

ENGAGING FOR EXCELLENCE AND IMPACT

*2009 OSU Strategic Plan for*  
**Outreach and  
Engagement**



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# *Our future* DEMANDS ENGAGEMENT

The evolving competitive marketplace of public education rewards adaptable organizations that effectively respond to critical societal needs with new knowledge and learning opportunities. Oregon State University, a Land-Grant university, enjoys a reputation of providing value earned from 150 years of service to society.

At OSU, our statewide presence coupled with our practical, problem-solving research, development of innovative technologies, and extended learning opportunities can uniquely position us to meet the real-world needs of people. Our expanding commitment to outreach and engagement enhances the University's relationship to those we serve. The understanding generated from this enhanced relationship will continue to make OSU research and teaching more relevant and competitive. Seeking and applying knowledge increases our accountability to stakeholders and secures an enduring role that will be recognized and rewarded by enthusiastic partners. The future success of our university is enhanced by our expanding ability to engage.

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## Mission

With the complementary missions of learning, discovery, and engagement, Oregon State University is a powerful force for moving the country forward in the 21<sup>st</sup> century. In keeping with this national presence and building upon the strengths of Oregon's Land-Grant institution, University Outreach and Engagement's mission derives its purpose from the Oregon State University mission.

*“As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three areas Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social progress.”*

Outreach and Engagement at Oregon State University enhances access to enrichment and problem solving through reciprocal relationships for the exchange of knowledge and resources in partnership with individuals, communities, business, industries, government, and educational institutions.

## Vision

By 2020, the life of each Oregon resident will be demonstrably improved and enriched by engagement with OSU's innovation, knowledge, and expertise.

## Outreach and Engagement

Under the banner of Outreach and Engagement, our university reaches out to learners and partners and engages in reciprocal relationships that improve lifelong learning. The University's knowledge base is made available for problem solving and enrichment, while at the same time growing and improving with input from our learners, partners, and stakeholders.

Outreach and Engagement is an essential component of a contemporary Land-Grant university. It builds upon historic traditions in serving the state's residents in innovative ways through a statewide presence in local communities and a worldwide presence through courses and programs. Engagement will increasingly be defined by learner and student involvement in community issues as a part of their academic experience and by working relationships among stakeholders. OSU faculty endeavors in discovering, translating, and applying knowledge to provide economic, environmental, and social benefits will further the Outreach and Engagement initiative.

## Where We Excel

Oregon State University has distinctive capabilities in the following areas of human need where the University is now engaged.

### **Innovative economic development**

Application of knowledge and innovation that improves the performance and formation of businesses

### **Rural landscapes and community vitality**

Promotion of leadership and change strategies to sustain the future of rural areas and their ability to provide key benefits to all residents

### **Urban issues**

Identification of unique social problems and opportunities to partner with diverse organizations

### **Human health**

Information needed to meet the challenges of health care variability and personal lifestyle choices and to assure the long-term performance and viability of an aging population

### **Internationalization**

Workforce preparation to enable success in a connected world with expanded communication technologies and fewer boundaries to worldwide commerce

### **K–20 education**

Links with K–20 education to strengthen America’s workforce (including preparation in the nationally imperative STEM —Science, Technology, Engineering and Math—area), thus preparing students for using knowledge throughout their lives in an increasingly “flat” world

### **Public issues education**

Information about policy alternatives to guide informed policy development and strengthen democracy through an engaged public

### **Response to poverty**

Services for populations at risk due to unequal distribution of wealth and resource limitations

### **Energy**

Development of sustainable energy solutions to meet increasing global demand by engaging technologists, community leaders, and the University

### **Sustaining ecosystems and environmental qualities**

Progressive application of knowledge to enhance the quality of water, land, and air and their ability to support productive and sustainable landscapes and ecosystems

### **Security and disaster resilience**

Advance work toward preparing for and recovering from disasters in order to mitigate major disruptions in community services

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## Key Initiatives

University Outreach and Engagement will lead and accomplish the following initiatives over the next five years:

- Enhance access to information and learning opportunities that engage communities of learners in Oregon and around the world through access to credit, certification, and applied real-time and distance education.
- Develop new interactive and free-choice learning opportunities in Oregon and globally for learners, information seekers, and OSU students, better preparing them for leadership in a global economy.
- Build community and business partnerships that directly address pressing economic and social needs of our society.
- Partner with colleges and units to increase opportunities for outreach and engagement programs and activities.
- Lead statewide urban and rural interdependence initiatives.
- Fund faculty teaching and research activities within outreach and engagement.
- Create scholarships that enhance access to outreach and engagement programs.
- Invest Outreach and Engagement resources to support OSU key thematic areas to directly address economic, social, and environmental needs.
- Expand available resources to support outreach and engagement activities.
- Use established channels to expand implementation of technology and innovation.

## Core Service Offerings

University Outreach and Engagement, as a newly formed division at OSU, offers a core set of services to support outreach and engagement activities and programs. These services create innovative, new outreach and engagement programs across the University—involving colleges and programs—that require integration and coordination at the University level in order to be effective. The service offerings and capabilities are:

- Build and provide leadership for statewide programs that improve and expand cultural fluency and competence—spanning age, gender, ethnic, racial, religious, geographic, and cultural differences.
- Perform periodic assessment of societal needs and issues essential for effective outreach and engagement; develop a statewide data center to inform decision making.
- Provide expertise in development, delivery, marketing, and evaluation for outreach and engagement programs.
- Provide expanded access and support to employ learning technologies for quality online course development across a spectrum of learning opportunities, from noncredit to full degree programs.
- Provide training and support for faculty on partnership development.
- Provide innovative grant funding for outreach and engagement activities.
- Develop Outreach and Engagement funds for infrastructure improvements.

# Strategic Goal 1

## Access

*Provide access to innovative and relevant educational programs, research, and information resources within OSU to meet the broad range of current and future needs of individuals, businesses, and communities in our state, nation, and world.*


- OSU will respond to the rapidly changing needs of society within an increasingly competitive education and information environment by building on existing strengths and expertise.
- OSU will provide for the broad range of needs for lifelong learning in Oregon and beyond by offering an ever-increasing spectrum of credit, noncredit, and enrichment programs.
- By applying existing and emerging technologies, OSU will offer learners affordable educational opportunities that can be accessed where, when, and how learners want them.

### Strategies

**1.1 Respond to the needs of new audiences, local and global, seeking educational opportunities by expanding access to OSU programs, courses, and information resources.**

#### Actions

- 1.1.1 Expand efforts to identify and reach new audiences by implementing marketing strategies that promote current OSU programs and information from all of OSU's colleges and academic units as well as from Extended Campus and Extension units.
- 1.1.2 Conduct market research to identify new online and off-site learning programs with significant local and global enrollment potential.
- 1.1.3 Create and implement incentives that encourage colleges and departments to take on the additional work involved in creating and maintaining new online degree programs and courses.
- 1.1.4 Survey business leaders and community decision makers annually to identify new and emerging patterns of learning as well as current and future program, training, and information needs not being met. Prioritize opportunities based on their potential impact for communities served and for OSU.
- 1.1.5 Cross-train county-based Extension faculty in Extended Campus program capabilities and other "non-site-based" programs to promote awareness and increase access to all OSU information resources.
- 1.1.6 Implement county-appropriate communication plans to make local decision makers, business leaders, and citizens more aware of available OSU programs, resources, and services.
- 1.1.7 Develop increased learning opportunities and programs that expand knowledge and skills within Latino and other under-served communities in Oregon.



*A great new website called the **Oregon Rural Community Explorer** was developed by the OSU Library, Agricultural and Resource Economics, and the Family and Community Development Program. It provides historical records and social, economic, and environmental information for 723 places and 36 counties in an easy-to-use, understandable form for people across the state and around the world.*

1.1.8 Participate in existing Oregon statewide efforts focusing on K–20 technology learning assessment and program implementation. Some examples include:

1.1.8.1 Accelerate Oregon project, sponsored by Intel Corporation—to assess the level of technology proficiency in K–12 students and provide resources to raise the technology competency of Oregon public school students.

1.1.8.2 K–20 Distance Learning project sponsored by the Oregon Telecommunications Coordinating Council (ORTCC).

**1.2 Determine needs and provide capabilities and support for mutually beneficial partnership opportunities through comprehensive access to OSU knowledge resources.**

### Actions

1.2.1 Lead the “Oregon Open Campus” proposal to create vibrant learning communities and workforce training opportunities for Oregon residents.

1.2.2 Establish a common system and database environment that gives OSU partners access to program resource, research, and information databases that address workplace training and educational program needs in community-based environments.

**1.3 Create an easy-to-use process to access OSU’s Web-based product offerings and knowledge resources.**

### Actions

1.3.1 In collaboration with University Advancement, work to enhance OSU’s home page to more explicitly lead searchers to OSU’s program, research, and knowledge resources, thus creating a better front door for users.

1.3.2 Work with the OSU library and partners to develop an “OSU Explorer” that catalogues and organizes access to various FAQs, databases, websites, and help lines, thus streamlining the process of finding information within the OSU knowledge base.

1.3.3 Apply appropriate emerging technologies to facilitate learning and communication.

**1.4 Apply appropriate emerging technologies to facilitate learning and communication.**

### Actions

1.4.1 Conduct periodic assessments of emerging educational technologies through futuring exercises involving private-sector innovators and OSU leaders.

1.4.2 Develop technology that supports learning within social networking communities. Identify opportunities to use technologies such as podcasts and iTunes U to deliver program and product resources.



1.4.3 Invest in information technology infrastructure capacity to support new product applications and connectivity.

## Targets for Outreach and Engagement Division

- By the end of 2009, contact all academic units will have been contacted in an effort to identify critical existing and ongoing outreach and engagement efforts.
- By the end of 2009, provide required leadership, support, and services to OSU colleges, departments, and units to develop 20 or more new online and distance learning opportunities, including degree programs, credit/noncredit courses, certificates, and workforce development/training.
- By December 2009, increase by 85% the number of people accessing Extension information on clearly identified Extension websites, from 270,000 to 500,000 statewide, through improved Web presence and increased target marketing.
- By 2010, develop an outreach and engagement support system for faculty in all colleges. This system will be designed to provide:
  - Basic information and background
  - Professional development opportunities
  - Technical information and support
  - Competitive-grant financial support
- By 2010, fund research by Extension and Ecampus faculty to test learning style differences, (visual, hands-on, etc.,) on five courses or programs.
- By July 2209, deploy the Drupal content management system to provide a unified and well-linked Web-based system for accessing information and programs from Oregon State. That will be followed within one year by campus-wide availability. During 2009–2010 the system will be tested, refined, and fully deployed, providing expanded access to OSU information, knowledge, and learning opportunities from a centralized place.
- From now until September 2010, involve the Outreach and Engagement Council in helping develop channels of information from and to colleges regarding outreach information. Initially this effort will be the foundation for the quest for endorsement by the Carnegie Community and Curricular Engagement Certifications. (See Appendix V)
- Pay special attention to improving access to learning and outreach opportunities that address issues such as language and learning styles. By 2010, translate 10 new or existing Outreach and Engagement programs into Spanish (including full analysis of cultural differences required).
- By 2010, develop five or more additional blended learning opportunities—meaning an effective blend of online and face-to-face learning. OSU Extension Service and OSU Extended Campus faculty will develop these programs based on existing and new needs assessment and analysis.



*Animal owners across Oregon engage OSU's **Veterinary Diagnostic Laboratory** as the only animal health facility in Oregon approved by the USDA to diagnose avian flu, exotic Newcastle disease, foot and mouth disease and swine fever.*

## Strategic Goal 2

# Partnerships

*Create and expand mutually beneficial and responsive partnerships that enhance the social, economic, and environmental well-being of individuals, organizations, and communities.*

Partnerships drive OSU engagement. They strengthen the University by providing a two-way flow of information, insight, and resources to more effectively address important public issues.

- OSU will facilitate the creation of new partnerships—across campus and around the world—that will increase the capacity to solve problems that could not be solved by one group alone.
- OSU will help individuals and groups build partnerships that enhance their capacity to achieve mutual goals.

### Strategies

#### 2.1 Identify qualities of partnerships that enable OSU to participate in collaborative solutions to society’s pressing problems.

##### Actions

- 2.1.1 Define organizing principles for creating new strategic partnerships at OSU. For example, potential partnerships should meet the following criteria:
- A shared vision and purpose to help solve a significant problem in society
  - Evidence of similar work being done by more than one group
  - Interest in collaboration to increase effectiveness or ability to achieve shared goals
  - Potential to increase capacity to solve existing problems

In addition, potential partners may exhibit the following characteristics:

- Have little knowledge of each other’s efforts or accomplishments toward shared goals
  - Have limited understanding of the big picture and how one action affects others’ efforts
  - Possess unexplored capacity to contribute to a partnership
- 2.1.2 Identify categories of potential partnerships within OSU, based on OSU’s strategic themes and the organizing principles in 2.1.1.
- 2.1.3 Identify strategic categories in which OSU has a demonstrated capacity to help solve particular problems or address specific issues. In some cases, work on these issues is already underway, but efforts are scattered across the University, without effective leadership or coordination.

*Working side-by-side with organic farmers and organizations such as Oregon Tilth, the Natural Resources Conservation Service, and others, OSU’s **Integrated Plant Protection Center** is developing unique biological control methods such as beetle banks and insectary plantings.*

Examples of existing and potential partnerships include:

- International, corporate, metro, and rural partnerships centered on emerging public issues, such as P–12 education
- Partnerships with Oregon’s community colleges to provide continuing individual, noncredit education for professional development or personal growth
- Partnerships to provide customized business and workforce training for industry groups and nonprofits

2.1.4 Identify existing and potential partners. For example:

- OSU campus partners
- OSU off-campus partners
- Community, agency, and nongovernmental organization (NGO) partners
- Business and corporate partners
- State and federal partners
- International partners
- Library and other information repository partners

2.1.5 Identify what links partners, such as shared vision and purpose, evidence of similar work in separate places, interest in collaboration, or potential to increase capacity to solve problems.

2.1.6 Provide coordination services for creating new partnerships and supporting existing partnerships in order to enhance capacity for outreach and engagement at OSU and to increase benefit to society. This coordination would do the following.

- Facilitate the development of partnerships to increase OSU’s effectiveness, including research to create best practices.
- Provide a baseline measure of existing major partnerships at OSU.
- Help remove administrative roadblocks to forming new partnerships at OSU.
- Help communities and groups establish effective partnerships to increase community capacity.

**2.2 Highlight successful partnerships to create a roadmap—including approaches, processes, and expectations—for building mutually beneficial partnerships.**

**Actions**

2.2.1 Identify and recognize successful existing partnerships at OSU and beyond and learn how they were created and continue to function effectively—including approaches, processes, and expectations. Examples of existing partnerships include:

- OSU’s broad set of Centers, Institutes, and Programs
- College of Forestry research co-ops
- College of Liberal Arts Chautauqua
- College of Business partnerships with HP and Microsoft
- Oregon Master Gardener network
- eXtension’s communities of interest

2.2.2 Review research literature that examines the dynamics of partnerships and collaborations, and extract lessons to help OSU partnerships thrive.



*The **Austin Family Business Program** in the College of Business helps people statewide with the challenges of running a family business by providing easily accessible conferences, direct advising, and focused workshops.*

2.2.3 Produce/publish outcomes from 2.2.1 and 2.2.2.

2.2.3.1 Every August, as part of the academic/annual report requested by the Provost, each OSU college will include a new category addressing their partnerships. This will include identifying new and existing partners and the outcomes of partnerships.

2.2.3.2 Explore the possibility of convening a conference on partnerships.

2.2.4 Expand OSU's expertise in coalition building to help communities.

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## Targets for Outreach and Engagement Division

- By July 2009, create a university clearinghouse as a resource for partnerships. This clearinghouse will document best practices, provide models for partnership agreements, and identify available resources.
- By December 2009, develop a system to help define, identify, and actively promote Outreach and Engagement partnerships within OSU and throughout the state.
- By December 2009, at the Outreach and Engagement Annual Conference, recognize successful partnerships through a coordinated University annual partnership awards program.
- By January 2010, build a partnership knowledge base that documents ongoing partnership projects, measures of success, and impacts.
- Annually provide professional development training for faculty, staff, and external constituents as a basis for building effective partnerships.



**The Open Source Lab**  
*supports growing, high-  
impact open source  
software communities  
world wide, offering  
hosting and development  
for Linux, Apache, Drupal,  
and more than 50 other  
leading open source soft-  
ware projects. More than  
one million people a day  
download something from  
the OSU OSL.*

## Strategic Goal 3

# Scholarship

*Broaden the scope of research and scholarship that emerges from and contributes to effective outreach and engagement activities.*

- OSU will contribute to global economic, social, and environmental well-being by connecting research to problems and issues identified by stakeholders.
- OSU will value the scholarship of outreach and engagement when making promotion and reward decisions.

An engaged scholar and researcher is aware of the needs of stakeholders. As a function of engagement, stakeholders not only have input into the questions under discovery and the process of the effort, but also have opportunities to contribute to the discovery and education process.

As part of OSU’s Land-Grant tradition, outreach and engagement informs the research agenda. In many cases, new research opportunities emerge from the interaction between OSU researchers and the people they serve. Historically, such effective research and outreach has been exemplified by the Statewide Public Services—OSU Extension Service, Agricultural Experiment Station, Forest Research Lab, and others. All units of OSU have similar opportunities as they interact with partners.

As OSU becomes a fully engaged university, researchers learn more about working with stakeholders. This learning, which emerges from outreach and engagement activities, becomes scholarship. It is communicated through the same processes as other scholarly endeavors and is valued by University promotion and reward systems. Such scholarship improves professional practice, which benefits global communities served by OSU.



**OSU Cascades Campus  
business program**  
*actively engages with  
businesses in central  
Oregon to enrich student  
experiences in community  
settings as interns and  
employees.*

## Strategies

- 3.1 Provide all faculty members—on-campus and off—the information needed to expand or initiate research opportunities that emerge from outreach and engagement.**

### Actions

- 3.1.1 Increase and deepen interaction between on- and off-campus faculty members for the purposes of developing new research opportunities. Efforts include the following activities:
- 3.1.1.1 Provide faculty with the necessary equipment for easy communication around the state and for easy posting of opportunities, ideas, and requests for collaborative research.
  - 3.1.1.2 Provide off-campus partners (communities, organizations, individuals) an efficient method for posting opportunities, ideas, and requests for collaboration. Make the results easily accessible to faculty so they are quickly aware of emerging opportunities.

3.1.1.3 Create a regular gathering of faculty and students to evaluate incoming data on possible research and extended campus endeavors. Make strategic decisions about which opportunities to pursue.

3.1.1.4 Host events on campus to showcase outreach and engagement research projects as well as potential opportunities.

**3.2 Provide faculty the resources needed to expand or initiate research opportunities that emerge from outreach and engagement activities.**

**Actions**

3.2.1. Establish a grant program from funds provided by the Vice Provost of Outreach and Engagement to foster outreach projects that include members from these groups: OSU faculty, OSU students, and corporate and community members. Such grants may provide for travel, course buyout, summer salary, and graduate and undergraduate student research support. They also would support opportunities for faculty to speak to public audiences or practitioners on issues relevant to them and their communities. Streamline the internal process of requesting funding, allowing administrators to quickly invest in emerging opportunities. This step is needed regardless of whether the grants program consists of competitive requests or strategic initiatives at the discretion of Outreach and Engagement administrators.

3.2.2. Work with the Office of International Education, the OSU International Council, and other interested OSU units to explore new international partnerships that allow faculty and students to coauthor research that serves external partners, provides research experience for students, and yields publishable results for faculty.



*The new Internet-based **Master Gardener Online Course** debuted in September 2008 with 50 new learners, many of whom said they have wanted to become a Master Gardener for some time but didn't have time to attend training during the work day.*

### 3.3 Develop new opportunities for sharing the scholarship that results from outreach and engagement activities.


#### Actions

- 3.3.1 Expand into untapped media venues for communicating OSU's scholarship that results from outreach and engagement (e.g., Oregon channel; blogs; OSU's ongoing web-casting of shows, lectures, and video clips; working paper series online; Second Life; expanded podcasts).
- 3.3.2 Invest in sharing of outreach and engagement scholarly contributions beyond current efforts that use media releases and other existing marketing methods.

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## Targets for Outreach and Engagement Division

- Create a framework to help promote, reward, and focus college- and program-level expectations for outreach and engagement. Develop a modified framework for OSU units to use in reporting their outreach and engagement activities and accomplishments effective August 1, 2009.
- Define and adopt the Scholarship of Engagement. By the end of 2009, OSU will include the Scholarship of Engagement as part of its promotion and tenure guidelines.
- Educate faculty and administrators on the need for well-written position descriptions to define the expectation of scholarship with outreach and engagement. By the end of 2009, conduct a series of forums to discuss the Scholarship of Engagement and communicate best practices for achieving engaged scholarship.



**Oregon State  
Student Pharmacists  
Association** members  
*work with pharmacists  
are in communities and  
schools across the state,  
conducting presentations  
and screenings on asthma,  
poison prevention,  
substance abuse  
avoidance, hypertension,  
and many other concerns.*

## Strategic Goal 4 Integration

*Integrate outreach and engagement throughout the University with expected outcomes from each college, department, and unit.*

Responsibility for effective outreach and engagement starts with the executive leadership of the University and permeates the structure at each level—President, Provost, Vice Presidents, deans, department heads, faculty, staff, and undergraduate and graduate students. The Division of Outreach and Engagement will enhance this integration in ways that support and provide value to new and ongoing global outreach partnerships and efforts.

- OSU will expand the current range of outreach and engagement activities, outcomes, and impacts.
- OSU will enhance integration of outreach and engagement activities in colleges and other University units in ways that support and provide value to new and ongoing global outreach partnerships and efforts.

The OSU Extension Service and Extended Campus have traditionally had outreach and engagement responsibilities, and many other units have engaged in outreach and engagement activities. By integrating outreach and engagement across the University and expecting outreach and engagement outcomes and impacts from each college, department, and unit, the University will expand its outreach and engagement activities and outcomes.

### Strategies

- 4.1 Raise awareness and commitment of administrative leaders to attend to, support, and promote outreach and engagement activities and outcomes in their units.**

#### Actions

- 4.1.1 Incorporate outreach and engagement outcomes into the thematic areas of the OSU strategic plan and integrate those outreach and engagement outcomes and impacts into the academic reports from colleges to the Provost.
- 4.1.2 Require every college and department to report on outreach and engagement outcomes and impacts annually.
- 4.1.3 Provide the President, Provost, and deans with the information needed to publicly articulate and model OSU's commitment to outreach and engagement goals for external and internal audiences.
- 4.1.4 Work with the OSU Vice President for Research to strengthen and promote the information dissemination component of research grant proposals to include outreach activities.

*OSU-trained Master Woodland Managers and other resource professionals in Clackamas County offer Tree School with OSU Extension Service faculty member Mike Bondi. They work directly with more than 600 woodland owners annually, helping improve their economic standing in what is the Christmas tree capital of the world.*



- 4.1.5 Revise position descriptions for deans, institute leaders, and department heads to include outreach and engagement as a criterion for performance evaluation as needed.
- 4.1.6 Recommend the incorporation of outreach and engagement as a criterion in position descriptions for new or refilled faculty positions.

**4.2 Increase participation of a wider set of units to achieve outreach and engagement strategic goals and outcomes.**

**Actions**

- 4.2.1 Develop a method for rewarding units with additional resources for effective new participation in outreach and engagement activities.

**4.3 Identify new opportunities for faculty, departments, colleges, and units to expand their outreach and engagement activities and outcomes.**


**Actions**

- 4.3.1 Provide interested faculty members the opportunity to modify their position descriptions to incorporate outreach and engagement activities and outcomes.
- 4.3.2. Encourage off-campus faculty to seek graduate faculty status to increase their engagement in graduate education. Work with OSU administrative leadership to facilitate this process.
- 4.3.3. Provide assistance and information to a wider array of units to increase service learning opportunities for students. Emphasize international service learning and opportunities with under-served communities.
- 4.3.4 Create and fund community-based assistantships for graduate students.

**4.4 Formally pursue qualification for Carnegie status for the purposes of identifying OSU's particular strengths and weaknesses in outreach and engagement.**

**Actions**

- 4.4.1 To assess weaknesses, begin with an interim report or “dry-run” toward qualifying.
- 4.4.2 Determine specific benchmarks and goals for assessing units’ efforts toward and achievement of outreach and engagement goals in order to measure improvement in the University’s pursuit of greater equity in this area.



***The Science and Math Investigative Learning Experiences (SMILE)***

*program engages teachers and disadvantaged students in grades 4 through 12. SMILE goes out to schools around the state and brings students to campus for a hands-on chance to feel the importance of science and mathematics in everyday lives.*

## Targets for Outreach and Engagement Division

- Annually coordinate available state and national data sources of societal trends and expectations, making results available for discussion within the University community and guiding creation of new sponsored outreach and engagement initiatives. Within two years, the amount of grants with a focus on University outreach and engagement will increase.
- Convene periodic topical summits—state, national, or international in scope—that align with societal trends, University priorities, and emerging science for engaging learners and partners in reciprocal relationships around issues of highest importance. By the end of 2010, plan, deliver, and evaluate at least three summits.
- Form integrated teams to develop, deliver, and evaluate credit and noncredit outreach and engagement programs based on societal trends, University priorities, and emerging science. These programs will utilize multiple delivery methods, with an emphasis on problem solving for impact. By the end of 2010, evaluate at least one program, deliver at least one more program (with evaluation to be completed), and begin development of at least one more program.
- Provide seed money, in partnership with the Provost, to the integrated teams for the development, delivery, and evaluation of credit and noncredit outreach and engagement programs as described above. By the end of 2010, distribute a pool of \$600,000 through a competitive grant process.

# Strategic Goal 5

## Culture

*Create a widely shared organizational culture that encourages, promotes, and rewards outreach and engagement activities of faculty, staff, and students.*

- OSU will value faculty and staff efforts in outreach and engagement as highly as the other missions of learning and discovery.
- OSU will reward and celebrate faculty efforts at outreach both internally (department, college, University) and externally (media, alumni, etc.). Reward systems will include merit increases and consideration in promotion and tenure decisions.
- OSU will incorporate student outreach and engagement, conducted locally, regionally, and/or globally, into majors and the baccalaureate core.

### Strategies

- 5.1 Strengthen the faculty reward and recognition system so that it appropriately acknowledges and rewards contributions made in online teaching and other outreach and engagement activities by all faculty.**

#### Actions

- 5.1.1 Engage the University community about the importance of outreach and engagement activities and scholarship and about the need to provide equal promotion and tenure recognition, as now valued for traditional research, publications, and grant writing.
- 5.1.2 Broaden the Extension component of the Promotion and Tenure process and PROF reviews to include outreach and engagement activities outside traditional program and geographic areas.
- 5.1.3 Investigate peer institutions with strong outreach and engagement programs to determine effective benchmarks for reward and recognition processes.
- 5.1.4 Clearly communicate the financial incentives for units and faculty engaged in online teaching in partnership with academic units.
- 5.1.5 Identify and explore in all units the existing barriers to outreach and engagement activities, including online teaching and international collaborations.
  - 5.1.5.1 Ask members of the Outreach and Engagement Council to lead conversations and focus groups in their home units around outreach and engagement topics.
  - 5.1.5.2 Create and administer a web survey for faculty and unit leaders.
- 5.1.6 Establish outreach and engagement awards for presentation during University Day.



**The Corvallis-OSU Symphony Orchestra,** combines musicians from the community and the campus. It is the longest continuously operating orchestra in the state bringing citizens and faculty together to enrich quality of life.

**5.2 Raise awareness of outreach and engagement activities by promoting these activities throughout the University community.**


**Actions**

- 5.2.1 Promote outreach and engagement through press releases and appropriate publications such as annual reports.
- 5.2.2 Increase the monthly appearance of faculty from different colleges on the Oregon Channel and other appropriate media outlets (videos of lectures, talks, and presentations for other groups, etc.).
- 5.2.3 Use OSU Today to recognize and highlight the successes of faculty engaged in outreach and engagement activities.
- 5.2.4 Establish a lecture series featuring outreach and engagement activities and scholarship by acknowledged leaders.

**5.3 Involve undergraduate and graduate students in recognized outreach and engagement activities, locally, regionally, and globally.**

**Actions**

- 5.3.1 Develop a Service Learning Initiative to enhance inclusion of outreach and engagement into teaching and research.
- 5.3.2 Develop partnerships with local, regional, and international stakeholders to provide internship opportunities for specific outreach and engagement activities.
- 5.3.3 Secure donations for OSU scholarships for students engaged in part-time Extended Campus degree pursuit.
- 5.3.4 Engage students in degree-level courses to design and deliver outreach and engagement learning opportunities.



*“The 4-H and Science and Math Investigative Learning Experiences (SMILE)-led Exxon-Mobil Summer **Science Camps** named for astronaut Bernard Harris bring more than 100 middle school students in the last two years to campus for two weeks, and were named the “best camp” of 2007.”*

## Targets for Outreach and Engagement Division

- Benchmark OSU among nationally recognized universities for outreach and engagement activities, including promotion and tenure and rewards comparisons. By the end of 2008, identify comparator institutions. By March 30, 2009, refine metrics in consultation with the Outreach and Engagement Council. By July 2009, initiate data collection.
- Provide examples of position descriptions and other methods for incorporating outreach and engagement into the University effort. By July 2009, seek and/or develop model position description language in cooperation with appropriate OSU Faculty Senate committees and the Outreach and Engagement Council and provide this language to deans and unit heads.
- Create a framework to help promote, reward, and focus college- and program-level expectations for outreach and engagement. Develop a modified framework for OSU units to use in reporting their outreach and engagement activities and accomplishments effective August 1, 2009.
- Work with the Faculty Senate Promotion and Tenure Committee and Outreach and Engagement unit leaders to develop metrics to recognize distinction in outreach and engagement for promotion and tenure. Use the metrics developed for Extension promotion and tenure as a model.
- Build bridges between outside partners and constituents and the OSU reward and recognition system based on external customer value. By University Day 2010, lead development of a University-wide outreach and engagement award that utilizes significant input from and relationship to non-University stakeholders.

# Strategic Goal 6

## Resources

*Expand and increase the financial and human resources that enable success in outreach and engagement across the University.*

- OSU will build on a core of existing funding and augment it with funds from partners and participants in our programs. Private funds, fee-based programs, and long-term public partnerships will be a more significant part of the outreach and engagement financial model in the future.
- OSU will identify new resources and develop new audiences that see inherent value in our programs. The long-term success of outreach and engagement activities will not come simply by redistribution of existing resources. Successful strategies for supporting a fully engaged University will demand different fiscal strategies than have been used in the past. A vibrant program in outreach and engagement depends upon talented and committed people. Finding, keeping, and supporting these individuals requires a solid financial foundation. Support for people and programs will be built on a core of funding from the State of Oregon, augmented by support from partners and participants in our programs. It should be recognized that Extension and its partners across campus have established a significant foundation over the years upon which new programs can be built.

### **The Grassroots**

*Learning Project creates and provides podcasts from the College of Education that allow people around the world to hear conversations with innovative campus, community, and technology leaders.*

## Strategies

### 6.1 Develop a long-term financial and operating model for outreach and engagement.

#### Actions

- 6.1.1 Provide significant funding for outreach and engagement activity and for the position of Vice Provost for Outreach and Engagement from central funding as recommended by the President's Commission.
- 6.1.2 Redirect a portion of indirect returns from outreach and engagement grants and contracts to outreach and engagement as recommended by the President's Commission.
  - 6.1.2.1 Review with the Provost options for obtaining a portion of returned overhead retained by the University and/or a percentage of the funds returned to the principle investigator's academic unit.
  - 6.1.2.2 Work with the Research Office to create a process for identifying and recording grant/contract proposals that are outreach and engagement versus research activities.
- 6.1.3 Create a fund for the Vice Provost for Outreach and Engagement to seed new ventures with significant external partnerships (\$100–250 K/year) as recommended by the President's Commission.

- 6.1.4 Develop an outreach and engagement business model that more effectively taps fees for service, contracts, and other nonfederal and nonstate revenue sources as recommended by the President’s Commission.
- 6.1.5 Review fee-based outreach and engagement models at peer institutions across the nation and develop a model that incorporates best practices and demonstrates the value of investments in Outreach and Engagement. Evaluate the desirability of implementing additional funding models based on the proposed target audiences for specific outreach and engagement activities.
- 6.1.6 Conduct analyses of outreach and engagement funding and operational constraints, processes, and expectations. Determine statutory limits on realigning federal and state appropriations from their traditional programs, faculty, and operations. Explore Oregon Administrative Rules, Oregon University System, and OSU accounting constraints on implementing and managing fee-based programs. Review policies with the Research Office to redefine “sponsored programs” and minimize paperwork and overhead fees for outreach and engagement activities. Review policies with Procurement and Contract Services to expedite the negotiation and signing of contracts for external partnerships and services associated with hosting outreach and engagement events.
- 6.1.7 Develop guidance in conjunction with academic units to ensure outreach and engagement earnings are used for related faculty and program enhancement, as well as for basic unit requirements.

**6.2 Strengthen the gift-based financial support for outreach and engagement activity in conjunction with academic units and the OSU Foundation.**

**Actions**

- 6.2.1 Develop clear plans, goals, and case statements for private fundraising within the Campaign for OSU to increase funding for faculty positions and program support dedicated to outreach and engagement.
- 6.2.2 Assign a Development Officer from the OSU Foundation who will be responsible for identifying and soliciting funds from nonprofits and private donors who have an interest in supporting outreach and engagement activities serving specific public segments.
- 6.2.3 Develop online giving opportunities on the Outreach and Engagement website.
- 6.2.4 Engage faculty involved with outreach and engagement relationships in the identification and/or cultivation of potential donors for programs that further enable unit or University efforts to provide local, regional, or international outreach.



***Discovery Days**, a hands-on science event that draws more than 5,000 students to campus every year, is underwritten and organized by the College of Science. It gives students the tools to better understand and apply science in their lives, families, and career choices.*

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**6.3 Build a diverse, talented, and effective faculty and support staff to meet the goals of this plan. Establish a strong and sustainable Outreach and Engagement Division and campus-wide Outreach and Engagement program.**

**Actions**

- 6.3.1 Conduct a comprehensive staffing plan that identifies required shifts in personnel to create a flexible workforce to achieve the goals and expectations of outreach and engagement activity throughout Oregon.
- 6.3.2 Explore ideas with unit Outreach and Engagement Council members to determine what support functions would help engage non-Outreach and Engagement Division faculty in outreach and engagement activities.
- 6.3.3 Engage the OSU Conference Office to determine what support functions would help faculty optimize their delivery of outreach and engagement activities in both on- and off-campus venues.

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**Targets for Outreach and Engagement Division**

- Identify sources of grant funding from government agencies and private foundations specifically dedicated to outreach and engagement activities.
- Work with OSU Foundation and potential donors to increase funds available for outreach and engagement activities. By July 1, 2009 develop a case statement for capital donations. Increase funds raised by 10% annually through 2020.
- By July 1, 2009 create a comprehensive staffing and financial plan for outreach and engagement activities at OSU.
- Work with partners and constituent groups in defining new revenue and business models that reflect the value of services provided by OSU outreach and engagement activities. By July 1, 2009, in consultation with the OSU Outreach and Engagement Council and the Extension Citizens Advisory Network, develop an integrated business model to cost and assess at least 25% increased fees for service.
- For faculty and staff on- and off-campus, sponsor and support professional development opportunities related to effective outreach and engagement practices. Beginning in 2009, identify and sponsor OSU teams to attend appropriate national conferences. Beginning in 2010, design a track for non-Extension and Ecampus faculty to be offered in association with Extension's Spring Training event.
- By July 1, 2009, develop a coding system with the Office of Sponsored Programs so that outreach projects can be designated, tracked, and compiled in an annual report. Support and track the efforts of colleges, departments, and units in submitting proposals and obtaining funding related to outreach and engagement activities. By July 1, 2009, begin implementing new data collection procedures. Track "soft" research money obtained through outreach and engagement activities. By August 30, 2010, produce an inaugural outreach and engagement annual report.



APPENDIX I

**A Report of the President’s Commission  
On Outreach and Engagement**

# **Oregon State University: An Engaged Institution**

## **Report of the President's Commission on Outreach and Engagement**

### **Introduction**

Given the critical contemporary issues of the state of Oregon and beyond, Oregon State University (OSU) is renewing and strengthening its commitment to address the needs of its varied constituencies by becoming the model of a fully engaged, 21st-Century University. Further, OSU aspires to provide strong leadership in defining the future of outreach and engagement. Toward these ends, an Oregon State University President's Commission on Outreach and Engagement was charged "to help OSU explore and command a far-reaching vision for that future, to help develop an ambitious plan for outreach and engagement for this next century, and to provide a consensus report that suggests future directions for OSU."

The Commission developed this report based on extensive document analysis, including a self-study report; an intense 2½-day site visit, on and off campus; and the wide-ranging and diverse experiences of the Commission members in outreach and engagement.

The Commission applauds President Edward Ray for his vision of and aspiration to an engaged OSU that serves as a national model while making optimal use of available resources and developing new means of engaging with society. We also compliment the OSU administrative team, faculty, and staff for their accommodating, open, helpful, interested, enthusiastic, and critical approach to the Commission's work. The Commission members appreciated the opportunity to look closely at and learn from OSU.

While the Commission found the six questions provided in its charge a useful framework for gathering information, it became apparent through the review and deliberation process that these questions were too limiting as an appropriate construct for organizing this report. Rather, in considering the aspirations of OSU, we were informed and inspired by two sources: the Kellogg Commission's 7-part test of institutional engagement<sup>1</sup> and the Carnegie Foundation's definition and guidelines for community engagement.<sup>2</sup> We strove to maintain fidelity to

both. These documents as well as other scholarly work and best practice offer direction to OSU in developing engagement as a university imperative. Drawing on these national conceptualizations, we offer the following as a definition of outreach and engagement for OSU:

OSU will identify, pursue, and establish ...

Reciprocal relationships and partnerships

With business, industry, communities, government, other higher education institutions, and individuals

Across the research/discovery, teaching/learning, and outreach/application knowledge continuum

For the purpose of ...

Enhancing the educational experience for its students

Developing and strengthening faculty scholarship, and

Ensuring greater social and economic prosperity in Oregon, the region, and beyond.

Therefore, using the creation of the new Division of Outreach and Engagement as a point of departure, we offer the following recommendations to create the desired future condition of exemplary and leading-edge engagement.

The Commission recognizes three overarching mandates for OSU to achieve its aspirations. First, make outreach and engagement a *presidential priority* and *university imperative* that is clearly articulated, widely understood and appreciated, universally practiced, and enhanced by words, actions, symbols, and culture. Second, *extend and engage aggressively, strategically, and comprehensively* with the State of Oregon, the region, and beyond. Third, *complete and fortify* the currently identified Division of Outreach and Engagement *by expanding* on the realignment of Cooperative Extension and Extended Campus (Ecampus) *to include engagement efforts in other campus units*. These broad mandates will be described as a set of recommended actions.

## **Recommendations**

### **Mandate #1: Presidential Priority and OSU Imperative**

Oregon State University aspires to be among the nation's best universities in terms of its outreach, engagement, and service to the people of Oregon. This goal is both laudable and achievable; it is also very much in keeping with OSU's mission as a premiere land-grant university. Becoming among the best will require commitment to the engagement mission on the part of administrators, faculty, staff, and students across all colleges and schools of the university. The President must clearly make outreach and engagement a presidential and university priority.

We strongly believe that for OSU to achieve its stated goal the outreach and engagement mission must involve all units of the university. The proposed linkage of Extension and Extended Campus is an important step. It is, nonetheless, only a first step. These two units might be viewed as two powerful tools in a comprehensive toolkit that will ultimately include engaged programs and activities in all colleges and units that enhance student learning opportunities, enrich and enhance the relevance of faculty-led research and discovery, and contribute to the economic vitality of all Oregonians.

The Commission offers several recommendations aimed at effectively moving OSU toward its engaged institution goals. Some are symbolic. Some are organizational. Some focus internally to the university. Some are externally oriented. All are important.

### **Recommendations for Action:**

1. Define Outreach and Engagement at OSU
  - The President and Provost should charge a group of academic leaders (faculty, deans, student affairs) to develop and implement an educational program that will enable the university community to understand the concepts of, differences between, and benefits from outreach and engagement as embedded within the mission and functions of OSU.
  
2. Leadership
  - Expand the senior/executive role for outreach and engagement (currently Vice Provost) beyond Ecampus and Extension to that of institutional leader for Outreach and Engagement; because the current title expresses leadership of a discreet unit, re-title the position to give it broader range. (From this point forward, the report will refer to the broader position as the "O&E Position.")
  - Give the O&E Position appropriate standing (relative to research/discovery and teaching/learning) within OSU, including a designated seat on the President's Cabinet.
  - Fund this expanded position and its functions from sources that are not limited to the two discreet units (Extension and Extended Campus). Some significant funding should derive from central sources reallocated to Outreach and Engagement. Consider also re-directing a portion of indirect returns from outreach and engagement grants and contracts.
  - Sever "Director, Cooperative Extension" from the O&E Position's direct responsibility; a CES Director position should be

created/designated and report to the O&E position. The current titling subordinates ECampus to Cooperative Extension.

- Designate the leader of the Extended Campus to serve on the Provost's Council.
- Add the "Outreach & Engagement" responsibility to an Associate Dean in each college, and equivalent positions within non-academic units (e.g., major research centers and institutes).

### 3. Strategic Direction

- Task the O&E Position, based on an integrated, university-wide model (engagement within and across teaching, research, and service), with developing
  - An OSU O&E strategic vision document within six weeks
  - An OSU O&E comprehensive strategic plan for outreach and engagement within six months. Ensure that the plan is grounded in the integration of the particular intellectual strengths of OSU with the critical needs of the state and region, and informed by the university's strategic plan including the five university-wide priority themes
- Use the Carnegie Foundation's guidelines for classification as a community-engaged institution as a framework for assessing current status and future strategic emphases.
- Consider the application process for this Carnegie classification as a vehicle for organizational development and strategic planning.
- Create a campus-wide Outreach and Engagement Operations Council (OEOC) to represent academic and functional units. The OEOC will advise on the strategic direction of university engagement such that OSU has the capacity
  - to respond to major, multidimensional priorities such as the five University thematic areas
  - for rapid and coordinated response to other emergent critical issues such as water resources management and policy
  - to provide an intra-university forum for O&E information sharing and collaboration.

### 4. Invest In and Recognize Outreach and Engagement

- Create a fund for the O&E Position to seed new ventures with significant external partnerships (\$100-250K/year).
- Establish annual, campus-level President's Awards for Outreach and Engagement for these categories: faculty, staff, student, and external partner.
- Revisit the recognition and rewarding of the scholarship of engagement:

- Task the O&E Position with leading a review of promotion and tenure guidelines to assess the extent to which engaged scholarship is recognized and valued.
- Invest in training of university, college, and department faculty promotion and tenure review committees regarding the place and interpretation of the scholarship of engagement within the current OSU promotion and tenure guidelines.

#### 5. Consistent Communication

- Articulate a threefold message from university leadership that is consistent with the strategic direction: We know who, where, and what we are now; we know who, where, and what we want to be; and we know what is required to get us there.
- Charge University Relations and Advancement with communicating this broader conceptualization of outreach and engagement and its impact to stakeholders—both internally and externally.
- Provide a monthly (more or less) one-day visit to an external community by the President and O&E Position to discuss and promote the role of OSU outreach and engagement with the community.

### **Mandate #2: Extend and Engage Aggressively, Strategically, and Comprehensively with the State of Oregon, the Region, and Beyond**

Portland is the major population and business center of the state. It is growing rapidly and will be an even greater magnet 20 years from now. OSU would be well-advised to establish a significant, visible presence in the Portland metro area. There are currently several OSU programs in the region, and they appear to be serving well and are well-received. However, their dispersed and relatively uncoordinated nature (more than 10 separate locations) does not allow full leverage of their potential to place OSU more prominently on the educational and economic development landscape.

Portland State University is nationally renowned for its excellence in community outreach and engagement through curricular engagement and outreach partnerships. A partnership between OSU and PSU could exploit the research capabilities and community engagement capacity of the respective institutions to develop complementary programs and serve the Portland area extremely well. Further, the leadership at PSU appears quite willing to work together in mutually beneficial partnerships.

The Oregon University System also offers opportunities for collaboration with other universities in the Oregon system as well as with appropriate institutions in

the Northwest and throughout the world. All of these opportunities can be more effectively developed with a more visible, physical presence—an “Oregon State University Office of Outreach and Engagement.”

### **Recommendations for Action:**

6. OSU in Portland
  - Establish a consolidated OSU Outreach and Engagement presence in Portland for coherence, impact, and a more significant physical presence.
  - Form a strategic partnership with Portland State University.
  - Develop a program relationship between Extension and Ecampus focusing on educational needs of the citizens in the greater Portland area:
    - Focus on highly valued educational opportunities that involve collaboration between Extension faculty and Ecampus faculty.
    - Identify and develop a series of formal and informal “urban agriculture/local food system” courses.
    - Identify and develop customized certificate training programs for public and private organizations, involving other colleges and partners.
    - Identify community needs and opportunities that result in funded research efforts by other OSU academic units as a tangible way of expanding the program focus beyond delivering educational programs.
7. OSU and OUS
  - Establish an OUS outreach and engagement alliance with all seven presidents and the chancellor.
  - Explore specific partnerships with other OUS institutions and community colleges.
8. Define the interface between Outreach and Engagement and the international programs office in global engagement.

### **Mandate #3: Complete and Fortify the Current Division of Outreach and Engagement<sup>A</sup> by Expanding on the Realignment of Cooperative Extension and Extended Campus to Include Engagement Efforts in Other Campus Units**

OSU’s Ecampus and Extension units are major contributors to the outreach and engagement mission of the University, but they are very different units, with unique cultures, missions, business models, and clientele. The business practices developed by the Ecampus have allowed it to become a responsive and effective unit, with support and respect from its academic colleagues and a national reputation for excellence in distance education. Its success is due in part to the peer-to-peer relationship of its dean with other academic leaders as well as to its relative autonomy in budgeting and decision making and its expertise in electronic program delivery. Extension also brings a unique benefit and a special set of skills to the University through its statewide presence, range of personal and professional partnerships, program opportunities, and availability of content experts. These two units can benefit one another and the University by establishing closer working relationships and, where appropriate, integration of services and administrative functions. Such integration, however, should be implemented only while ensuring that individual units will maintain their successful attributes and unique operating identities.

In addition, these are only two of a number of units that share an outreach and engagement mission. Members of the Commission met with staff from numerous units throughout the University that would logically come under the aegis of the O & E Position. Including more units would strengthen the designation of Outreach and Engagement as an institution-wide entity. Clarifying engagement as scholarship will also add value to the function of engagement and weave it more completely into the fabric of the institution.

#### **Recommendations for Action:**

9. Programs of University-Wide Engagement
  - o Organize teams of on- and off-campus faculty around the five University thematic areas. Initial responsibility of these teams is to identify major outreach and engagement opportunities within each thematic area, with active input from community members. This would facilitate building relationships among campus faculty, county faculty, and community members, and serve to advance the mission of the university. Each team should have some formal training in such areas

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<sup>A</sup> We distinguish the narrowly defined “Division” of Outreach and Engagement (Extension and Extended Campus) from the recommended expanded organizational construct we refer to simply as “Outreach and Engagement.”



as team building, project management, community assessment, and engagement scholarship. Team Coordinator/Coach should be paid a stipend.

#### 10. Composition of Outreach and Engagement

- Align within Outreach and Engagement additional units and thrust area, such as P-12, business development, workforce development, OSU-Portland, Sea Grant, and others strongly affiliated with service-learning and international education.

#### 11. Position the Extended Campus and Extension as units within Outreach and Engagement

- Maintain the brand of each unit, building on the unique identity of each.
- Immediately name an Interim CES Director reporting to the O&E Position.
- Immediately name an interim Director (or appropriate title) of Extended Campus reporting to the O&E Position.
- Designate the leader of the Extended Campus to serve on the Provost's Council to maintain strong linkages with the academic deans for program development and delivery,
- Assimilate functions within Extended Campus and Extension for maximum institutional benefit to include
  - Gaining efficiencies through the integration of common functions
  - Streamlining and modernizing business practices
  - Developing budget models to serve the range of programs offered through both units.
- Inculcate within Cooperative Extension Service a modern business model that more effectively taps fees for service, contracts, and other nonfederal and nonstate revenue resources.

#### 12. Development Strategy for Outreach and Engagement

- Assign a development person to Outreach and Engagement to capitalize on relationships and partnerships
- Develop a specific development plan and culture of giving for Cooperative Extension Service alumni. Although CES has a long history of serving individuals and communities throughout Oregon, it does not have a long history in cultivating donors. Doing so could have significant payoff.

#### 13. Extension as Gateway to OSU

- More formally utilize the Cooperative Extension Service as a front door for access to the full resources of OSU by the individuals, communities, and businesses of Oregon. The O&E Position and the CES Director

should purposefully develop relationships with county and campus staff, beginning with those counties and individuals that are ready to collaborate. These relationships should be related to the five thematic areas of the university but grounded in the needs of the community.

## **Notes**

1. Kellogg Commission on the Future of State Universities and Land-Grant Colleges. (1999). *Returning to Our Roots: The Engaged Institution*. Washington, DC: National Association of State Universities and Land-Grant Colleges. This work lists the seven guiding characteristics of an engaged institution as responsiveness, respect for partners, academic neutrality/objectivity, accessibility, integration, coordination, and resource partnerships.

2. Carnegie Foundation (2007):  
<http://www.carnegiefoundation.org/classifications/index.asp?key=1213> "Community engagement describes the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

## **Commission Members**

Dr. Paul H. Gutierrez, New Mexico State University

Dr. Steve Jones, University of Alaska Fairbanks, Commission Chair

Dr. Victor L. Lectenbergh, Purdue University

Dr. Muriel K. Oaks, Washington State University

Dr. Lorilee R. Sandmann, University of Georgia

Dr. Ted Settle, Virginia Tech

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## APPENDIX II

# Strengths and Challenges

## Strengths

### Building on Success

Although there are many outreach programs on campus, the OSU Extension Service and OSU Extended Campus provide the principle foundations to support growth. Extended Campus has a national reputation for developing and delivering quality online academic programs, and Extension is nationally recognized for program effectiveness. These foundations are invaluable as OSU expands outreach and engagement efforts. Extension county offices, branch stations of the Agricultural Experiment Station, and existing partnerships, such as those with Oregon's public schools and community colleges, provide a tremendous connection to the people of this state.

### Local Knowledge

OSU representatives and research facilities are located throughout the state and provide in-depth understanding of local conditions and opportunities necessary for effective outreach and engagement. Extension programs assist in the educational development of our youth, promote responsible natural resource management, and foster local and statewide economic development.

### Research and Technical Innovation

As a Carnegie Class 1 research university, OSU is a world leader in the discovery of new knowledge across a broad spectrum of areas. The entire institution is committed to offering this breadth of knowledge through current and future outreach and engagement programs. We have a tremendous advantage because of our tradition of connecting our research to the needs of society. The high international rankings of our faculty in areas such as ecology, conservation biology, geosciences, forestry, and agriculture come from a rich mix of scholars working on laboratory benches and in Oregon's communities.

### Partnerships and Relationships

We have a tradition of forging strong collaborative relationships with external partners. These partners include decision makers, businesses, professionals, entrepreneurs, self-employed small business people, and educators. These relationships include efforts to offer educational programs, provide research-based information, and spin off high-tech businesses based on technology developed by OSU researchers.

### Location

Oregon is both a rural and urban state with a remarkably diverse physical environment. The state is part of the greater Northwest region as well as the Pacific Rim. Our physical location creates social, economic, and environmental implications and benefits for research and education. Oregon provides a unique laboratory for creating models of effective outreach and engagement that address many kinds of communities and issues.

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# Challenges

## Demonstrating Value and Obtaining Funding

Competition for public and private resources is increasing among social and political priorities such as public safety, health, P-20 and lifelong learner education, and higher education. The political and economic position of our traditional stakeholders is changing as demographics and political power in the state shift inexorably to urban populations and issues they face. Because of this shift, state and federal support will continue to be limited, forcing OSU to rely increasingly on private support. The challenge is to develop advocates for resources for OSU among these shifting allegiances and political allies.

Because of these factors, demonstrated accountability will be even more critical than in the past. New audiences and constituents will need more information. Demands for accountability from both taxpayer and corporate funding sources will have to be met through carefully documenting the value of outreach and engagement activities and programs.

## Tradition and Inertia

One hundred years of history is a two-edged sword, providing historical context but also a long-standing tradition that is hard at times to overcome. The challenge is to preserve what the University has done well while evolving to meet new societal and audience expectations.

## Learning Environments

Rapid demographic and economic changes in communities, coupled with a trend toward numerous career changes for individuals, create an increasing and shifting demand for education. Many prospective learners cannot leave their jobs and homes for the traditional campus experience. Rather, they require and expect technology to bring education to them.

## Increasing Competition

The dynamic marketplace for online and continuing education has attracted private corporate entities that are in direct competition with traditional institutions of higher education within Oregon and around the world. OSU must respond aggressively and expand its online presence or lose this opportunity to other state and private institutions.

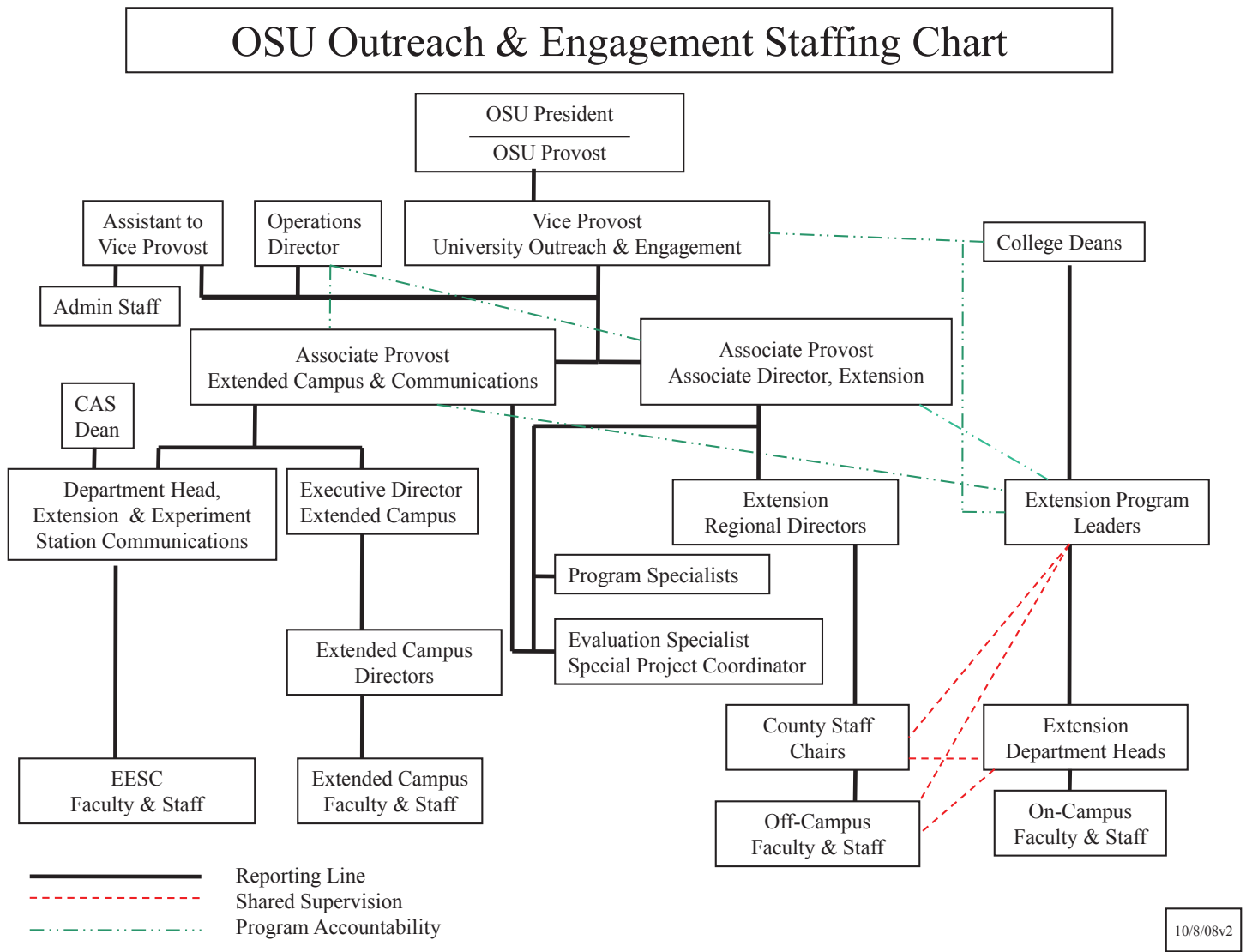
## Internal Support

Scholarship and educational efforts need to be shaped by community and learner needs. The OSU reward system doesn't adequately recognize those involved in outreach and engagement efforts. The reward system needs to be modified to provide support and encouragement for faculty and staff involved in outreach and engagement. OSU must commit to making outreach and engagement a University priority. In order to do this, the culture of the institution must change.

## Organization and Role

Responsibility for leadership of outreach and engagement at Oregon State University rests with the Vice Provost for University Outreach and Engagement. University-wide responsibility for policy and coordination of implementation within units is provided by the OSU Outreach and Engagement Council. Members of the Council inform and link to appropriate administrators within their units for the purposes of assessing, developing, and evaluating outreach and engagement programs and projects.

# APPENDIX III Organization Chart



10/8/08v2

# APPENDIX IV

## Committees, Councils and Contributors

### Outreach and Engagement Steering Committee members

Lisa Templeton, Co-Chair – Director,  
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### Outreach and Engagement Council members

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Education	Roger Rennekamp
Engineering	Chris Bell
Forestry	Jim Johnson
Health and Human Sciences	Len Friedman
Liberal Arts	Jeff Hale
Oceanic and Atmospheric Sciences	Bob Duncan
Pharmacy	Gary DeLander
Science	Lynn Dierking
Veterinary Medicine	Mike Huber
Center for Teaching & Learning	Peter Saunders
Indian Education Office	Allison Davis- White Eyes
Rural Studies Program	Bruce Weber
University Advancement	Luanne Lawrence
OSU Foundation	Tom McLennan
Sea Grant	Jay Rasmussen
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## APPENDIX V

# Carnegie Time Line

Developing the Oregon State University application for Carnegie Classification for Community Engagement

Activity	Date
Process development	September 1, 2008–January 31, 2009 <ul style="list-style-type: none"> <li>• Get buy-in from O&amp;E Council</li> <li>• Clarify terminology</li> <li>• Develop measuring instrument</li> <li>• Train/meet with faculty</li> </ul>
Data gathering	January 2009–January 2010 <ul style="list-style-type: none"> <li>• Apply for Classification</li> <li>• Faculty reports</li> <li>• Report review and revision</li> </ul>
Report submission	January 2010–June 2010 <ul style="list-style-type: none"> <li>• Aggregate data</li> <li>• Extract exemplars</li> <li>• Write report</li> </ul>

The Carnegie Classification for Community Engagement is an elective classification that affirms that a “university or college has institutionalized Community Engagement in its identity, culture, and commitments.”

ENGAGING FOR EXCELLENCE AND IMPACT

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*OSU Strategic Plan for*  
**Outreach and  
Engagement**



**Oregon State**  
UNIVERSITY | **Outreach and  
Engagement**