

# **Engineering and Technology Industry Council Core Investment Plan Biennium from July 1, 2005 to June 30, 2007**

**Campus:** Western Oregon University

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**Date of Submission:** April 2, 2004

**Summary of Proposal:** \$250,000

WOU is requesting \$250,000 for the core investment plan. The major goal of our investment for the 2003-2005 biennium was a network laboratory and investment in student facilities. The focus of this investment plan is improvement of faculty facilities and recruitment of students.

## **Goals**

An ongoing need of our department is the reliance on adjunct faculty to teach our lower division and university-wide service classes. While this frees our tenured faculty to teach classes in our two majors, in times of budget cutting, we must make budgetary choices if we are to keep our adjunct faculty. Our first goal is to insure the continuation of our adjunct faculty.

Since we concentrated on improving student facilities in the 2003 – 2005 biennium, we need to improve the faculty facilities in the 2005 – 2007 biennium. As a part of this goal, we need to replace faculty desk machines, upgrade the software used for classes, and increase the opportunity for faculty training and travel to conferences and workshops.

A third goal is to strengthen the high school recruitment process

## **Investment Description**

We currently employ a yearly FTE of 2.5 for our adjunct instructors. These adjunct instructors handle our university wide service classes and some of our lower division elective classes. We would like to expand our upper division offerings in several areas. In order to increase these offerings, we need to free our tenured faculty from teaching some of the introductory lower division classes; however, this means we need to maintain our use of adjunct instructors. Therefore, we plan to continue employing a yearly FTE of 2.5 adjunct instructors, and this would be approximately 74% of our proposed request.

WOU is a teaching university. This means that the primary function of faculty is to teach. It also means that our faculty must be able to teach throughout the undergraduate curriculum, not only in the areas in which we did our Ph.D.'s. If our students are going to learn the latest technology and be useful to industry, we need to improve the access our faculty have to training workshops and travel for conferences. We also need to upgrade the machines that faculty have on their desks and the software that is used for classes. We plan to invest approximately 22% of our proposed request in this goal.

For the past three years, WOU has hosted the SuperQuest conference during the summer. This is a conference that has a goal of helping primary and secondary school teacher become more familiar with technology. As part of this effort, we plan to strengthen our contacts with local area teachers. We plan to invest approximately 4% of our proposed request towards this goal.

## Results

We have had many requests for our majors to expand the elective course offerings and to increase the frequency of special topic classes. We expect that we can do this by maintaining or increasing our adjunct FTE. In addition, increasing the training opportunities and travel to conference opportunities for faculty will mean that our graduates will be better able to meet the needs of industry.

### Proposed Investment and Private Support Forecast (\$M)

	7/1/05- 6/30/06	7/1/06- 6/30/07	Total
<b>Proposed OUS Investment (\$M)</b>			
Support of existing faculty (1)	0.093	0.093	0.186
Funds tied to existing programs (2)			
Hardware/Software Replacements	0.017	0.017	0.034
Faculty Travel/Training	0.010	0.010	0.020
New Programs			
High School Recruitment	0.005	0.005	0.010
Subtotal	0.125	0.125	0.250
Expected private support (\$M) (4)	0.063	0.063	0.125
<b>Total (\$M)</b>	<b>0.187</b>	<b>0.187</b>	<b>0.375</b>
<b>Faculty Supported (FTE)</b>			
Existing (1)	2.50	2.5	2.5
New (5)	0.00	0	0.0
<b>Total</b>	<b>2.5</b>	<b>2.5</b>	<b>2.5</b>
Notes:			
(1) Hired with ETIC funds through June 2005.			
(2) Programs started with ETIC funds through June 2005.			
(3) Use as many lines as you need to describe your programs			

## Metrics Forecast:

	Baseline	Projected			
	AY 99	AY06	AY07	AY08	AY09
Average SAT/ACT percentile of incoming freshmen (1)	44/40	45/41	45/41	46/42	46/42
Average GRE percentile of incoming grad. students (2)	N/A	N/A	N/A	N/A	N/A
Women graduating from ECS programs (3)	13%	16%	18%	18%	20%
Minorities graduating from ECS programs (3)(4)	15%	15%	16%	16%	18%
ECS undergraduate student credit hours	7170	7525	7888	8250	8612
ECS bachelors degrees granted	40	43	44	45	46
ECS graduate student credit hours	N/A	N/A	N/A	N/A	N/A
ECS graduate degrees granted	N/A	N/A	N/A	N/A	N/A
Pre-college contact hours (5)	We have not been tracking this metric				
Total research expenditures per year (6)	N/A	N/A	N/A	N/A	N/A
National ranking of <program or department> (7)	Not Ranked				
National ranking of University	Masters: Tier 2, US News & World Report				
Licenses sold (8)	N/A	N/A	N/A	N/A	N/A
(9)					
<b>Notes:</b>					
(1) If your applicants are required to submit SAT scores, use the percentile corresponding to the average composite SAT score of those submitting them. If they have the choice of SAT and ACT, use the average composite SAT score and the average composite ACT score, convert them to percentiles, and compute a weighted average of the two.					
(2) Percentile based on the average quantitative score over those submitting such scores; ignore verbal and analytic scores.					
(3) As a percent of all those graduating					
(4) Racial and ethnic minorities who are US citizens or permanent residents					
(5) Pre-college students participating in pre-college engineering, technology, computer science, math, and science programs					
(6) Total dollars spent by ETIC-related departments towards research during academic year.					
(7) Forecasts for multiple programs and departments are encouraged. Each ranking should be footnoted with the ranking body or ranking methodology.					
(8) Patent licenses or other royalty-generating intellectual property licenses granted to commercial entities					
(9) Add additional metrics as appropriate					