reflects the values and culture of our region, while demonstrating best practices for university design.

We will:

- Build a net-zero energy and water campus
- Create accessible and welcoming spaces for all populations
- Design for flexible use of spaces to allow for pedagogical and programming evolution
- Select building materials that are sustainable, durable and support local economies

## **Diversity**

OSU-Cascades sees diversity as a strength, a competitive advantage and a moral imperative. We want to shape the culture and the workforce of the university to be more reflective of the pluralistic world our students encounter. We have an obligation to prepare our students for success in a diverse world. They need the capacity to become engaged citizens and promote diversity who contribute to local and international communities.

We will:

- Develop students who will be able to address longstanding and persistent issues and challenges related equity and inclusion
- Foster a campus environment that is inclusive and accessible to students, faculty, staff and administration.

## **Stewardship of Resources**

We must ensure that all budget and finance, physical infrastructure and private philanthropy resources entrusted to the university are used effectively, efficiently, transparently and in a socially responsible manner. We will leverage private giving for OSU-Cascades to advance the university's excellence in signature areas and in service to our students.

We will:

- Build highly efficient spaces that will maximize programming
- Maximize energy and water efficiencies to reduce long term cost of operations
- Launch regionally-relevant academic programs and research
- Leverage OSU-Corvallis shared services and talent
- Act as a good neighbor, acknowledging and addressing our impacts on and near the campus

## Benchmarks for Excellence

### Metrics Associated with Institutional Mission and Goals

Metric	2015-16 Performance	2016-17 Performance	2017-18 Target
Degrees Awarded			360
First-Year Retention			
Six-Year Graduation Rate			
Junior Transfer Four-Year Graduation Rate			
U.S. Minority Students			
Central Oregon Students			
First Generation Students			
Economically Disadvantaged Students			
Total R&D Expenditures			
Annual Private Giving			
AASHE Stars Rating			
Health metric TBD			

# Appendices

## Appendix #1: Academic Portfolio

### EXISTING UNDERGRADUATE DEGREES

- Accounting
- American/Liberal Studies
- Biology
- Business
- Computer Science
- Energy Systems Engineering
- Hospitality Management
- Psychology
- Social Science

### EXISTING GRADUATE DEGREES

- Education MAT
- Counseling MCOUN
- Creative Writing MFA

### EXPANDING MAJORS – FY17 Target

- Human Development and Family Science
- Kinesiology

### EXPANDING MAJORS – FY18 Target

- Natural Resources/Sustainability
- Tourism and Outdoor Leadership

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### NEW MAJORS – 0-4 Years

- Arts, Media, and Technology
- Education (Undergrad)
- English
- Environmental Science
- Fermentation Science (Certificate)
- Mechanical Engineering
- Nursing RN to BSN (online)
- Outdoor Products
- Software Engineering

### NEW MAJORS – 4-7 Years

- Public Relations
- Finance
- Fish & Wildlife
- Engineering Science with Tracks (Electrical, Industrial)
- Law and Society
- Physical Therapy (Doctorate)
- Public Health/Community Health
- Environmental Studies
- Special Education (Grad)

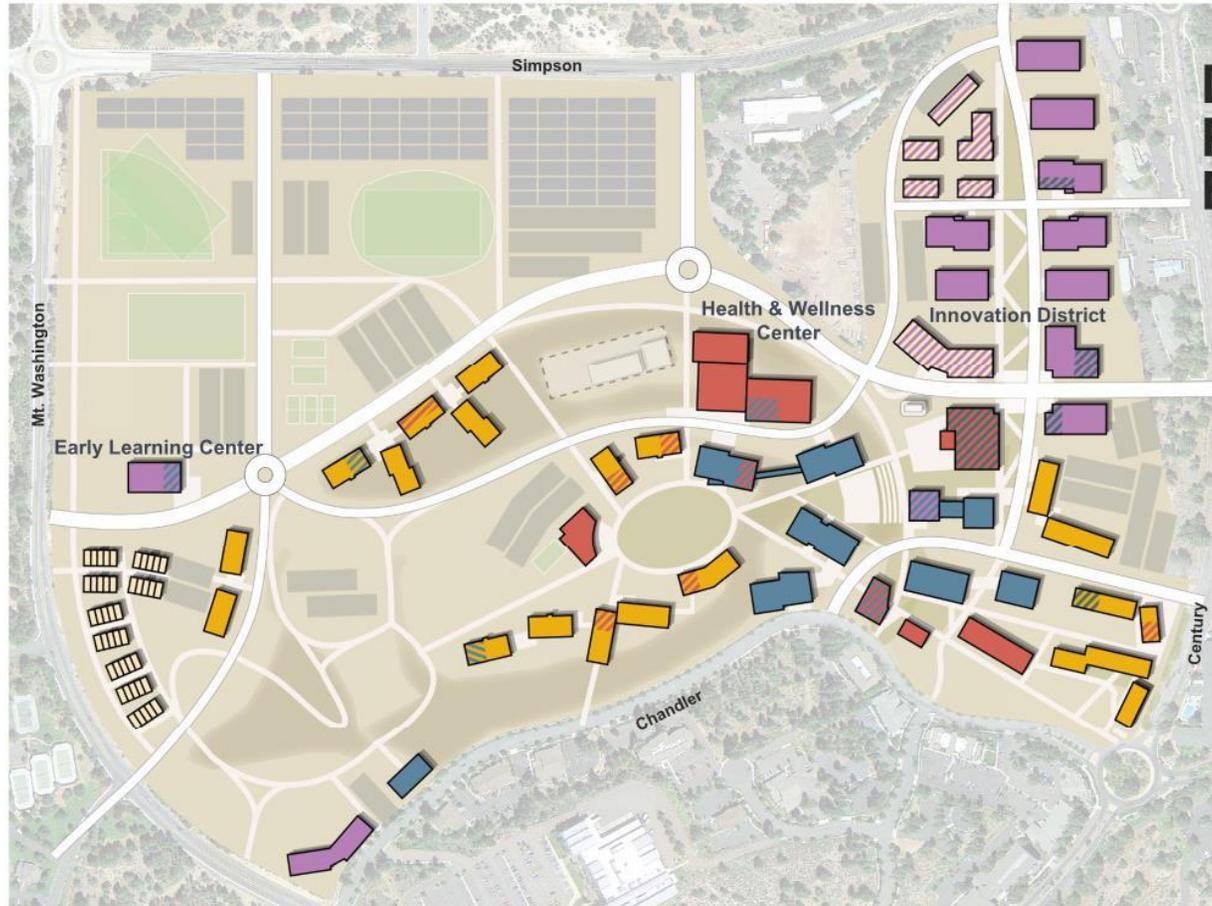
### NEW MINORS – 0-4 Years

- Chemistry
- Math

### NEW MAJORS – 8-10 Years

- Business Agriculture
- Computer Science (Grad)
- Engineering Expansion (Environmental Engineering and Architectural Engineering Tracks)
- Tourism and Outdoor Leadership (Low Res MS)/Outdoor Education (Grad)
- Fire Science
- Health Expansion
- Nutrition
- Graphic Design
- Business Expansion (Marketing)

*Campus Built Environment*



**Draft Plan-  
Primary  
Building Use**

-  Campus Life
-  Academic
-  Student Housing
-  Middle Market Housing
-  Innovation District Partners

## LONG RANGE DEVELOPMENT PLANNING (LRDP) COMMITTEE

**Leader:** Kelly Sparks

**Members:** David Ford, John Rexford, Bruce Cummings, Rod Ray

**Meetings:** More commitment through January, 2018 as we shepherd our City of Bend Master Plan application through the land use process; quarterly meetings thereafter.

**Charge:** Provide input into the OSU-Cascades Long Range Development Plan and subsequent development. Advocate for OSU-Cascades with local officials by writing letters, meeting with decision makers, and testifying locally. Advise on development strategies, transactions and specific projects.

### **Background**

OSU-Cascades has partially developed a 10-acre campus, purchased a 46-acre pumice mine and is currently in negotiations to acquire a 72-acre Deschutes County demolition landfill. Prior to further campus development, the university will determine whether or not to purchase the demolition landfill and develop a Long Range Development Plan. The LRDP will be inclusive of local land use applications (re-zone and master plan), 10-year capital plan and phasing strategy, a remediation and reclamation plan for the pumice mine and demolition landfill, campus design standards, building system standards and a sustainability plan. The documents will guide the future development of the campus.

We began the LRDP process in October, 2015. During the end of 2015 and 2016, we utilized input of four advisory groups. These groups built on the work of the Campus Expansion Advisory Committee task forces and continue to provide expertise and insight to campus leaders in the areas of arts, culture and enrichment; community integration; sustainability; and health and wellness. All advisory groups work sessions, as well as the advisory groups sharing meeting, are open to public attendance and comment.

### **Next Steps**

**LRDP Plans:** Attached you will find a subset of the LRDP presentation that we shared with the community in February. Please review. Full presentation at the following link: [http://osucascades.edu/sites/osucascades.edu/files/four/osu-2017-feb21\\_communitymeeting\\_final.pdf](http://osucascades.edu/sites/osucascades.edu/files/four/osu-2017-feb21_communitymeeting_final.pdf)  
Do you see any big holes, any red flags? What other input or feedback to you have?

**Innovation District:** participate in meetings planned with the Council of Development Finance Agencies (CDFA), May 23-24 to help us evaluate financing structures and a development approach for a potential innovation district

**Master Plan and Re-Zone:** As we approach the Planning Commission (May-June, 2017) review and City Council (January, 2018) vote on our Master Plan application, we will need your support to help rally the community in support of the applications.

**Design Standards, Building System Standards and Sustainability Plan:** Once drafted we will be seeking your input. Are the standards reflective of the community input? Are we missing any key elements? We they help us achieve our long-term goals?

## Potential Acquisition of Real Property

### SUMMARY

Oregon State University has the opportunity to profoundly shape the future of OSU-Cascades and the university’s impact in Central Oregon by expanding the primary footprint of the campus. At hand are two distinct acreage options, both of which incorporate sites adjacent to our current 10-acre campus. Each option comes with challenges and opportunities, and differing capacities to fulfill:

- The State of Oregon’s educational, environmental, and economic goals;
- OSU’s Strategic Plan 3.0 goals; and
- OSU-Cascades’ goals to serve the educational, economic and cultural needs of a growing, but largely rural region.

### Land Option One: 56-acre campus

The 56-acre campus option extends the 10-acre campus onto the adjacent 46-acre pumice mine owned by OSU-Cascades. It provides for the necessary built environment to accommodate 5,000 students, including 354,000 sf of academic and research space; 147,000 sf for campus life; housing for 40% of the 5,000 students; a 65,000 sf recreation facility; and one multi-use field. Development of this site requires significant fill material to be imported at a high cost, with associated significant truck traffic that may negatively impact the local transportation system and public perception of OSU-Cascades. This option also requires the development of structured parking instead of surface parking.



### Land Option Two: 128-acre campus

The 128-acre option incorporates the 10-acre campus, the 46-acre pumice mine and the 72-acre Deschutes County Demolition Landfill (landfill). Remediation of the landfill not only results in an additional 36 acres for facilities development and 36 acres for low-intensity uses such as surface parking, athletic fields and solar power

arrays, it also provides a significant environmental benefit from cleaning up a brownfield<sup>1</sup> site. Incorporating the landfill also provides the opportunity to use some of the recycled material from the landfill to fill and grade the pumice mine, rather than having to import material from off-site.

### **Benefits of a 128-acre campus**

Multiple technical experts have contributed to the analysis of the two options. Both campus options allow OSU-Cascades to grow to an enrollment of 5,000 students and serve many of the higher education needs of the region and state.

The following analysis will focus only on the *additional* benefits of a 128-acre campus vs. a 56-acre campus. In addition to the environmental benefit of cleaning up a brownfield site, other benefits include:

- Educational assets, such as a natural learning laboratory for students and co-location of industry or public research partners;
- The opportunity to develop a public-private innovation district;
- Repurposing material from the landfill to be used in reclaiming the pumice mine;
- Additional housing for students and staff;
- On-campus opportunities for recreation and athletic facilities to serve 5,000 students;
- Development oversight of a neighboring property that otherwise might be developed for another purpose and present future conflicts with campus operations;
- On-site energy facilities (contributing to a net zero campus energy goal); and
- Construction of less expensive surface parking instead of structured parking.

#### **1. Educational and experiential benefits**

The development of the 128-acre campus would provide student experiential learning opportunities that “foster intellectual, professional and personal development to prepare OSU graduates for life and careers in a global society” (SP3.0 Goal 1). These transformational experiences include educational benefits from the development of this larger campus as a natural learning laboratory and personal development through expanded athletic and recreation activities.

The 128-acre campus option would provide a natural laboratory for many of our majors. For example, Natural Resources students could study the restoration of a brownfield site, and impacts on plant and animal communities. Energy Systems Engineering students could study alternative energy possibilities, including solar, biomass, geothermal, and methane gas. Business students could be involved in the innovation district, partnering with entrepreneurs and start-ups. Kinesiology students could use the expanded recreational facilities to study health and wellness. Students studying early childhood development could participate in a childcare/early learning facility that wouldn’t be possible on the 56-acre campus.

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<sup>1</sup> The Oregon Department of Environmental Quality (DEQ) defines a brownfield as "a real property where expansion or redevelopment is complicated by actual or perceived environmental contamination."

## 2. Innovation district

The 128-acre option would enable the development of an innovation district, integrating university academic programs with industry. This supports Goals 1 and 3 of OSU's strategic plan by providing "opportunities for industry partnerships and commercialization that showcase the quality of our students, faculty, and facilities while promoting economic development and growth in Oregon and beyond." The Brookings Institute defined innovation districts as "geographic areas where leading-edge anchor institutions and companies cluster and connect with start-ups, business incubators and accelerators. They are also physically compact, transit-accessible, and technically-wired, and offer mixed-use housing, office and retail" ([www.brookings.edu/wp-content/uploads/2016/07/InnovationDistricts1.pdf](http://www.brookings.edu/wp-content/uploads/2016/07/InnovationDistricts1.pdf)). These innovation districts attract companies in the knowledge economy that want to be near other companies, universities, and research labs to share ideas and spur innovation.

An innovation district would leverage the fast-growing and entrepreneurial economy of Central Oregon with a dynamic university. It could be developed in a public-private partnership to share costs and revenues. At this conceptual stage, estimating the revenue potential is difficult, but initial calculations suggest that there could be a master lease potential of \$1M-2.2M per year.

## 3. Repurposing fill

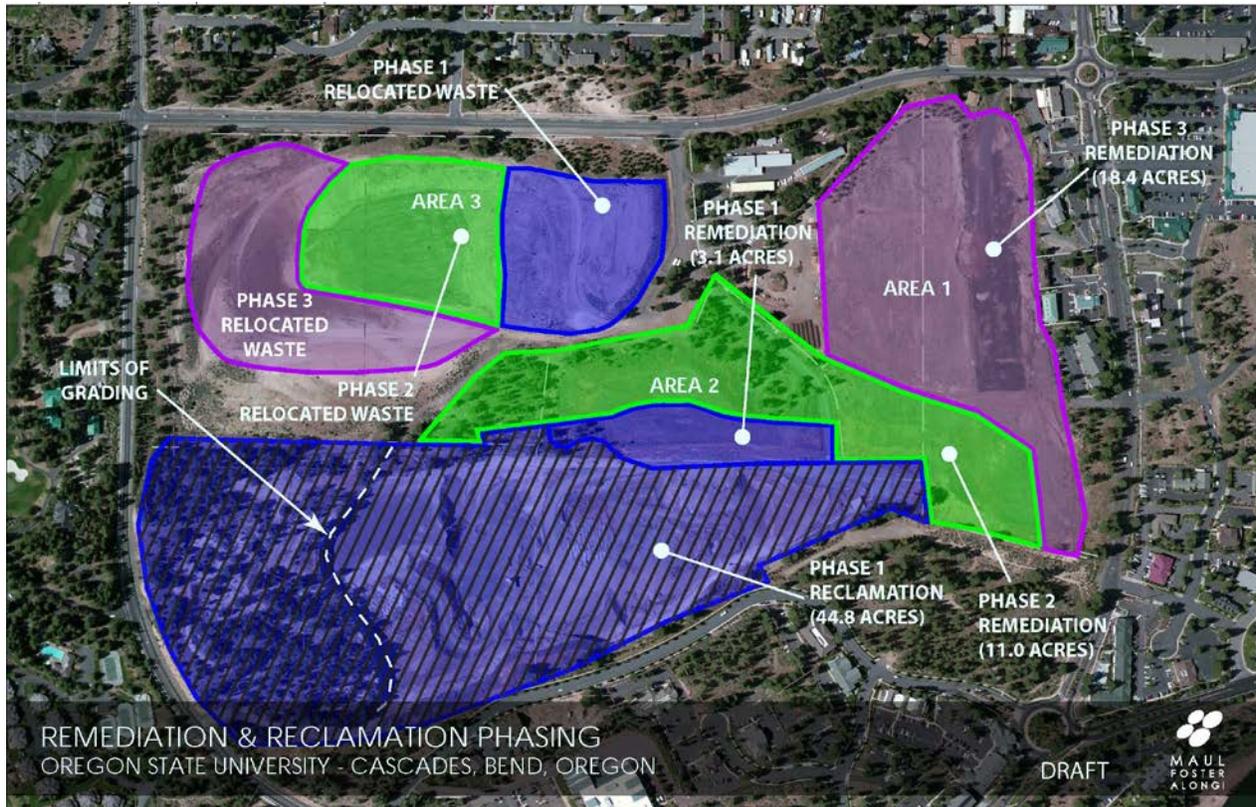
OSU-Cascades originally estimated \$9M for reclamation of the pumice mine as a stand-alone project, assuming that we would need to import significant amounts of fill from external sources. That would require over 30,000 truckloads of material, with associated social costs on traffic, noise and road wear. However, OSU-Cascades' engineering consulting team, led by Maul Foster Alongi, has developed a strategy to remove waste from parts of the landfill, resulting in unencumbered buildable land. The waste would be screened and blended with clean fill sources to create structural backfill for the pumice mine. The originally estimated \$9M could be used to not only fill and grade the pumice mine but also remediate 3-acres of the landfill. The use of fill material from the landfill would allow OSU-Cascades to avoid the importation of material. The reduction in CO<sub>2</sub> emissions from eliminating 30,000 truckloads is equivalent to taking 651 cars off the road for a full year or preserving 24.5 acres of forests from conversion to cropland.

## 4. Additional housing and control over neighboring land uses

The acquisition of the demolition landfill and subsequent management of this property would enable OSU-Cascades to better manage neighbor relations. While OSU-Cascades puts substantial energy and resources into building strong relationships with the community, town and gown tensions have been experienced in the past. Concerns about student rentals and parking in neighborhoods are well-known issues when residential areas adjoin university campuses. If OSU-Cascades develops this land – and accommodates student and faculty-related uses, such as workforce housing, parking, retail/service amenities and innovation partnerships – it will help to support positive community relations. The ability to design adequate buffers between residential communities and permeability with the commercial district would allow OSU-Cascades to minimize the negative impact of development on the surrounding community and integrate more closely into Bend's Central Westside.

### Business Plan

In August 2015, OSU-Cascades and Deschutes County signed a letter of intent that provides OSU-Cascades with the right to acquire the landfill until August 2017. The letter outlines a



purchase price equal to Fair Market Value (FMV) less the costs of remediation. If the cost of remediation is greater than the value of the land, the county would sell the land to OSU-Cascades for \$1.

One element of consideration is the potential savings associated with the additional land from the 128-acre campus which allows the substitution of surface parking for structured parking. According to the Bend Development Code, a 5,000-student campus would require 900 to 1,000 parking stalls. OSU-Cascades would need to accommodate at least 540 stalls using structured parking in the 56-acre campus. This would total \$29.2 million at a per-space cost of \$54,000. Alternatively, the 540 parking stalls could be built as surface lots within the 128-acre campus at a cost of \$5,400 per stall or a total expense of \$2.9 million.

In summary, the additional 72 acres (i.e., the landfill site) will cost an additional \$13.4M.

Option	56-acre	128-acre	Difference
Reclamation/remediation	\$9.0M	\$48.7M	
Parking	\$29.2M structured	\$2.9M surface	
<b>Total</b>	<b>\$38.2M</b>	<b>\$51.6M</b>	<b>\$13.4M</b>

### CONCLUSION

Development of the full 128 acres would:

- Best serve Oregon’s educational attainment goals;
- Provide an opportunity to develop an innovation district with a statewide economic impact;

- Align with the university's strategic plan to provide students a transformational educational experience through enhanced educational and engagement opportunities;
- Enable on-campus solar energy and infrastructure to support OSU-Cascades' net neutrality goals;
- Support additional community partnerships, such as early learning/child care, recreation, arts and culture;
- Expand on-campus housing for both students and staff; and
- Remediate a currently unused brownfield site and transform it for beneficial university purposes.

The associated costs of the full 128-acre campus can be managed through the university draft 10-year capital forecast for OSU-Cascades, and we will seek to manage risks through legal agreements and other strategies, such as proactive public affairs, community engagement and communications.

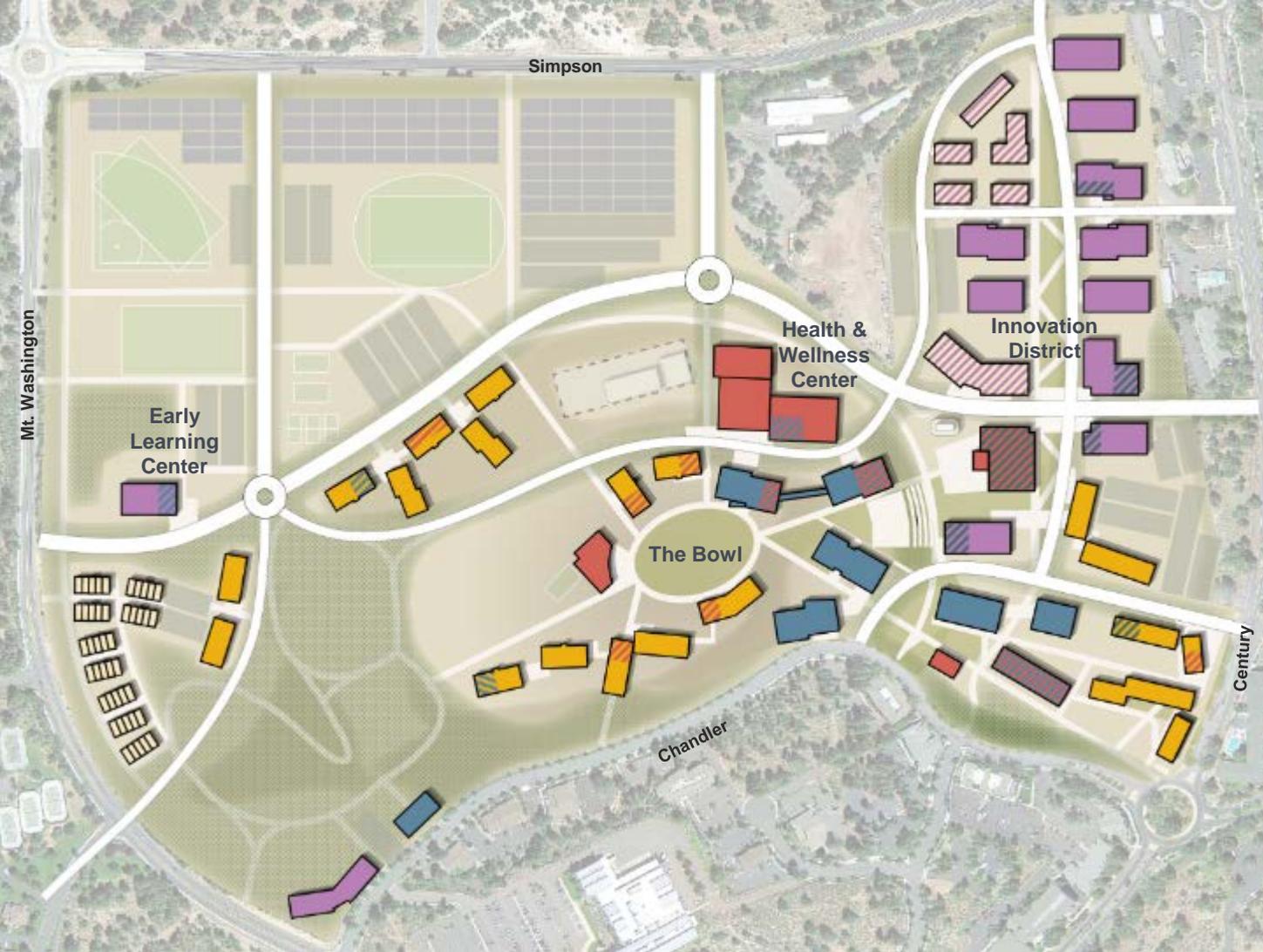
Given the benefits associated with the 128-acre campus option, the university is proceeding with efforts to acquire the property and will seek to mitigate the risks associated with the property. The university needs to submit campus master planning land use documents to the city of Bend in the spring and intends to submit plans for the 128-acre campus option (and hold required public information/feedback sessions). Any final agreements would be presented to the Board for approval at a future meeting.

# Long Range Development Planning for a Resilient, Community-Integrated Campus

Draft

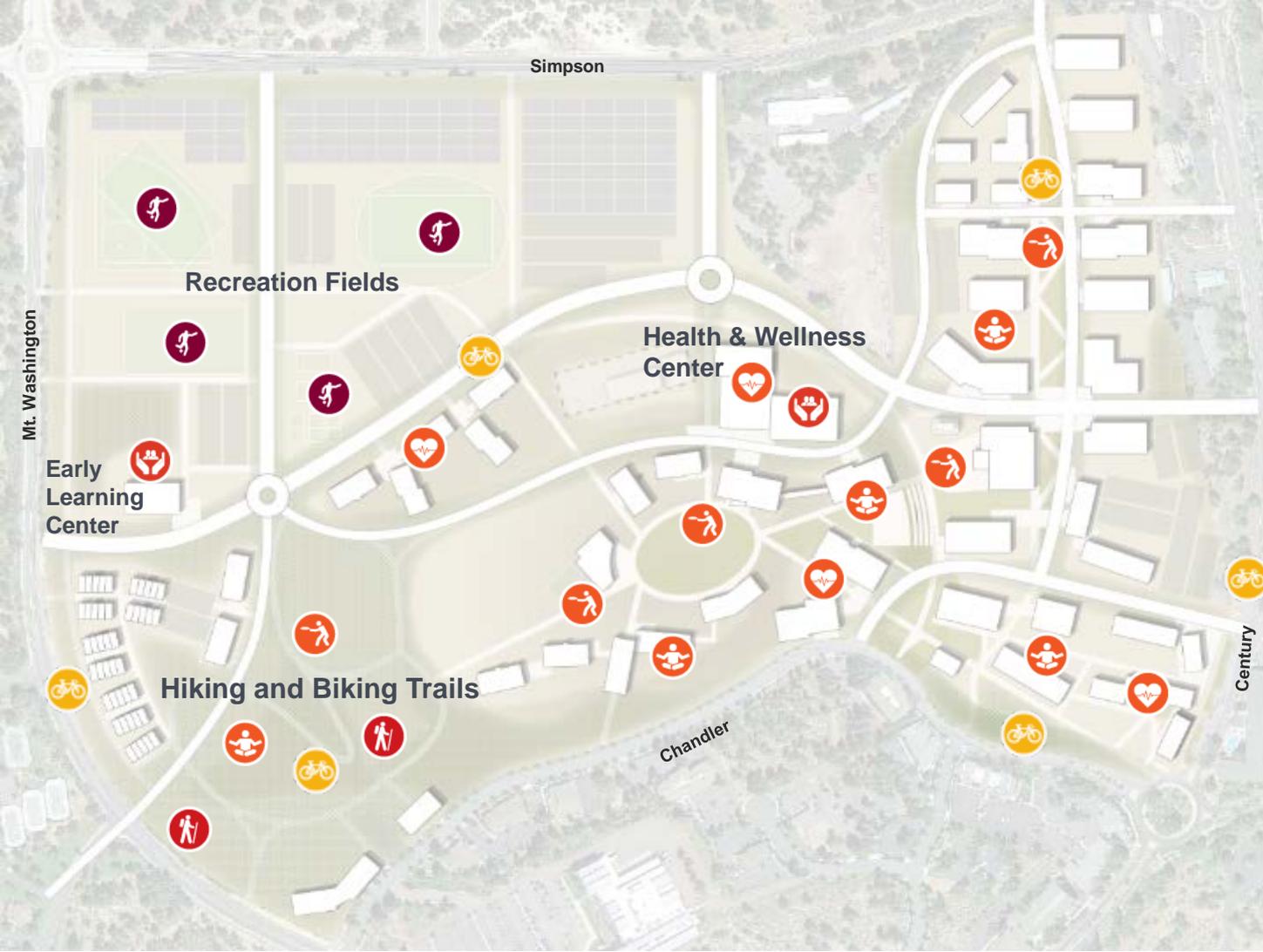


# DRAFT Long Range Development Plan

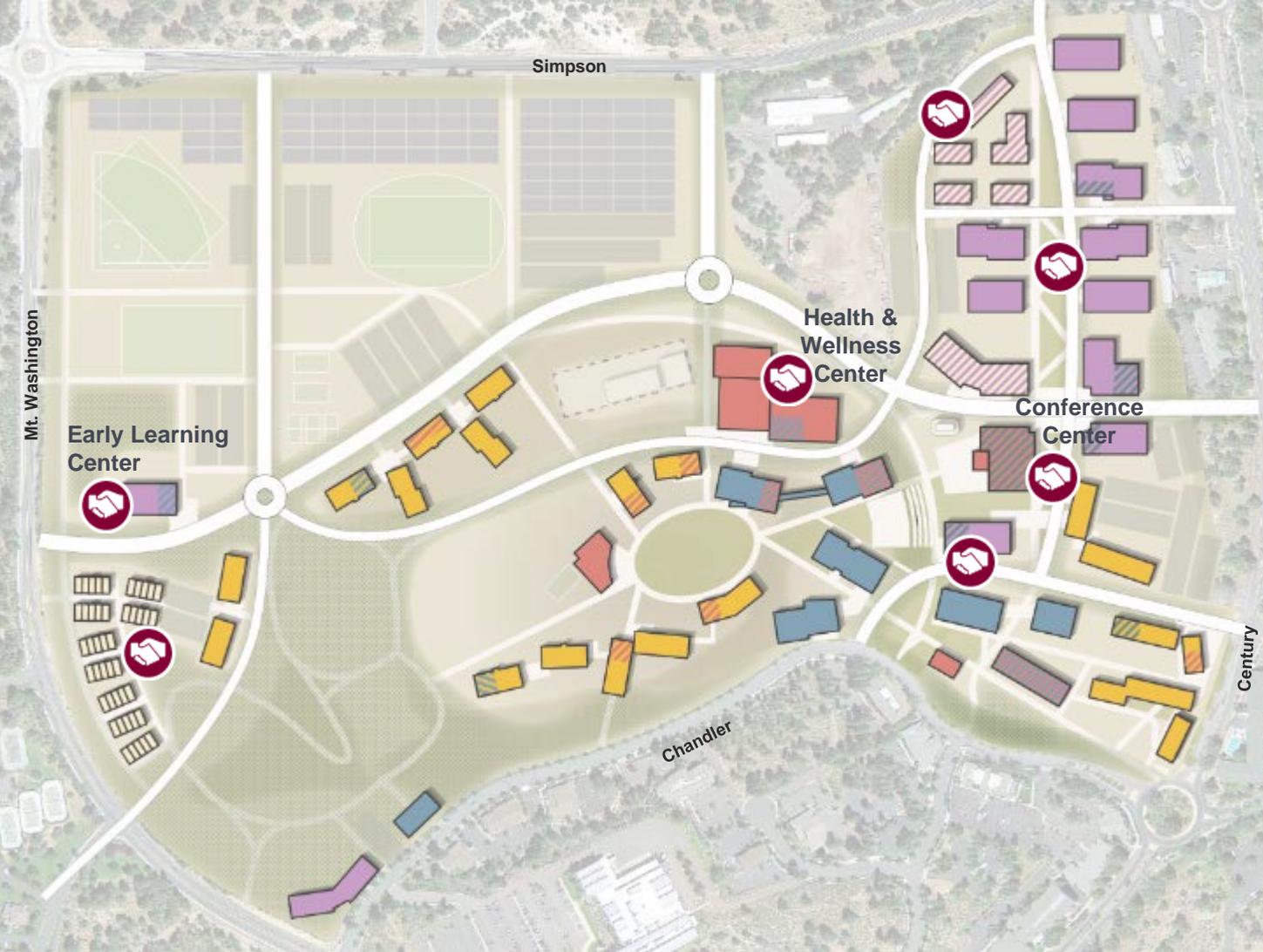


- Campus Life
- Academic
- Student Housing
- Workforce Housing
- Innovation Partners

# Community Health and Wellness



- Formal Recreation
- Informal Recreation
- Fitness
- Biking
- Walking/Hiking
- Health Amenities
- Reflective Spaces

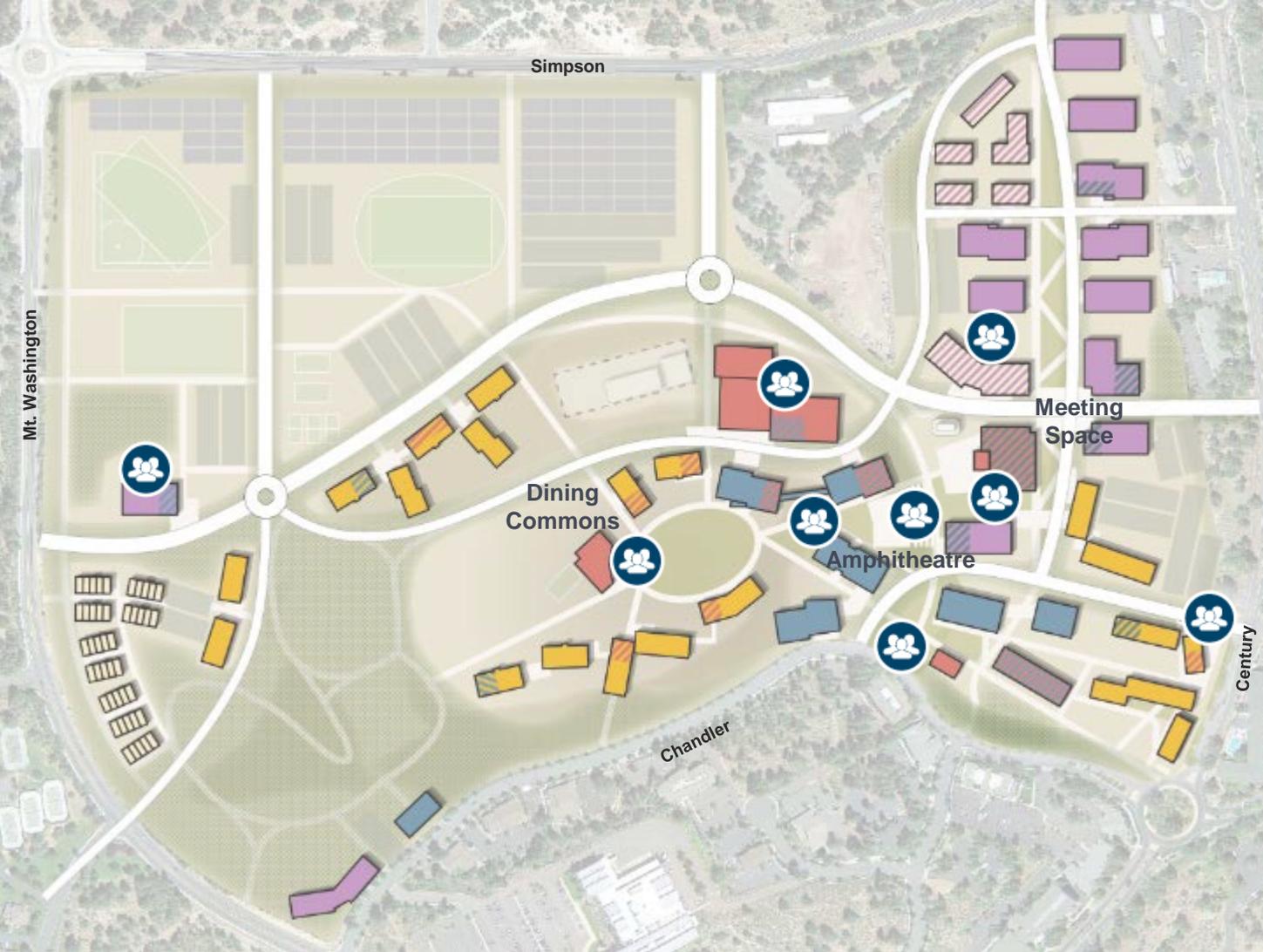


# Partnership + Collaboration



 Partnership Spaces

# Inclusive Community Spaces



-  Meeting Spaces
- Lecture
  - Conference
  - Performance
  - Outdoor Classrooms

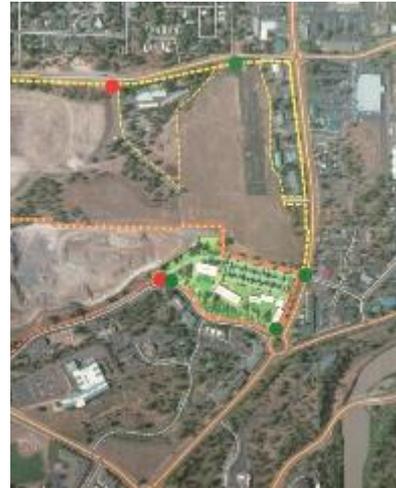
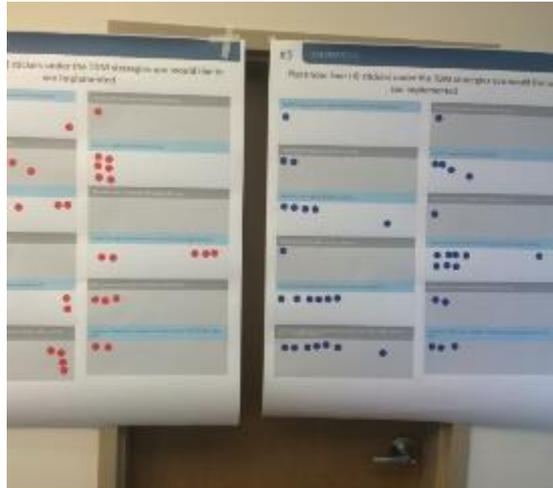
# Energy, Water, Habitat and Ecological Rehabilitation



-  Energy Generation
-  Water Management
-  Habitat Development
-  Ecological Rehabilitation

# Transportation Themes

- Intuitive Campus Connections from all Directions and for all Travel Modes
- Enhanced Safety, Security and Separation of Users
- Provide a Transit Hub in a Convenient Location



# Shared Vision for Housing

1. House a minimum of **40% of students**
2. **Prioritize housing** in this order: first year students, second year, upper division, graduate students (with families), faculty (temporary), staff
3. **Mixed use, range of types**, and relationship to **community amenities**
4. Make housing **affordable and attractive** to students
5. **Emphasize community** for all students





# Transformation

## : Phase 1

Bien.	Type of Building
17-19	Student Success Center, Academic Building 2



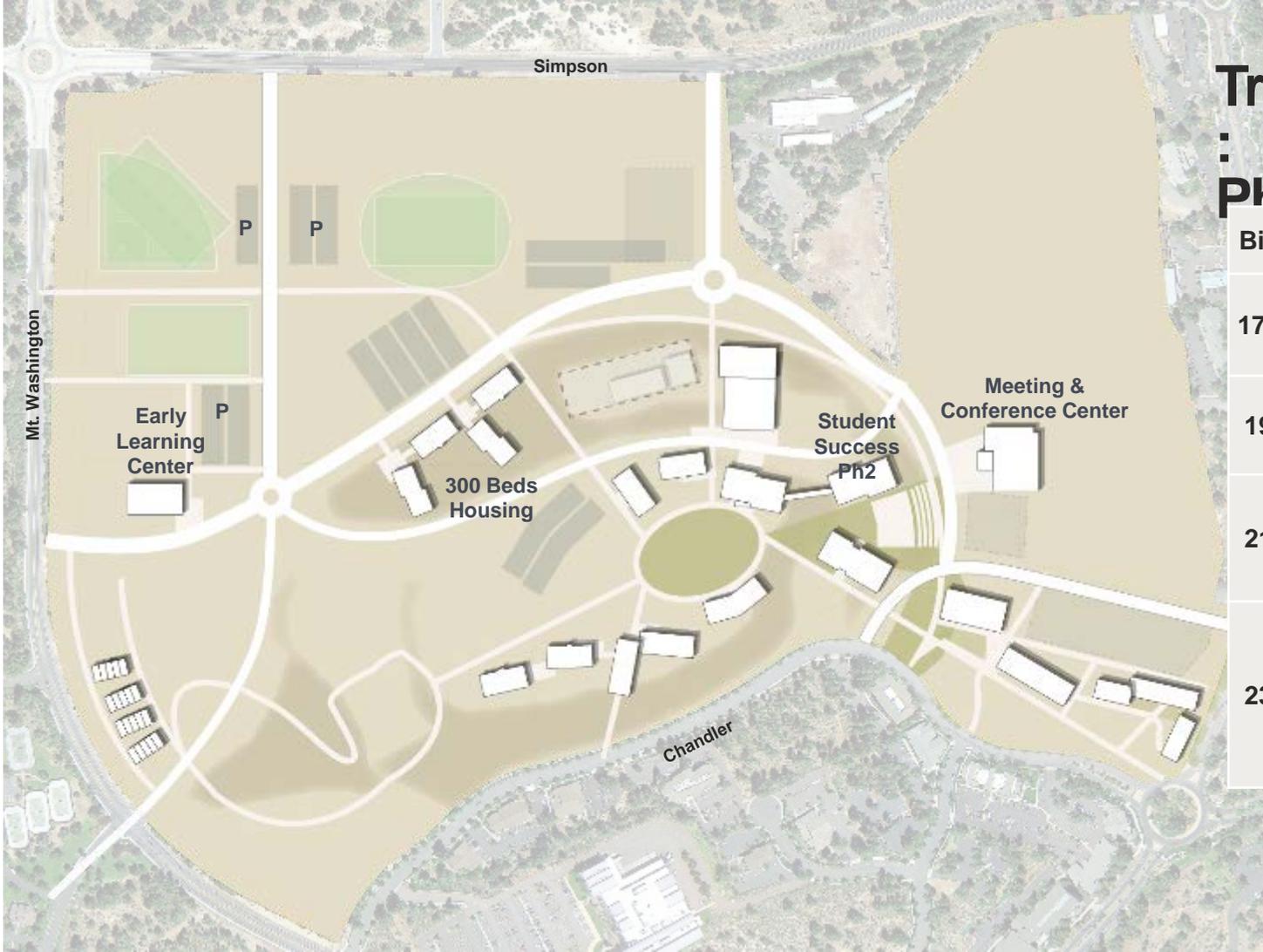
# Transformation: Phase 2

Bien.	Type of Building
17-19	Student Success Center, Academic Building 2
19-21	Housing- 300 beds, CUP

# Transformation: Phase 3

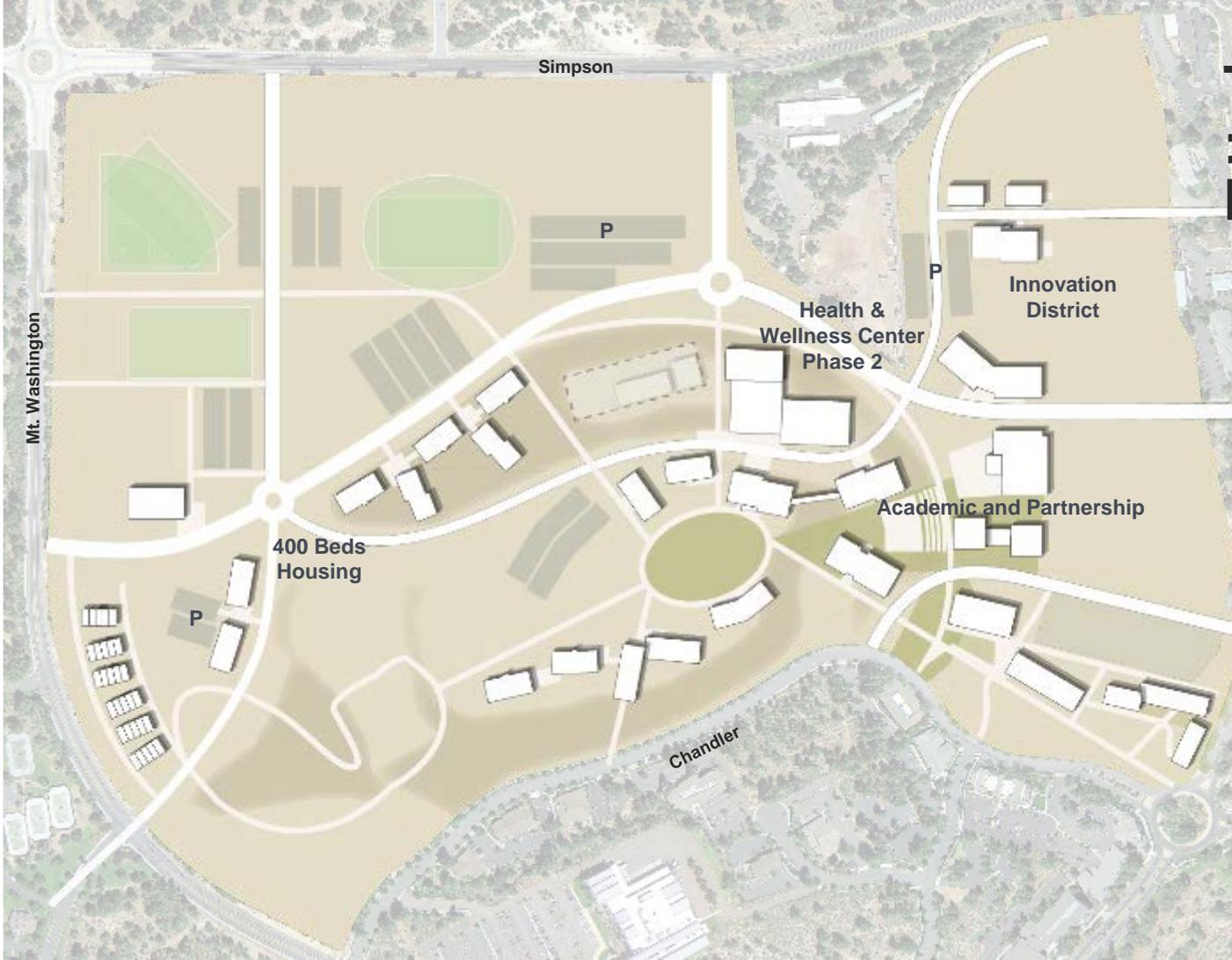


Bien.	Type of Building
17-19	Student Success Center, Academic Building 2
19-21	Housing- 300 beds, CUP
21-23	Academic Building 3, Housing- 300 beds, Health & Wellness Center



# Transformation : Phase 4

Bien.	Type of Building
17-19	Student Success Center, Academic Building 2
19-21	Housing- 300 beds, CUP
21-23	Academic Building 3, Housing- 300 beds, Health & Wellness Center
23-25	Academic Building 4, Housing- 300 beds, Meeting & Conference Center, Early Learning Center, Student Success Ph2



# Transformation

## Phase 5

Bien.	Type of Building
17-19	Student Success Center, Academic Building 2
19-21	Housing- 300 beds, CUP
21-23	Academic Building 3, Housing- 300 beds, Health & Wellness Center, Middle Market Housing
23-25	Academic Building 4, Housing- 300 beds, Meeting & Conference Center, Early Learning Center, Middle Market Housing, Student Success Ph2
25-27	Academic Building 5, Housing- 400 beds, Health & Wellness Ph 2



forest / housing

recreation / education

bowl

circulation

amphitheater

plaza

## STUDENT AND ACADEMIC SUCCESS COMMITTEE

**Leaders:** Julie Gess-Newsome, Jane Reynolds

**Members:** Laura Cooper, Loren Irving, Clint Jacks, Kathy Persing

**Meetings:** Meetings will occur twice a year for updates on academic programs and student success initiatives.

**Charge:** Advocate for and celebrate OSU-Cascades in the community by sharing our programs, plans, and student successes. Advise on program expansions based on the needs of the community.

### Background

In order to meet our enrollment growth targets of 3000-5000 students, OSU-Cascades needs to increase student enrollments, grow the number of our academic programs, increase term-to-term and year-to-year retention, and increase our 4 and 6-year graduation rates. A comparison of our current statistics to our goals are listed below:

Metric	2016-17	2025-2032
Enrollment	Fall 2016: 1122 enrolled	3000-5000 enrolled
Academic Programs	16 undergrad, 3 graduate	Approximately 40-50 majors
1-year Retention rate Full-Time First Year	OSU-Cascades: 63% Transfer to OSU: 7% Fall 2015 to Fall 2016: 70% total	Plan for 1% increase per year
4-year graduation rate Full-Time First Year	n/a	Plan for 1% increase per year over baseline
6-year graduation rate Full-Time First Year	n/a	Plan for 1% increase per year over baseline
1-year Retention rate Full-Time Junior Transfer	OSU-Cascades: 82.6% Transfer to OSU: 4.4% Fall 2014 to Fall 2015: 87% total	Plan for 1% increase per year to 99% retention
4-year graduation rate Full-Time Junior Transfer	OSU-Cascades: 58.2% Transfer to OSU: 9.1% Fall 2011 to 1516: 67.3% total	Plan for 1% increase per year
6-year graduation rate Full-Time Junior Transfer	OSU-Cascades: 75% OSU: 6.3% Fall 2009 to 1516: 81.3% total	Plan for 1% increase per year

### Next Steps

In the following pages, we provide information that describe our students, academic programs, program expansion plans, and metrics related to student success. Please review those, and think about the following questions:

- Do you see gaps in our proposed degree programs?
- How can we engage the community more in our programs?
- Are you aware of high impact practices that enhance student success?
- What made the difference for your success?
- How do we support programs like athletics and clubs financially?

## ACADEMIC PROGRAM PORTFOLIO MODEL FOR OSU-CASCADES

We have adopted The Academic Program Portfolio Model (APPM) described in a paper published in the Research in Higher Education Journal. This model is adapted from the General Electric McKinsey Product Portfolio Model used widely in business.

The Academic Portfolio Model described by Kotler and Fox (1985), is a product portfolio model useful for the strategic analysis of a university's academic programs. This model focuses on outcomes to guide strategic decisions and resource allocations and offers insight into the application and importance of product portfolio models in the academic setting.

The APPM focuses on “three dimensions for the assessment of academic portfolio strategy: (1) the centrality of the program to the university's mission, (2) the quality of the program, and (3) the viability of the market. Centrality is the assessment of the relationship between the program and the current mission of the institution. The assessment of centrality is high when the relationship between program and mission is direct. Academic depth and rigor and the quality of the faculty, two variables assessed based on judgment, reflect program quality. Finally, present demand and forecasted future demand for the academic program determine program viability.

The Program Portfolio Planning (PPP) Committee decided that “program quality” would only apply to current programs and is rather difficult to assess at this stage in our campus development so opted to focus instead, on two dimensions: 1) demand for the academic program and 2) match to the OSU-C vision and mission (Table 1). These dimensions take into account external conditions that help define the long-term potential for success of the program as well as how well our programs match what we deem most relevant to the purpose of OSU-C based on our current vision and mission statements.

Table 2 applies the OSU-C dimensions to the APPM and outlines potential decisions based on the intersection of both dimensions for each program.

**Table 1. OSU-Cascades APPM Target Dimensions**

<b>Match to OSU-C Vision and Mission</b>	<b>Demand for the Academic Program</b>
Destination campus	Potential student demand for degree over next five years
Regional economic development	Local employer/academic demand for graduates over next five years
Experiential learning	National employer/academic demand for graduates over next five years
Attracts diverse faculty & staff	Number and strength of competing universities
Infrastructure and resource requirements	Sensitivity of student demand to economic conditions

**Table 2. Academic Program Portfolio Model**

		<b>Match to OSU-C Vision and Mission</b>		
		Low	Moderate	High
<b>Demand for the Academic Program</b>	High	Withdraw program  Invest to address program weaknesses	Build selectively on program strengths  Invest to build on strengths	Invest to grow academic program  Maintain program strengths
	Moderate	Control risks of offering program  Reduce academic program	Protect program  Invest in select programs and select market segments	Invest in select market segments  Invest in academic programs in niche areas
	Low	Eliminate program  Cut costs and investments	Concentrate on few market segments  Minimize investments  Reduce weak program areas	Concentrate on a few viable market segments  Focus on redirecting strengths

**DETERMINATION OF RELATIVE WEIGHTS**

For each dimension, we have identified several criteria that can be used to evaluate the dimension. We will involve members of the local and regional community and will utilize a variety of data sources to provide evidence of the relative value of each criteria.

**Dimension 1: Match with OSU-C Vision and Mission**

**Destination Campus**

Importance/Weight: 15%

Considerations: Reputation of degree program in region, drawing upon “place”

Evidence: CO vs. non-CO admission information

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Regional Economic Development**

Importance/Weight: 15%

Considerations: Collaboration with community for economic development

Evidence: Consistency with university to collaborate....survey of community leaders (5%), faculty (5%), staff (5%)

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Experiential Learning**

Importance/Weight: 25%

Evidence: Retention rates, graduation rates, SCH required

Value (5 is high experiential learning requirement, high retention/graduation)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Attracts Diverse Faculty and Staff**

Importance/Weight: 15%

Evidence: Size of pool, diversity of pool, # of qualified applicants

Value (5 is high, large pool, and/or diverse pool)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Infrastructure and Resource Requirements**

Importance/Weight: 30%

Considerations: Research support requirements, opportunity for research/teaching synergy

Evidence: lab (degree/program taught by OSU vs taught by OSU-C, core comp)

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Dimension 2: Demand for the Academic Program**

**Potential student demand for degree over next five years**

Importance/Weight:

Considerations:

Evidence: Avg percentile for demand from peer institutions

Value (5 is high)

1 (0-19 %tile) ----- 2 (20-39 %tile) ----- 3 (40-59%tile) ----- 4 (60-79 %tile) ----- 5 (80-100 %tile)

**Local employer/academic demand for graduates over next five years**

Importance/Weight:

Considerations:

Evidence: EDCO Jobs by sector, [Central Oregon Economic Trends](#)

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

**National employer/academic demand for graduates over next five years**

Importance/Weight:

Considerations:

Evidence: [ONET "Bright Outlook Employment Demand"](#), brightest outlook corresponds to "5", [NACE Job Outlook 2015](#) (especially Fig. 15)

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

**Number and strength of competing universities**

Importance/Weight:

Considerations:

Evidence: who is our competition...get SAT/ACT data from Jane about where else our students applied, UW and branches

Value

1 (most have it - high competition) ----- 2 ----- 3 ----- 4 ----- 5 (most don't have it - low competition)

**Sensitivity of student demand to economic conditions**

Importance/Weight:

Considerations:

Evidence: "volatility"

Value (5 is high)

1 ----- 2 ----- 3 ----- 4 ----- 5

<b>Match with OSU-C Vision and Mission</b>	<b>Importance/Weight (A)</b>	<b>Value (B)</b>	<b>Weighted Score (A x B)</b>
Destination Campus	.15		
Regional Economic Development	.15		
Experiential Learning	.25		
Attracts Diverse Faculty and Staff	.25		
Infrastructure and Resource Requirements	.30		

<b>Demand for the Academic Program</b>	<b>Importance/Weight (A)</b>	<b>Value (B)</b>	<b>Weighted Score (A x B)</b>
Potential student demand for degree over next five years			
Employer/academic demand for graduates over next five years			
Number and strength of competing universities			
Sensitivity of student demand to economic conditions			

# OSU-CASCADES PROGRAM PORTFOLIO 10-YEAR PLAN

## **EXISTING DEGREES**

- Accounting
- American/Liberal Studies
- Biology
- Business
- Computer Science
- Energy Systems Engineering
- Hospitality Management
- Psychology
- Social Science
- Education MAT
- Counseling MCOUN
- Creative Writing MFA

## **EXPANDING MAJORS – FY17 Target**

- Human Development and Family Science
- Kinesiology

## **EXPANDING MAJORS – FY18 Target**

- Natural Resources/Sustainability
- Tourism and Outdoor Leadership

---

## **NEW MAJORS – 0-4 Years**

- Arts, Media, and Technology
- Education (Undergrad)
- English
- Environmental Science
- Fermentation Science (Certificate)
- Mechanical Engineering
- Nursing RN to BSN (online)
- Outdoor Products
- Software Engineering

## **NEW MINORS – 0-4 Years**

- Chemistry
- Math

## **NEW MAJORS – 4-7 Years**

- Public Relations
- Finance
- Fish & Wildlife
- Engineering Science with Tracks (Electrical Engineering, Industrial Engineering)
- Forensic Science
- Physical Therapy (Doctorate)
- Public Health/Community Health
- Environmental Studies
- Special Education (Grad)

## **NEW MAJORS – 8-10 Years**

- Business Agriculture
- Computer Science (Grad)
- Engineering Expansion (Environmental Engineering and Architectural Engineering Tracks)
- Tourism and Outdoor Leadership (Low Res MS)/Outdoor Education (Grad)
- Fire Science
- Health Expansion
- Nutrition
- Graphic Design
- Business Expansion (Marketing)

## Cascades Campus New Fall Junior Level Transfer 4 Year Graduation Rate by Pell and URM

Graduation to any campus or program, among those that started at Cascades at the junior level - same group as college metrics

URM = African-American, American Indian/Alaska Native, Hispanic and Native Hawaiian/Pacific Islander

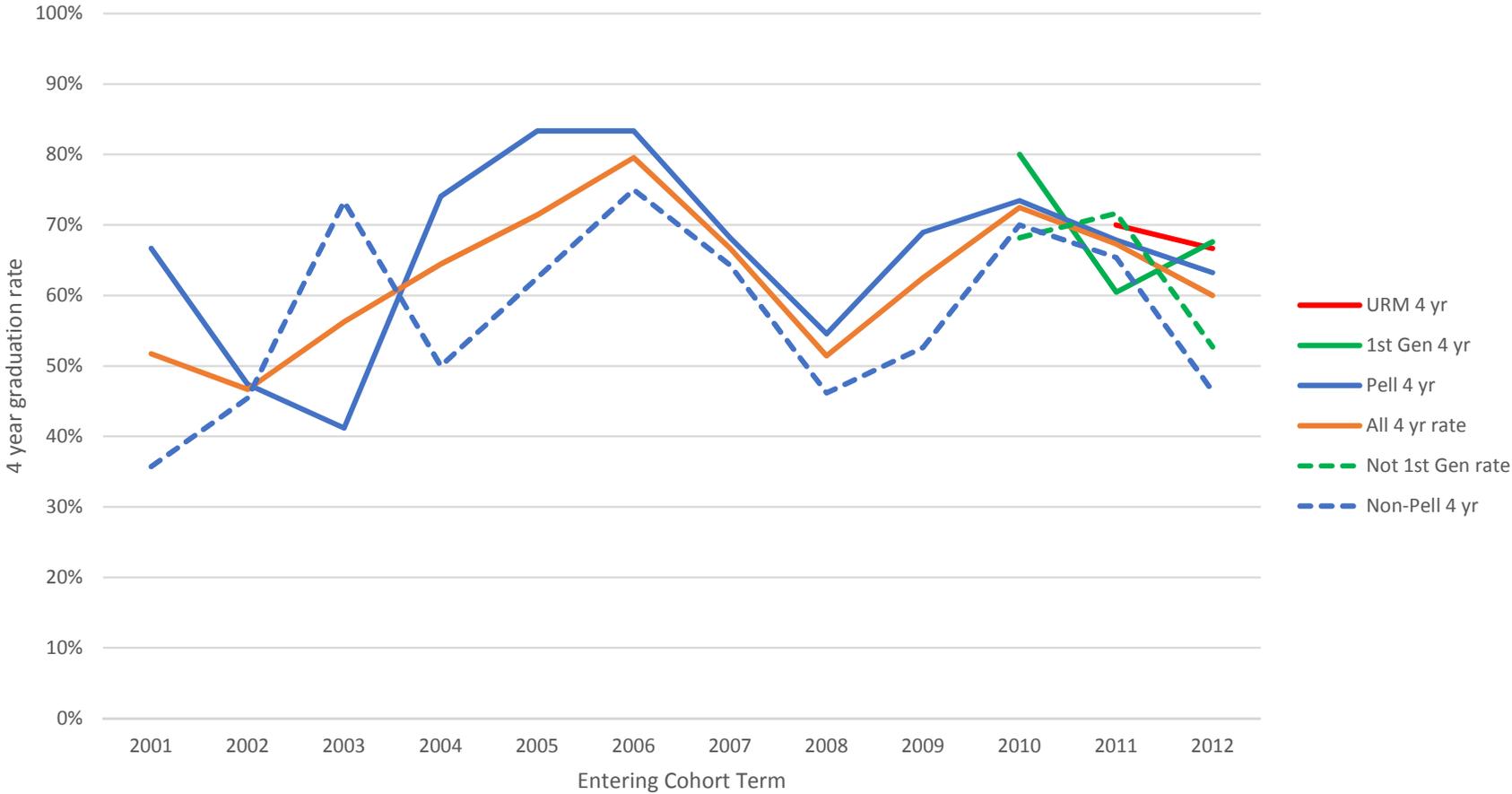
	Entering Fall Cohort											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	Report Year											
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Cohort	29	30	32	45	42	44	36	35	48	69	110	145
All 4 yr rate	51.7%	46.7%	56.3%	64.4%	71.4%	79.5%	66.7%	51.4%	62.5%	72.5%	67.3%	60.0%
Non-Pell	14	11	15	18	24	20	14	13	19	20	26	28
Non-Pell 4 yr	35.7%	45.5%	73.3%	50.0%	62.5%	75.0%	64.3%	46.2%	52.6%	70.0%	65.4%	46.4%
Pell	15	19	17	27	18	24	22	22	29	49	84	117
Pell 4 yr	66.7%	47.4%	41.2%	74.1%	83.3%	83.3%	68.2%	54.5%	69.0%	73.5%	67.9%	63.2%
URM	0	3	2	2	4	4	1	4	6	4	10	18
URM 4 yr	*	*	*	*	*	*	*	*	*	*	70.0%	66.7%

\* under 10 not reported

Not 1st Gen	n/a	44	67	74								
Not 1st Gen rate	n/a	68.2%	71.6%	52.7%								
1st Gen College	n/a	25	43	71								
1st Gen 4 yr	n/a	80.0%	60.5%	67.6%								

First Generation College Status based on self reported status on undergraduate application - not available before 2010.

Casacades Campus Transfers Starting in Fall at Junior Level 4 Year Graduation Rate



# GALLUP®

MAY 6, 2014

## Life in College Matters for Life After College

by Julie Ray and Stephanie Kafka

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### New Gallup-Purdue study looks at links among college, work, and well-being

WASHINGTON, D.C. -- When it comes to being engaged at work and experiencing high well-being after graduation, a new Gallup-Purdue University study of college graduates shows that the type of institution they attended matters less than what they experienced there. Yet, just 3% of all the graduates studied had the types of experiences in college that Gallup finds strongly relate to great jobs and great lives afterward.

*The Undergraduate Experience: Support and Experiential and Deep Learning*

	<b>% Strongly agree</b>
<b>Support</b>	
I had at least one professor at [College] who made me excited about learning.	63%
My professors at [College] cared about me as a person.	27%
I had a mentor who encouraged me to pursue my goals and dreams.	22%
Strongly agree with all three support statements	14%
<b>Experiential</b>	
I worked on a project that took a semester or more to complete.	32%
I had an internship or job that allowed me to apply what I was learning in the classroom.	29%
I was extremely active in extracurricular activities and organizations while attending [College].	20%
Strongly agree with all three experiential statements	6%
Strongly agree with all six statements	3%

Based on Web surveys of nearly 30,000 college graduates with Internet access from Feb. 4-March 7, 2014.

Gallup-Purdue Index

GALLUP

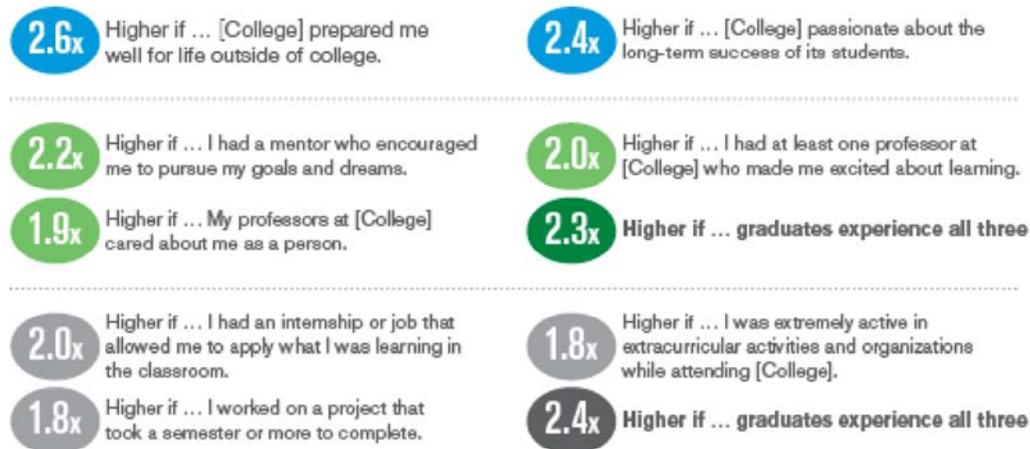
These results are based on the inaugural Gallup-Purdue Index, a joint-research effort with Purdue University and Lumina Foundation to study the relationship between the college experience and college graduates' lives. The Gallup-Purdue Index is a comprehensive, nationally representative study of U.S. college graduates with Internet access. According to a 2013 Census Bureau report, 90% of college graduates in the U.S. have access to the Internet. Gallup conducted the Web study Feb. 4-March 7, 2014, with nearly 30,000 U.S. adults who had completed at least a bachelor's degree.

### **Support in College, Experiences Tied to Workplace Engagement, Well-Being**

The study found that the type of schools these college graduates attended -- public or private, small or large, very selective or less selective -- hardly matters at all to their workplace engagement and current well-being. Just as many graduates of public colleges as graduates of not-for-profit private colleges are engaged at work -- meaning they are deeply involved in, enthusiastic about, and committed to their work. And just as many graduates of public as not-for-profit private institutions are thriving -- which Gallup defines as strong, consistent, and progressing -- in all areas of their well-being.

Instead, the study found that support and experiences in college had more of a relationship to long-term outcomes for these college graduates. For example, if graduates recalled having a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work more than doubled, as did their odds of thriving in all aspects of their well-being. And if graduates had an internship or job in college where they were able to apply what they were learning in the classroom, were actively involved in extracurricular activities and organizations, and worked on projects that took a semester or more to complete, their odds of being engaged at work doubled as well.

### The odds of being engaged at work are:



### The odds of thriving in all areas of well-being are:



Yet few college graduates that Gallup studied achieve the winning combination. Only 14% of graduates strongly agree they were supported by professors who cared, who made them excited about learning, and who encouraged their dreams. Further, just 6% of graduates strongly agree they had an internship or job that allowed them to apply what they were learning, worked on a long-term project, and were actively involved in extra-curricular activities. Those who strongly agree to having had all six of these experiences during their time in college are the rarest of all (3%).

## Bottom Line

When a student is trying to decide between an elite Ivy League school, a large public university, or a small private college, what should he or she consider to help make the decision? When an employer is evaluating two recent graduates from different backgrounds and institutions, which educational background should distinguish one applicant over the other, and why? When colleges and universities are setting internal strategies, designing new programs and curricula, deciding what performance measures faculty should be compensated for, and working to attract future students, what are they to do?

The data in this study suggest that, as far as future worker engagement and well-being are concerned, the answers could lie as much in thinking about aspects that last longer than the selectivity of an institution or any of the traditional measures of college. Instead, the answers may lie in *what* students are doing in college and *how* they are experiencing it. Those elements -- more than many others measured -- have a profound relationship to a graduate's life and career. Yet too few are experiencing them.

[Read the full Gallup-Purdue Index report.](#)

## Survey Methods

Results for the Gallup-Purdue Index are based on Web surveys conducted Feb. 4-March 7, 2014, with a random sample of 29,560 respondents with a bachelor's degree or higher, aged 18 and older, with Internet access, living in all 50 U.S. states and the District of Columbia.

The Gallup-Purdue Index sample was compiled from two sources; the Gallup Panel and the Gallup Daily Tracking survey.

The Gallup Panel is a proprietary, probability-based longitudinal panel of U.S. adults that are selected using random-digit-dial (RDD) and address-based sampling methods. The Gallup Panel is not an opt-in panel. The Gallup Panel includes 60,000 individuals, Panel members can be surveyed by phone, mail, or Web. Gallup Panel members with a college degree, with access to the Internet were invited to take the Gallup-Purdue Index survey online.

The Gallup Daily tracking survey sample includes national adults with a minimum quota of 50% cellphone respondents and 50% landline respondents, with additional minimum quotas by time zone within region. Landline and cellular telephone numbers are selected using RDD methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday. Gallup Daily tracking respondents with a college degree, who agreed to future recontact, were invited to take the Gallup-Purdue Index survey online.

Gallup-Purdue Index interviews are conducted via the Web, in English only. Samples are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match national demographics of gender, age, race, Hispanic ethnicity, education, and region. Demographic weighting targets are based on the most recent Current Population Survey figures for the aged 18 and older U.S. bachelor's degree or higher population.

All reported margins of sampling error include the computed design effects for weighting.

For results based on the total sample of bachelor's degree or higher respondents, the margin of sampling error is  $\pm 0.9$  percentage points at the 95% confidence level.

For results based on employee engagement of bachelor's degree or higher respondents, the margin of sampling error is  $\pm 1.0$  percentage points at the 95% confidence level.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

RELEASE DATE: May 6, 2014

SOURCE: Gallup <http://www.gallup.com/poll/168848/life-college-matters-life-college.aspx>

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# High-Impact Educational Practices



## First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

## Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

## Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

## Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

## Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

## Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

## Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

## Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

## Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

## Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Table 1

**Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains**

	Deep Learning	Gains General	Gains Personal	Gains Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
Senior				
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Table 2

**Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices**

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++
Senior				
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Service Learning	++	+++	+++	++
Senior Culminating Experience	++	++	+++	++

+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30

Source: *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).

Search this site

# First-Year Experience

- WELCOME WEEK
- FALL CONVOCATION
- PEER MENTORS
- FIRST-YEAR EXPERIENCE COURSES
- FACULTY CAFES
- SPRING EVENT
- FIRST-YEAR LIVE-ON POLICY

[Home](#)



## ADDITIONAL RESOURCES

[Meet the First-Year Team](#)

[Academic Advising](#)

[University Housing & Dining Services](#)

[FYE Live-On Campus Requirement](#)

[Office of Student Life](#)

[Student Wellness](#)

[Student Success Center](#)

[Career Services](#)

[Campus Diversity](#)

[Disability Access](#)

[More Student Resources](#)

Welcome to your first year at OSU-Cascades! The First-Year Experience includes programs to help new students become thriving members of the Oregon State University - Cascades community. Explore the links below to learn about upcoming First-Year Experience programs.



Welcome Week



First-Year Peer Mentors



First-Year Experience Courses



Fall Convocation



Faculty Cafes



Spring Event

### Contact Info

OSU-Cascades  
1500 SW

#### ABOUT

- Leadership
- Campus Diversity
- Campus Safety
- Directory
- Employment

#### ACADEMICS

- Academic Calendar
- Courses and Class Schedules
- Registration
- MyOSU

#### EXPANSION

- 10-Acre Campus
- Community Engagement
- Long Range Planning
- Campus Expansion

#### CAMPUS LIFE

- Student Success Center
- Career Center
- Computer Lab
- Disability Access

## ADVOCACY AND DEVELOPMENT COMMITTEE

**Leaders:** Becky Johnson, Julie Hotchkiss

**Members:** Mike Hollern, Mark Kralj, Amy Tykeson, Oran Teater

**Meetings:** More commitment through July as we work to influence the legislature for the \$69.5 million, and raise the remaining \$4 million for the capital campaign.

**Charge:** Advocate for OSU-Cascades with local and state lawmakers by writing letters, meeting with legislators, and testifying before committees. Advise on fundraising strategy and help Julie and Becky make connections to new potential donors. Share your story of why you support OSU-Cascades philanthropically. (You will not be expected to ask anyone for donations – that is our job.)

### Background

OSU-Cascades will be at capacity by 2020, and without a new building in place by 2021, will have to limit enrollment. We are asking the state to contribute \$69.5 million in state-backed bonds to fully fund the next phase of expansion for OSU-Cascades. Combined with \$10 million in philanthropy and \$5 million from student fees (that they voted to support), the \$84.5 million will be used to:

- Remediate the 46-acre pumice mine by partially filling and terracing it for future development (\$9 million);
- Install infrastructure (roads, pathways, utilities, etc.) and pay for off-site improvements (required by the city, such as new roundabouts) for the 46-acres (\$11 million);
- Construct a new 55,000 sf academic building that would be focused on STEAM disciplines – science, technology, engineering, arts, and math. Combining the arts with STEM disciplines brings diverse ways of thinking together to creatively solve society’s most complex problems, and discover new opportunities (\$49 million, includes structured parking);
- Construct a new 22,500 sf student success building for support functions, such as tutoring, advising, career counseling, clubs, athletics (\$15 million).

### Next Steps

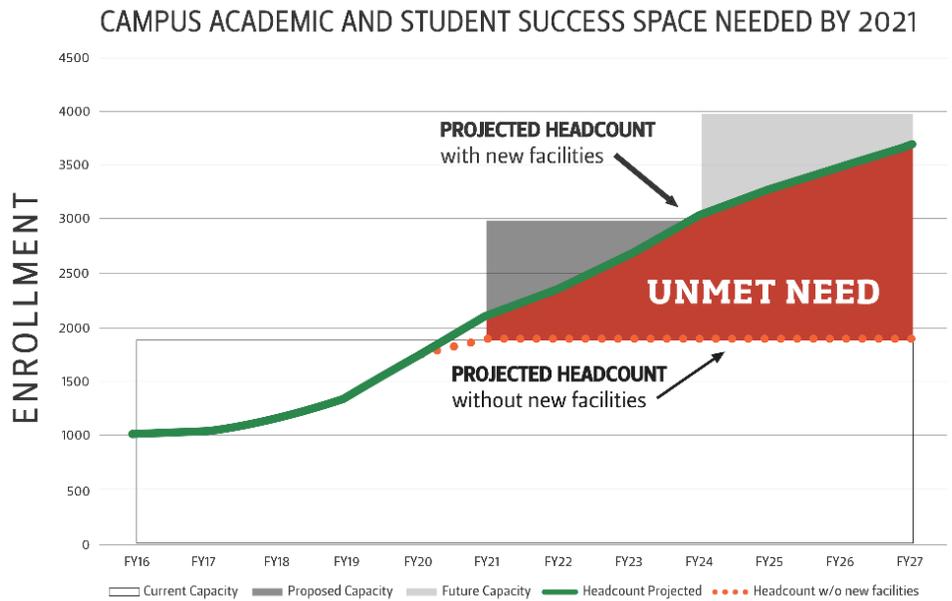
On the next few pages are materials that describe and support our projects. We would like your feedback on their clarity and effectiveness. What is missing and what should we leave out?

A group of community supporters, organized by Now4 OSU-Cascades (Amy Tykeson and Janie Teater), have already visited Salem once and have written individual letters to legislators. We will need at least one more trip to Salem, probably in late April or early May, and we need more e-mails sent to the Governor and key legislators.

For the \$10 million capital campaign, we have \$6 million pledged, and have about 15 proposals out to potential donors totaling about \$2 million. The goal is to have \$10 million pledged by the end of May so that we can show the legislature how much our community supports the expansion of the campus. Raising \$10 million in a small community, with very few and very young alumni, would be an incredible statement. We would like your help on messaging, materials, and people with whom to connect. We would also like you to work with other board members to involve them in advocacy, cultivation and stewardship as is appropriate.

# Serving a Growing Economy and an Education Desert

Oregon State University - Cascades in Bend is Oregon’s fastest growing public university campus, and has been since 2011. Its responsibility is to serve 3,000 to 5,000 students by 2025 to meet state education goals. Yet by 2021, the current academic and student support facilities on the 10-acre campus will be at capacity. Without the investment of \$69.5 million in state funding for an additional academic building and a Student Success Center this biennium, OSU-Cascades will be unable to meet the educational needs of the state’s fastest growing and most underserved region.



## ECONOMIC IMPACT

Central Oregon’s economy is growing fast and diversifying. Employers are looking to OSU-Cascades to provide skilled workers in new industries: High-tech, Biosciences, Healthcare, Manufacturing. By 2025 OSU-Cascades will contribute:

- \$197.8m** In statewide economic output
- \$72.7m** In operations, construction activities
- 2,083** Jobs
- \$3.43m** Additional annual state income taxes

## RURAL CHALLENGES

A 2016 American Council on Education study describes Central Oregon as an *Education Desert*. The region lags behind the rest of Oregon in higher educational attainment, and the gap in rural Crook and Jefferson counties is significant. The study shows most freshmen who attend a public university do so within 50 miles of home, so OSU-Cascades is critical for serving Central Oregon’s rural families. But without additional capacity, OSU-Cascades will be unable to serve these students, and they are twice as likely to be unemployed and ill-equipped to participate in Oregon’s prosperity.

## UNDERSERVED STUDENTS

- OSU-Cascades’ student body reflects the demographics of an underserved and rural community:
- 70%** Central Oregonians
  - 21%** from C.O. rural communities
  - 35%** first generation college students
  - 50%** Pell Grant eligible, indicating financial need
  - 18%** US minority students, a 50% increase since 2011

With additional capacity, OSU-Cascades can continue to serve these populations, transforming students’ and families’ lives.

## 2017 CAPITAL REQUEST FOR \$69.5 MILLION FOR CAMPUS EXPANSION

The expansion of Oregon State University – Cascades beyond its current capacity is crucial to meeting the needs of Oregon’s fastest growing region, yet one that lags behind the rest of Oregon in higher educational attainment. By 2021 OSU-Cascades will exceed its current capacity of 1,890 students. In order to continue to provide access to higher education for Central Oregonians, campus capacity must be increased.

### INVESTMENT

#### Capital Projects to be Funded

The OSU-Cascades’ campus expansion project includes:

- **Reclamation of 46-acre pumice mine site**  
\$9M Q-bonds
- **Campus infrastructure**  
\$11M Q-bonds
- **An academic building**  
\$10M G-bonds, \$29M Q-bonds, \$10M gifts
- **A Student Success Center**  
\$5M G-bonds, \$5M Q-bonds, \$5M OSU revenue bonds
- **Graduate & Research Center Renovation**  
\$0.5M G-bonds

### ■ RECLAMATION OF THE CAMPUS OWNED 46-ACRE PUMICE MINE SITE

*Target Completion: Spring 2020*

The reclamation of the site will be undertaken according to the campus design specifications outlined in OSU-Cascades’ Long Range Development Plan. Partial fill and compaction of the pumice mine will bring the overall site to a condition ready for infrastructure development.

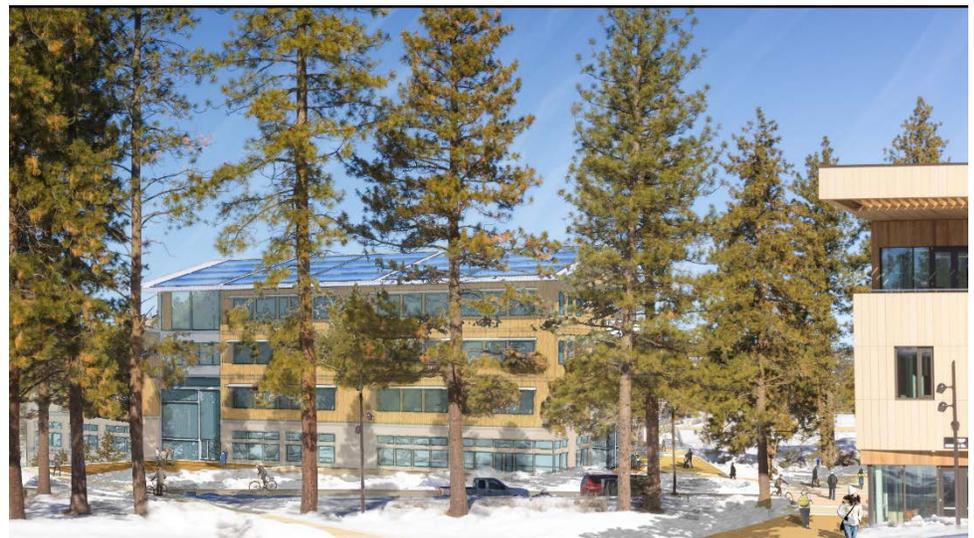
### ■ CAMPUS INFRASTRUCTURE

*Funding Source: \$11M Q-bonds*

*Target Completion: Summer 2021*

After reclamation of the site is complete, infrastructure will ready the site for future building and open space development. The planned campus infrastructure includes:

- Roadways
- Multi-modal pathways
- Parking
- Storm water facilities
- Utilities



Utility infrastructure and building locations will be designed to support a net-zero campus, potentially using geo-thermal, solar or bio-mass utilities.

Costs for anticipated public infrastructure improvements are included in the project.

### ■ ACADEMIC BUILDING 2

*Target Completion: Summer 2021*

By 2021, OSU-Cascades will be at capacity for academic classroom and faculty office space. A second academic building is needed to accommodate the significant enrollment growth anticipated to meet OSU-Cascades’ share of the state’s 40-40-20 goal.

The planned 55,000 square foot academic building includes:

- Lab space for bio-sciences, kinesiology and engineering

- General purpose classrooms
- Faculty offices
- Learning support and research spaces

The laboratories and general-purpose classrooms will support the growth of general education requirements and regional-specific programs.

The overall project also includes:

- Outdoor learning and study space
- Structured and surface parking

---

## ■ STUDENT SUCCESS CENTER

*Target Completion:* Summer 2021

Development of a three-story Student Success Center will improve learning outcomes and facilitate student engagement at OSU-Cascades. The current campus has limited space dedicated to the improvement of student success.

There is substantial research showing that the more involved students are in an institution, the more invested they will be, the higher the grades and the more likely they are to be successful.

The student success building will include a combination of:

- Flexible use spaces for classroom, learning commons or tutoring space
- Advising or counseling space
- Arts presentation and maker space
- Informal gathering space
- Student involvement spaces (ex. multi-cultural/social/outdoor programs)
- Offices for student success staff, including study abroad, service learning, sports and clubs, career counseling, and internship support

---

## ■ RENOVATION OF GRADUATE & RESEARCH CENTER

*Target Completion:* Fall 2018

As OSU-Cascades increases its offerings of academic degree programs and courses, it will be necessary to accommodate the related increase in faculty and staff.

Following the acquisition of the Graduate & Research Center in 2012 approximately 60 percent of the building was renovated to provide academic classrooms and office space.



*Figure 1 Graduate & Research Center floor plan*

This proposed renovation project will increase the utilization and efficiency of select areas within the Graduate & Research Center and provide support and office areas. The remodel will also enhance security features, including:

- Relocation of the reception to the main entrance
- Installation of automatic door locks
- Installation of security cameras as provided on other Oregon public university campuses

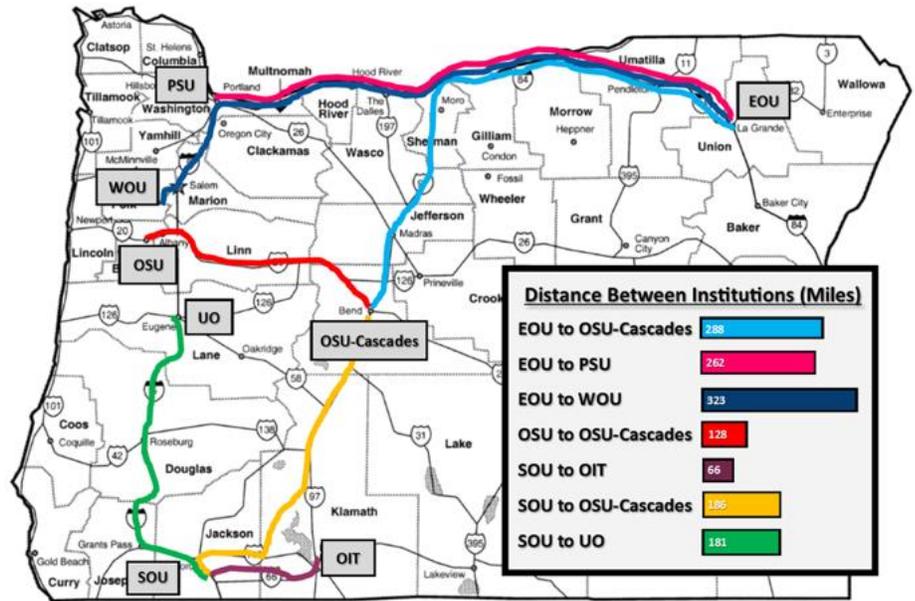
# OSU-Cascades Serves Central Oregon Students

## Serving Central Oregon

- OSU-Cascades is the destination of choice for Central Oregon students
- OSU-Cascades draws few students from other regions in the state
- Regional population is the most significant driver of regional university enrollment
- Research shows many students - *especially U.S. minorities, first generation, low-income, and rural students* - will not go to college at all without nearby access
- Students who must go to another state school because capacity is limited in Central Oregon, will spend additional travel and living costs, increasing student debt

## Serving Central Oregon's 7,833 Square Miles

OSU-Cascades serves a distinct region and student population. It is a significant distance from other regional public universities. In fact, students who attend EOU and SOU would travel much further to attend OSU-Cascades than they would to attend other state public universities.



## Regional Population Drives Regional School Enrollment

Enrollments at regional colleges are most affected by population and other factors, not by enrollments at OSU-Cascades. OSU-Cascades enrollment is driven exclusively by regional factors: population and proximity of access.

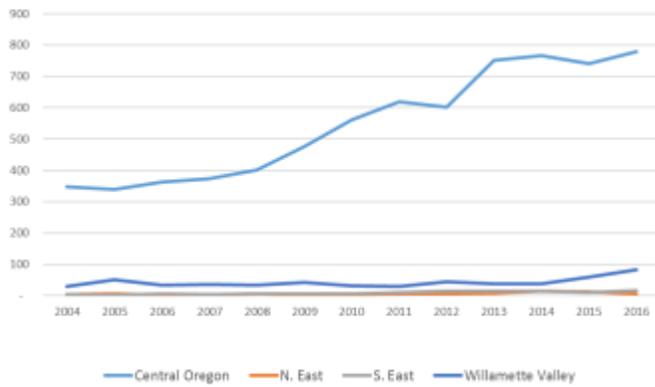
## OSU-CASCADES ENROLLMENT

Students at OSU-Cascades represent the demography of the surrounding community:

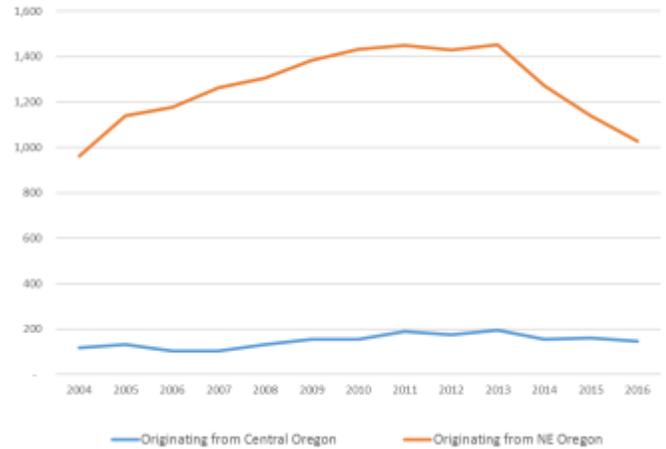
- 1,122 undergraduate and graduate students
- Additional 93 students taking classes at COCC
- 70% from Central Oregon
- 10% from Portland regional area
- 8% from out-of-state

FALL TERM ENROLLMENT	OREGON STATE UNIVERSITY - CASCADES		
Region of Origin	2007	2016	Change
N. Coast	3	12	9
Tri-Met	22	112	90
Willamette Valley	35	84	49
S. West	13	22	9
Gorge	3	8	5
Central	373	780	407
N. East	2	6	4
S. East	4	16	12
			585

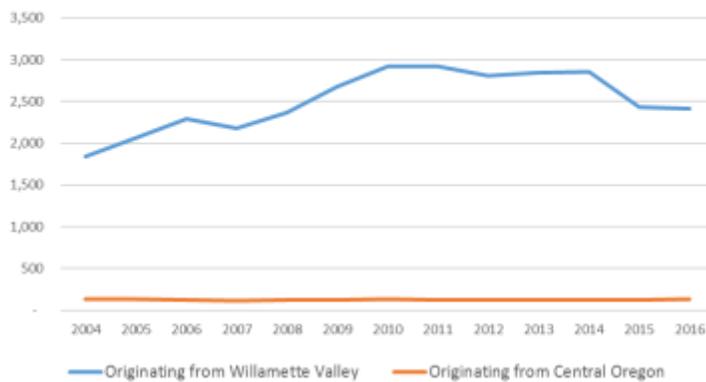
OSU-Cascades enrollment from Central Oregon and from other regional university areas



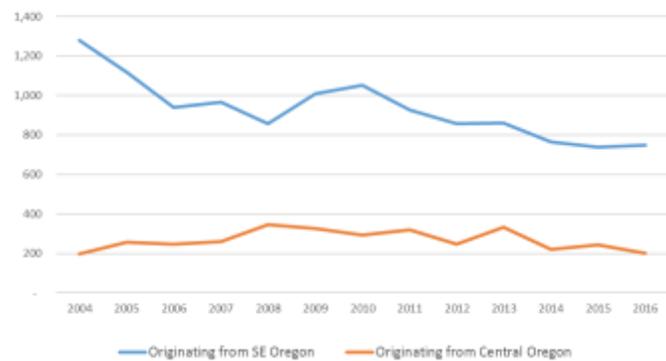
EOU Enrollment from NE Oregon and Central Oregon  
EOU is 304 miles (and 5 hours) from OSU-Cascades



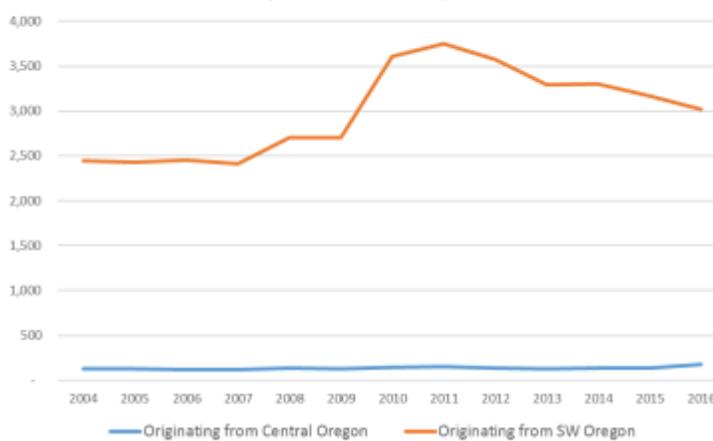
WOU enrollment from Willamette Valley and from Central Oregon  
WOU is 143 miles (3 hours) from OSU-Cascades



OT enrollment from SE Oregon and from Central Oregon  
OT is 136 miles and 2 hours 20 minutes from OSU-Cascades



SOU enrollment from SW Oregon and from Central Oregon  
SOU is 173 miles (3 hours 21 minutes) from OSU-Cascades



**BEND AND CENTRAL OREGON POPULATION**  
Central Oregon is the fastest growing region in the state.

- Current population is 220,000
- Estimated population in 2030 is 260,000
- Bend Lapine K-12 grew by 38% from 2000-2016
- Central Oregon K-12 grew by 25% from 2000-2016

## OSU-Cascades

### Academic Building II Initiative

Goal: \$10 million

Gifts & Pledges as of 3/31/17: \$6,000,000

Verbal Commitments: \$1,200,000

Balance: \$3,000,000

Gift Level	# of Gifts Required	# of Identified Potential Donors Needed	# of Potential Donors Identified	Total from Potential Donors	Commitments to date
\$5,000,000	1	1	1	5,000,000	5,000,000
\$1,000,000	1	4	3	1,000,000	1,000,000
\$500,000	4	16	6	2,000,000	
\$250,000	4	16	6	1,000,000	
\$100,000	5	20	20	500,000	
\$50,000	5	20	21	250,000	
\$25,000	10	40	17	250,000	
<\$25,000	0	0	0	0	
<b>Totals:</b>		<b>117</b>	<b>74</b>	<b>10,000,000</b>	<b>6,000,000</b>

#### Verbal commitments:

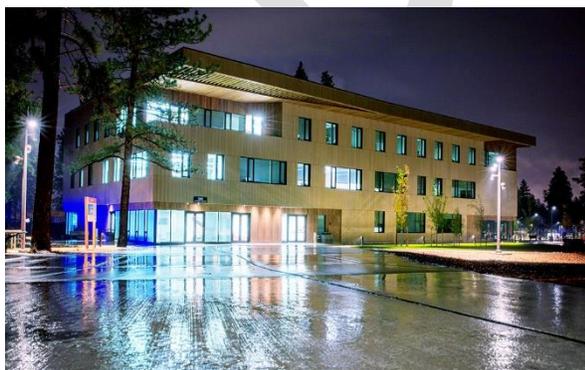
- \$1,200,000

#### Notes

- Gift conversations to date: 15
- Open proposals totaling - \$2,100,000

#### Interesting Facts

- OSU-Cascades hosted nearly 100 students for its March 30, 2017 Spring Preview Day
- OSU-Cascades' skiers and snowboarders had a strong showing at the USCSA National Championship hosted by Mt. Bachelor in early March
- 70% of OSU-Cascades student body is from Central Oregon and 43% transfer from COCC



**A Proposal to \_\_\_\_\_  
Oregon State University - Cascades**

**Date**

**Introduction**

The Oregon State University Foundation appreciates your serious consideration of a gift of \$\_\_\_\_\_ to support OSU-Cascades' second academic building. This academic building, which will focus on STEAM (science, technology, engineering, arts and math) disciplines, will have a transformative effect on educating students as well as serving the economy and culture of Central Oregon.

**The Opportunity**

OSU-Cascades is the fastest growing campus in the Oregon state system and also serves Oregon's fastest growing region. After opening the doors of our new campus in the fall of 2016, it is already apparent that our expanding student body will outgrow the current facilities by the fall of 2021.

Therefore, OSU-Cascades is seeking to secure \$10 million in philanthropic commitments by May 31, 2017 – just before the end of the legislative session. The \$10 million will serve as the required match for \$39 million in state bonds, resulting in \$49 million for the planned academic building. Having the \$10 million in philanthropy secured by June will demonstrate to the legislature how much Central Oregon supports the expansion of OSU-Cascades, and help them to prioritize this project in their final allocations.

This STEAM building is the next step toward creating a world-class university to serve Central Oregon and beyond. Along with new academic programs and student success initiatives, the physical infrastructure will be designed with best practices for student learning and faculty research. When the STEAM disciplines are located together, it results in unique and innovative approaches to learning and solving complex problems that cross disciplines. This type of collaborative work will give our students and faculty the edge they need to succeed.

**Vision for OSU-Cascades**

Central Oregon is now an internationally known outdoor recreation mecca, an incubator for entrepreneurship, and the birthplace of new, distinctly Oregon, but internationally recognized, ideas and investment.

Until now, this growth has happened without a strong, local relationship to a research and teaching university. OSU-Cascades fills this vacuum. In the context of rapid change, OSU-Cascades can act as an engine for the generation of ideas, art, and culture, and as a hub of industry and student preparation for the job market.

Universities are critical to supporting smart growth, cultural expression and diversity, and to maintaining cutting edge, future-oriented communities and industries. Oregon as a whole is changing, and Central Oregon is changing more quickly than any other area of the state. OSU-Cascades will be instrumental in making that change sustainable, community-driven, and globally aware.

As a branch of OSU, OSU-Cascades benefits from the exceptional resources and reputation of the home campus. The vision for OSU-Cascades is to bring the strengths of OSU to the environment, economy, and culture of Central Oregon, thereby building a unique and compelling university.

OSU-Cascades has engineering, business, and science programs that align with Central Oregon's industry and entrepreneurial spirit. It has natural resource programs that adopt the Central Oregon environment as their laboratory and contribute to long-term sustainability. It has liberal arts, health, and education programs that enrich the Central Oregon community and culture. By building this uniquely "Central Oregon" university, we not only serve the needs of the region, but we become a destination of choice for students and faculty from around the world.

### ***Conclusion***

To effectively serve our region's fast-growing population, we must ensure the capacity to educate students here, in Central Oregon. Research clearly indicates that having access to education close to home is a significant determinant in whether or not potential students choose to attend college. Access to education close to home helps students save considerable money and also keeps our young talent pool in the community and contributing to the local economy.

OSU-Cascades is eager to fulfill the educational, cultural and workforce needs of its community. To adequately accomplish this, we must grow our facilities. At this pivotal point in OSU-Cascades' growth and development, philanthropic support is absolutely necessary for the campus to achieve its ambitious vision. We truly appreciate your consideration of supporting the STEAM building at OSU-Cascades. Your generous commitment will create meaningful opportunities for OSU-Cascades' students and the community we serve.

## MARKETING AND PUBLIC RELATIONS COMMITTEE

**Leaders:** Christine Coffin, Blake Vawter

**Members:** Scott Allan, Erin Borla, Dan Hobin

**Meetings:** To be scheduled ad hoc and focused on key topics

**Charge:**

Serve as brand ambassadors and advisors:

- Contribute insight, feedback and assistance to help in the execution of our marketing and public relations goals
- Provide local, regional and state knowledge that can increase awareness of OSU-Cascades, support enrollment and advance our reputation
- Help increase Central Oregon alumni knowledge and engagement
- Lend knowledge and experience as OSU-Cascades develops cultural programming that can attract and engage diverse audiences, and increase appreciation and support for our mission

### **Background**

Now on its very own campus, OSU-Cascades has the opportunity to establish a distinct identity, expand to 3,000 to 5,000 students, serve Central Oregon's educational, economic and enrichment needs, and develop an enviable reputation around the state, Pacific Northwest and beyond.

*Brand Identity* - As an Oregon State University campus, OSU-Cascades can both leverage OSU's strong brand and define a unique sub-brand position.

*Awareness* - Growing the awareness of OSU-Cascades is a priority. Within Central Oregon, knowledge about OSU-Cascades is uneven as we emerge from a nearly 15-year history on the community college campus. Around the rest of Oregon, awareness of the new Bend OSU campus is still limited, with 79 percent unawareness according to a 2016 Simpson Scarborough public and alumni opinion research survey. By overcoming these awareness challenges we can enhance student recruiting and reputation building efforts.

*Alumni Relations* – OSU-Cascades' nearly 3,000 alumni now have an alma mater in Bend, as do the more than 4,000 OSU alumni in Central Oregon. With the Oregon State Alumni Association soon having a presence on the Bend campus, the opportunity to enhance alumni programs and networks, and develop ambassadors for our growing campus, can begin in earnest.

*Community Relations* - Locally, particularly as the campus expands, efforts to support neighbor and community relations will be essential. Campus long range development planning is nearing completion. A framework for our town-gown relations has been created and will guide interactions with immediate neighbors and local government bodies. Increasingly though, community members are seeking more tangible benefits of a university campus, including lectures and cultural events. Now is the time to thoughtfully create positive and enriching programming – concerts, lectures and enriching activities – so

that the benefits of living in a university town become clear and present, and public audiences of all backgrounds are welcomed into our environment.

### **Next Steps**

- On the next few pages and on [www.OSUcascades.edu](http://www.OSUcascades.edu) are materials that are examples of our current brand and message. Your feedback on their clarity and effectiveness will be helpful. Are there gaps in our coverage or opportunities we are not currently leveraging?
- As we build our news communication efforts beyond Central Oregon, what organizations are you affiliated with that might benefit from increased awareness about OSU-Cascades or faculty expertise?
- Are you aware of informal networks of OSU alumni in Central Oregon that can become better engaged with the Bend campus?
- Committee members will be needed to help prioritize audiences and determine themes and topics for a slate of annual community cultural offerings. The effort will launch with a facilitated charrette event this spring/summer.