

Dear Chair Hudson, Vice Chairs Fragala and Harbick, and members of the committee,

Thank you for the work that you do to support education across our state.

My name is Reverend Kimberly Puttman. I am a faculty member at Oregon Coast Community College and Chemeketa Community College. I am speaking in support of HB 3182 and 3183, because our students and our state need us.

You may wonder why I am testifying as an educator and a minister, when I am careful to keep my specific religious beliefs out of the classroom and out of the halls of government.

The answer is compassion. All faith traditions share a commitment to feed the hungry, tend the sick, and care for people in their communities. My work, no matter where I am, is anchored in these values. HB3182 and HB3183 help us care for vulnerable college students.

Like other educators, I listen with compassion to my students. Many of them tell me about their struggles to keep a roof over their head, care for their children, or make dinner and do homework all at the same time. Particularly in Lincoln County, where many of the jobs are seasonal, and many of the houses are vacation rentals, students often have two jobs and still have to couch surf because they can't find affordable housing. We need HB3182 to help students meet their basic needs. We need them to graduate and become the trained workforce that underpins the economic success of our state.

Similarly, I am speaking in support of HB3183, funding for Open Oregon Educational Resources. I am proud to be a sociology discipline lead for Open Oregon Educational Resources, the lead author for [Inequality and Interdependence: Social Problems and Social Justice](#), and a contributing author for [Social Change in Society](#). As part of a statewide project creating 12 Sociology, Human Development and Family Sciences, and Criminal Justice textbooks and course, I can tell you why supporting this program works for students, educators, and our state.

Funding Open Oregon Educational Resources through HB3183 works for students.

Obviously, when students use free textbooks developed by Open Oregon Educational Resource projects, they save money.

And when they spend less money on books, they can spend more on rent or food. Since 2015, no-cost/low-cost materials created with grants from Open Oregon Educational Resources saved students \$24 million, representing \$12 in student savings per program dollar spent.

But the benefit for students goes beyond just cost savings. When students use the free materials created by Oregonians for Oregonian, they succeed. According to a recent report on the [Guided Pathways Project](#): "Preliminary survey results show that 84% of students in the pilot

courses self-report improvement in affective outcomes, including increased motivation, increased interest in content, increased engagement, and increased academic confidence.”

Finally, when students participated in Open Oregon Educational Resource projects they innovate.

In one of my classes, OCCC students learned that they shared the experience of food and housing insecurity with other students across our state. We explored what other students were doing to fix these problems. And they decided to do something about it.

As part of their coursework and engagement with student government, they created the Shark Shack at OCCC, a basic needs closet. At the Shark Shack, our OCCC Sharks can pick up a toothbrush, a warm coat, or some spaghetti and tomato sauce to make dinner.

We were also able to discuss the devastation of the Echo Mountain Fire, part of Oregon’s Labor Day Fires of 2020. Student experiences and stories of our local community rebuilding became [part of our open Social Problems textbook](#). Now, what we learned about recovery from natural disasters here can be shared with students and communities across the state.

By funding these bills you are supporting student savings, learning, and innovation.

Funding Open Oregon Educational Resources through HB3183 works for teachers.

You have already heard about the pay disparities between full time and part time faculty. Forty years ago, 70 percent of academic employees were tenured or on the tenure track. Now, only [about 20% of community college instructors in Oregon are in tenure track positions](#).

These faculty members often need to teach at multiple institutions or have third jobs in order to pay their bills. By having access to free textbooks which focus on issues that face Oregon, and already developed course builds, instructors can focus on teaching rather than building.

And as my OCCC Teacher of the Year and Open Oregon Open Pedagogy Instructor of the Year awards can attest, faculty who are involved in Open Oregon become better teachers. Because they learn from expert instructors, writers, instructional designers, and each other, their ability to engage students in meaningful ways expands. In our project nearly 90% of the teachers involved changed their pedagogical practices because of their engagement with Open Oregon.

Funding Open Oregon Educational Resources through HB 3183 works for Oregon.

In the nearly 10 years that Open Oregon has been funded, we have worked with thousands of instructors and students. We created free books and materials not just in sociology, but across many disciplines, including such titles as [Blueprint for Success in College and Career](#), [Electrical Circuit Analysis](#), [Oregon Writes](#), and [Forest Measurements](#). These texts align to Oregon specific standards. They focus on meeting the needs of Oregon students in innovative and effective

ways. In doing so, they ensure that we are developing the skilled, thoughtful and compassionate workforce that Oregonians rely on.

I urge you to support HB 3182 and HB 3183 for our students, our teachers and our state. Our students need your compassion and your vote.