{ Engineering and Technology Industry Council }

ETIC: A partnership between Oregon's public universities and the private sector

Summary 2007-2009 Legislative Session Communications Plan

Goal:

To gain funding and mission support from the Governor's Office and the Legislature for the 2007-2009 ETIC budget proposal.

Objectives:

1. Garner support from the Governor's Office and legislators for the 2007-2009 ETIC proposed budget through various forms of advocacy.

2. Engage the business community and other groups to support the ETIC funding proposal with legislators.

3. Engage other educational sectors, K-12 and community colleges, to enlist advocates for the ETIC budget proposal and initiatives, such as OPAS.

Top 3 Key Messages:

- The ETIC mission includes fulfilling the workforce needs of all Oregon businesses and industries that rely on engineers and applied scientists to meet the demand for knowledge workers statewide, and to build a strong economy.

- Investments in engineering education and research are key to increasing Oregon's innovation capacity, productivity, and prosperity so that we can be competitive in the borderless, global economy we are now in.

- ETIC is a public-private partnership with a proven track record for producing measurable results for Oregon.

Other Key Messages:

- ETIC has been able to leverage state funding with as much as $2 of private support for each $1 in state support.

- ETIC's efforts to prepare K-12 students academically for college and to build a rich stream of engineers and computer scientists, supports the need for knowledge workers statewide; and has increased the quality and diversity (ethnic, geographic, gender) of students graduating from engineering and computer science programs in Oregon.

- Oregon's engineering and technology education and research programs are key strategic assets for the state's economy and its citizens by:
    - providing high quality, unique programs that meet the workforce needs of Oregon's industry clusters;
    - attracting resources to Oregon from throughout the world
    - doubling the number of bachelor's, masters, and PhDs receiving a globally competitive engineering education; and
    - undertaking innovative research that provides a competitive advantage to existing and new businesses.

- ETIC helps to build up the strengths of the workforce in rural areas through investments in students, faculty, labs and programs at our regional campuses; training technology workers to fulfill the needs of businesses and organizations such as agriculture, healthcare, energy, manufacturing, retail, tourism, wood products, and others; and attracting new businesses to rural areas through a skilled supply of technology workers.
    - Engineers and computer scientists trained in Oregon also support the workforce needs of Oregon's traditional industries, such as forestry, agriculture, fishing, etc.

- ETIC helps to grow opportunities for Oregonians to pursue well paid, rewarding careers in engineering and technology.

- ETIC reduces the need for employers to look out of state for technical professionals, providing high paid jobs to Oregonians; and reducing employer costs, making Oregon a more attractive state in which to do business.

- ETIC initiatives help to create highly educated, trained and innovative graduates who can immediately help their employers create new products and services and enhance existing ones.

- OUS has done a better job in increasing the number of engineers and computers scientists than many other states. [Do analysis and summary based on ASEE data.]

Tactics:

1. Engage key influencers – such as ETIC Board members, Board of Higher Education members, university presidents and deans, and others – in visits with editorial boards at key dailies statewide to describe the impact of ETIC efforts in meeting workforce and economic development needs by preparing highly trained engineers and computer scientist for all industry and business sectors.
   Next Steps:

- As soon as election if over, begin booking in editorial boards with major state dailies
- Develop presentation materials for this in the form of powerpoints and fact sheets on ETIC and OPAS

2. Develop and submit op-eds – bylined by industry, university and other community and education leaders – to key dailies that describe the importance of building a strong "pipeline" of engineers and computer scientists to support statewide workforce needs; and the progress made to date through the public-private partnership.
   Next Steps:
   - Begin drafting op-eds ASAP; have first one ready to pitch by 11-15; determine initial target. Create "urban" and "rural" versions. Need to develop at least 5 op-eds to start with. Determine byliners based on paper submitted to; could be a local leader, ETIC member, high school teacher, etc.

3. Engage and inform legislators about ETIC programs on campuses involving students and faculty through special events at the Capitol. Develop a lobby display at the Capitol, showing the innovative work of young Oregonians involved with ETIC pre-college, undergraduate and graduates. Bring students to the Capitol to meet with and talk with legislators about their involvement in these programs as a way to further engage legislators; young voices can be the most powerful form of advocacy. Target date: March 2007
   Next Steps:
   - Confirm March booking in Capitol Galleria.
   - Work with OUS Government Relations staff and the university Legislative Advisory Committee to determine how to tie in the ETIC strategy with campuses' Days at the Capitol.
   - Work with faculty plus teachers/directors of STEM programs to find ways to get students to the Capitol to talk with legislators about their involvement in ETIC and OPAS supported programs.

4. Meet with legislators to provide information about and advocate for the ETIC funding proposal.
   Next Steps:
   - Coordinate timing of these visits, and work with Government Relations to book these in. Where possible, combine ETIC, Oregon Innovation Council, business, and OUS leadership and campus representation on these visits.

5. Enlist members of the business community, faculty, students, and alumni to provide compelling testimony before legislative committees about the effectiveness and impact of ETIC's efforts, and the need for continued support in order to provide a well-trained strong workforce for Oregon

business and industry, and to attract new companies and investment into the state.

Next Steps:

- Begin getting commitments from these individuals to provide testimony; be sure to get very good contact information for them.

6. Gather and further develop data and graphical materials that will show ETIC's success in meeting Oregon's workforce needs, and that will show the need for continued, consistent investments. Use recent employers' survey; ASEE information; data from OUS IR department; and OSU econometrics study.

   Next Steps:

   - ETIC executive director and staff will compile all of this data and share with ETIC and OUS to incorporate into messages and collateral materials.

7. Develop and distribute a variety of outreach materials (issue briefs; powerpoints, talking points, testimonial packets, etc.) to support meetings with legislators, business groups, board members, and other constituents.

   Next Steps:

   - Begin drafting and prioritizing development of materials ASAP.

8. Develop stories of successful alumni, and incorporate these into various collateral pieces for use during the legislative session; include focus on the various career paths taken and education and other support needed to succeed.
   a. See OSU's booklet as a good example.
   b. Ask PSU, OSU Deans and others to suggest alumni.
   c. Feature people like Steve Pawlowski of Intel
   d. Reuse GET REAL profiles as needed.
   e. Career paths can include areas such as Electrical engineers, Mechanical engineers, Civil engineers, etc.; with focus such as: what they do for their employers; how they contribute to innovation, competitiveness, global leadership, etc. Consider distinguishing between BS, MS, PhDs.

   Next Steps:

   - Determine use of profiles, determine profilees, book in interviews as necessary, then develop profiles and collateral materials.

9. Relate ETIC investments to *The World is Flat* and similar themes – see OSU booklet.

   Next Steps:

   - Determine purpose and placement of this work, who will complete it; what collateral materials it will be tied into.

10. Complete a survey of Oregon employers to gather information about their need for skilled engineers and computer scientists, and use this data in meetings, op-eds, and collateral materials.
    Next Steps:
    - Survey is complete; more analysis needs to be completed on data points, and determination on when, how and in what forums to use data; how to tie in to other outreach materials and work.

Materials

- ETIC Issue Brief
- Develop “tag line” or short statement that summarizes what ETIC is about, and work into all materials
- OPAS Fact Sheet
- OPAS River Analogy
- Profiles and related collateral
- Powerpoints for:
    - Business community presentations
    - Legislative testimony and presentations
    - Foundation presentations
    - Conferences for educators (OPAS)
- Visual graphics such as relationship between ETIC and OregonInc.
- Supergraphics for booth display at Capitol and for conferences

Timeline

TBD