

Elevating the SCU Dialogue with State and Federal Policymakers

November 16, 2016

OPPORTUNITIES FOR ALL

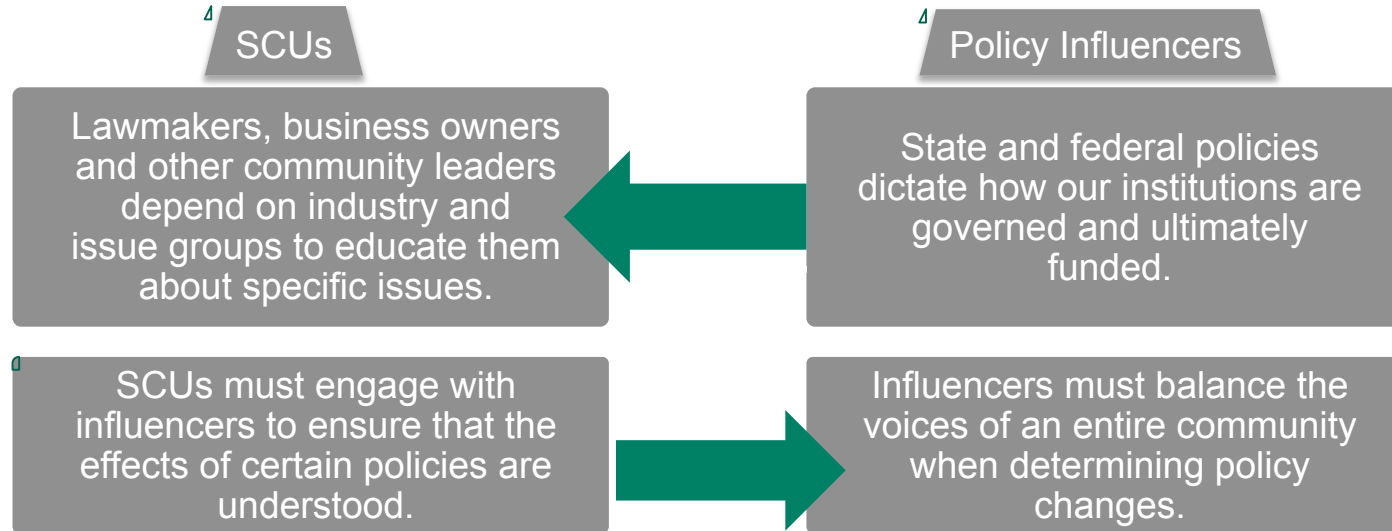
America's State Colleges
and Universities



Today's Agenda

- Government Relations & Opportunities for All Campaign
- Federal Perspective
- State Perspective
- SCUs in Action
 - University of Central Oklahoma
 - Western Washington University
- Q&A

Government Relations Ecosystem



As community focused institutions, SCUs are better equipped to educate lawmakers about local education policy.

Opportunities for All: A Unified Voice for America's State Colleges & Universities



At its core, government relations is an educational process:

- Educating **business, industry and community leaders** about the governmental process
- Educating **legislative officials** about the issues important to SCUs
- Educating the above, **and the public**, about the potential consequences that certain legislation might have on SCUs
- Once lawmakers know the ins and outs of an issue, we advocate by providing **the context, perspective and specialized recommendations** meant to dictate certain outcomes that are in the interests of SCUs



Federal Perspective

Michael Zola, VP, Government
Relations & Policy Analysis, AASCU

A New President + New Congress = Opportunities



Who are we and why should we care?

- With change comes opportunity
 - Overhaul of the Higher Education Act—the cornerstone legislation for higher education in America—is on the horizon!
 - New, creative energy around public higher education
 - AASCU is laser-focused on working with *all* parties going forward
- With change comes challenges
 - Knowledge and experience drain
 - Power abhors a vacuum
 - Patience, patience, patience
 - “What’s an SCU?”

The Landscape



- Despite some exceedingly deep understanding of higher education policy on Capitol Hill, few fully understand and can differentiate among the vast landscape of schools across the country
- Public, Private, not-for-profit, for-profit, and on-line learning
- And, higher education *has become* highly-political at all levels
- The contribution of our schools regionally (and nationally) is not universally understood (e.g., Flint)
- Not all audiences welcome a productive conversation around the value of our state colleges and universities
- Upcoming leadership and political change is an opportunity for us all to educate and influence the higher education community and the landscape going forward

We Strive to Achieve America's Promise of Higher Education and Create Opportunities for All

At the Federal-level, it is imperative to explain who we are!

- SCU's are dedicated to fulfilling America's promise to make higher education available to anyone who is willing *to work hard in order to be successful*.
- SCU's are smart investments for students and families because we offer a high-quality, accessible and affordable option to earning a four-year baccalaureate degree.
- SCU's are smart investments for government and business because we contribute to regional economic development and America's global competitiveness.
- SCU's provide unique opportunities for individuals seeking a broader higher education experience within an intimate and collaborative learning environment where faculty members are scholars and mentors.
- Unlike many other institutions of higher education, SCU's share a commitment to support the needs of our local community, region and state.



State Perspective

Tom Harnisch, Director, State
Relations & Policy Analysis

In the States---New Governors, New Legislators, Similar Challenges



Who are we and why should we care?

- States are at critical junctures
 - Near-universal understanding of the need to increase attainment to meet workforce goals
 - State budgets continue to be tight and the campus-capitol relationship remains strained
 - SCUs deliver value--access to high-quality, affordable college opportunities for students, low cost per degree for states
 - SCUs are complexly intertwined with regional economies, meeting the specialized needs of local businesses and spurring economic development
 - Big challenge as the lost “middle child” of public higher education
 - SCUs are the institutions that are most important for moving the dial on degree attainment (Zumeta, Breneman, Callan, & Finney, 2012)

SCUs Need to Tell Their Story

- SCUs are uniquely positioned to deliver
 - Budget cuts have an outsized impact on SCUs because of the lack of large endowments, economies of scale, fewer alternative revenue streams
 - SCUs serve large shares of low-income and minority students, growing populations in the U.S.
 - These institutions are generally cost-efficient (Titus, Vamosiu, McClure, 2016)
 - SCUs are also regional centers for economic, political, and cultural vitality

The Upcoming Years are Critical



- Most governors will be up for election in 2018, along with thousands of legislators. This election will determine the future of SCUs in many states.
- SCUs need to make their case for state investment amid competing priorities
- State leaders are looking for ways to grow state economies, and SCUs need to show how they contribute to state economies and growth
- SCUs need to use the upcoming years to position themselves for 2018 and build support among stakeholders

General Operating Principles for Effective Government Relations

- Community and coalition building makes a policy matter
 - Merits can only get you so far, community support and 3rd party validation make the difference in realizing success
- Invest time and effort in building relationships – foundational to success
 - Find the hook, do research, identify mutual interests
 - Be relevant, be their eyes and ears
 - Connect on a weekly basis by phone or personal contact
 - This will garner trust, and keep you and your issues on the top of their minds
 - It also builds goodwill, so you have their support before something negative arises
- Regular meetings between the president, communications and government relations
 - Meet once to twice a month to proactively plan, discuss priorities and share contacts
- Measure your success
 - Find direct causation - 3rd party validation and support is key



SCUs in Action



University of Central Oklahoma

Mark Kinders, VP, Public Affairs

Successes & Tactics: UCO Secures Dept. of Education Grant

- UCO helped build support to ultimately gain a \$7.8 million Department of Education grant.
- UCO created a backgrounder that was shared in D.C. visits with the House Education committee staff, the U.S. Chamber and the National Association of Manufacturers.
- The grant itself speaks directly to what the SCU advantage is: preparing students in transformative learning skills, which is more than discipline knowledge.

UCO Seeks a \$7.8 Million Title III Grant For Program Expansion

Work Place Readiness

Leadership IQ recently surveyed more than 5,000 human resource managers that collectively had hired 20,000 employees. The survey found that 46 percent of new college graduates failed on the job within 18 months. The least troublesome area was their technical competency. The greatest problems for these new graduates related to their inability to be coached, along with their motivation, temperament, and emotional intelligence about themselves and others.

Technical skills are easy to assess in a typical job interview. Soft skills are harder to gauge.

The University of Central Oklahoma (UCO) is taking the lead nationally in imparting these skills to our graduates through "Transformative Learning" both in and outside the traditional classroom. We are known nationally for our leadership, most recently co-sponsoring a national conference and publishing a

national journal on the topic. UCO calls these 10 learning skills the "Central Six." Through these, learn how to resolve problems that have no easy work well in teams, communicate clearly, profit with diverse colleagues and customers, understand globalized world, be creative and enterprising, a life-long learners.

These readiness skills do not show up in a tradit transcript. UCO's solution to this human resource deficit is found in its proposal to the U.S. Deptat Education for a Title III grant project. We propo an electronic version of an Official Transformat Record (OTR) for each of our graduates. This ill provide the proof that employers seek that graduates have mastered these soft skills that ar to success in the work place.

University of Central Oklahoma stud in the international 2012 Transfo Conference held on the



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The University of Central Oklahoma's Solution

The University of Central Oklahoma proposes a five-year project, seeking a \$7.8 million Title III grant from the U.S. Department of Education, to do the following:

- Provide 1,850 students with a living electronic portfolio that they can use to plan and monitor their progress toward a holistic education anchored by the Central Six soft skills. Through access to the e-portfolio, employers will find valuable information that defines and displays a graduate's competencies in these areas;

- Improve our infrastructure for data tracking and reporting to document the progress of students in learning each of the Central Six, and;
- Train and develop 1,040 faculty and staff in using robust rubrics to document standardized assessment of student Transformative Learning outcomes.

THROUGH THE TITLE III GRANT, UCO EXPECTS:

- To establish a \$2 million endowed matching fund to support the continuation of the project;
- To experience a significant improvement in graduation and retention rates; and,

- To share what it learns to serve as a national model via presentations at UCO's national Transformative Learning conference, through its scholarly journal and through presentations at higher education conferences.

FEDERAL POLICY CONSIDERATIONS MOVING FORWARD

As Congress considers the authorization of the Higher Education Act (HEA), it should consider establishing a program of record within the HEA. This initiative should incentivize colleges and universities to adopt transformative learning principles and

concepts as part of their curriculum. The curriculum would be developed by working more closely with the private sector on how to best prepare students for the 21st century workplace.

EMPLOYERS VALUE SOME SKILLS AND QUALITIES MORE THAN OTHERS



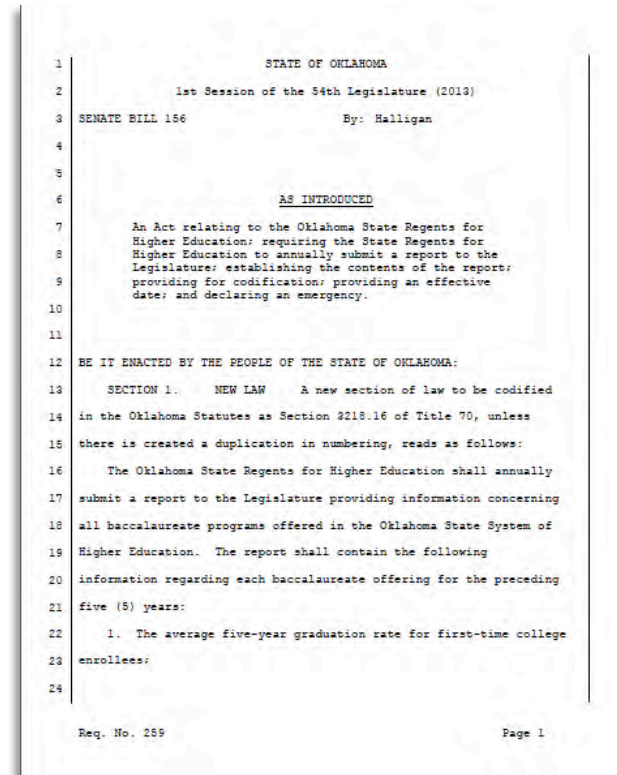
Source: AACSB, 2012

University of Central Oklahoma Transformative Learning Contacts

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Successes & Tactics: UCO Derails OK Output-Based Measures Legislation

- UCO derailed a piece of legislation in Oklahoma drafted by the state's APLU institutions. The bill would measure success at schools using output-based, empirical metrics that would advantage those schools and disadvantage SCUs who focus on outcomes (retention, graduation, debt load, job placement, etc.) while acknowledging the importance of outputs.
- UCO beat back this bill by simply asking legislators if they were a failure if they weren't employed in the discipline they received their degree in. "[There were] no takers on that."



Oklahoma Metro Legislators Workforce Development Backgrounder



Building a Dynamic Economy in Oklahoma

The University of Central Oklahoma is developing partnerships and collaborations with businesses, associations, and K-16 institutions to generate new wealth. Our focus has been to expand Oklahoma's five economic clusters to reduce the volatility of energy on our state's economy. We have been among the thought leaders, facilitators, and agenda-setters in expanding these partnerships. Furthermore, UCO's academic programs are providing the education, training and development to ensure well-educated and dynamic graduates have the entrepreneurial skills to immediately contribute to the workforce and their communities.

Innovation District

UCO took the leadership role to connect the Brookings Institution and the Oklahoma City Chamber to develop an Innovation District (ID) through the invitation of Bruce Katz (coauthor of Metropolitan Revolution) to UCO in 2015. After a tour of Oklahoma City, Katz identified Automobile Alley as a potential location. The district is now formally expanded to include the OU Health Sciences Center (OUHSC) and the adjoining Northeast Oklahoma City Neighborhood (NOCN). The District will provide "collision points" for bright entrepreneurs anchored to the Allied Health and BioScience industries, linked to the NOCN and other communities, that will drive increased prosperity along with a greater role for the arts and entertainment. Through its UCO Downtown classroom facility, UCO will help develop the STEM-Entrepreneur workforce presence that will power the expanded District. The city's Bioscience sector in the ID is envisioned as a primary wealth generator with additional opportunities to advance the energy and aerospace/defense clusters. To accomplish these objectives, UCO is developing links with the Black Chamber of Commerce, Greater Oklahoma City Chamber, Greater Oklahoma City Hispanic Chamber, Presbyterian Health Foundation, Oklahoma Health Center Foundation, the City of Oklahoma City, Oklahoma City Community College, Alliance for Economic Development in OKC, The University of Oklahoma and the Oklahoma Medical Research Foundation.

COSTEMA – Central Oklahoma STEM Alliance

UCO initiated and facilitated the conversation to create COSTEMA. Rooted in Act 1181, this will create an education district to meet the annual 50 percent shortfall of K-12 graduates who are STEM ready for college or the workforce. The district will affect 160,000 K-12 students in metro schools. UCO is partnering with Oklahoma City Community College, Franco Tuttle Technology Center, Oklahoma City Public Schools, Metro Technology Center, the Oklahoma Engineering Foundation, Oklahoma STEM Foundation and dozens of other partners. COSTEMA is establishing partnerships with industry members, such as Tinker Air Force Base, business advocacy groups, foundations, agencies, students and parents to provide new employment opportunities to drive STEM clusters growth.

Best Practices: University of Central Oklahoma



Avoid Partisan Pitfalls:

- There are no “red” or “blue” issues. It’s essential to keep conversation non-partisan and issue-based.

Stay on Message:

- Regardless of the bill or its sponsors, it must be viewed objectively through the lens of a defining issue – in UCO’s case, will this bill bolster and prepare the workforce to serve the community? Schools must identify their own “guiding issues” and deliver this message succinctly.

Start a Dialogue:

- Engage the community. Listen to what stakeholders are saying about your issue and identify potential allies who identify with your cause. Create an echo chamber for your message.

Emphasize Outcomes:

- Outcomes, not outputs must be stressed when communication with public policy decision makers.



Western Washington University

Successes & Tactics: Western Washington University

Western Advocates

- WWU has curated a partnership amongst the university's faculty union and alumni association to collaborate to identify key issues and work together on advocacy efforts. Mobilizing disparate groups with a common interest in the school's well-being has allowed the school to engage local leaders in new and creative ways.
- Collaborative, working relationships start with a president who is open to extending the lines of communications to other groups, especially students.

Let the Students Speak

- Legislators want to hear from their constituents, but they really want to hear from students themselves!
- WWU has taken a major step by including student leadership on trips to Washington D.C., tasking them with the creation of talking points and delivering presentations at congressional offices. These visits have had a profound effect, even leading to the incorporation of WWU into an existing energy grant for the school's institute of Energy Studies.
- On campus, WWU organizes Viking Lobbying Day, where students can travel down to the statehouse to speak up on issues affecting their experience at WWU and within the greater community.

Leveraging AASCU Materials for Federal Advocacy

- AASCU's policy team has a wealth of resources that can stand on their own or be fully customized by your communications team to fit specific institutions.
- WWU has integrated these materials into our own communications in the form of memos, leave-behinds and even their own legislative briefing book that caught the interest of Sen. Maria Cantwell.

Best Practices: Western Washington University

Tailor your Message

- Start with one message but be sure to tailor it to specific audiences.

Tell the SCU Story

- Provide insight about SCUs and regionals in the larger national context.

Communicate Consistently

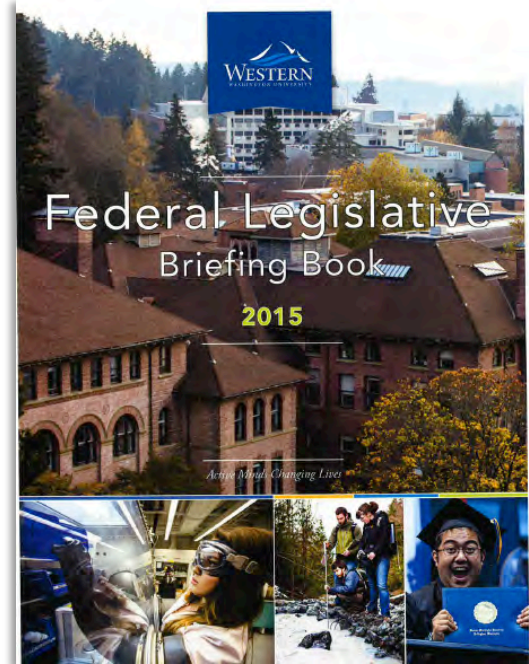
- Have awareness of your role as a SCU in all outreach, leveraging Opportunities for All messaging – verbal, print and online.

Establish a Guiding Pillar

- At WWU, state legislative goals are centralized around shifting the cost burden of tuition increases away from students.

Put Feet on the Ground

- Not enough can be said about the value of in-person communication. Send university representatives to community meetings, the state house and events in Washington D.C. to the extent possible.





Open Q&A

OPPORTUNITIES FOR ALL

America's State Colleges
and Universities

- Pledge to Commit to the Opportunities for All Campaign – www.opps4all.org
- Unify our voice and extend our reach on social media with **#opps4all**
- Media Relations - Have a success story? Email opps4all@aascu.org.
- Check out the AASCU Member Portal for more Opps for All resources such as templates, FAQs, and graphics.

Contact Information

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Thank You!

OPPORTUNITIES — FOR ALL —

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