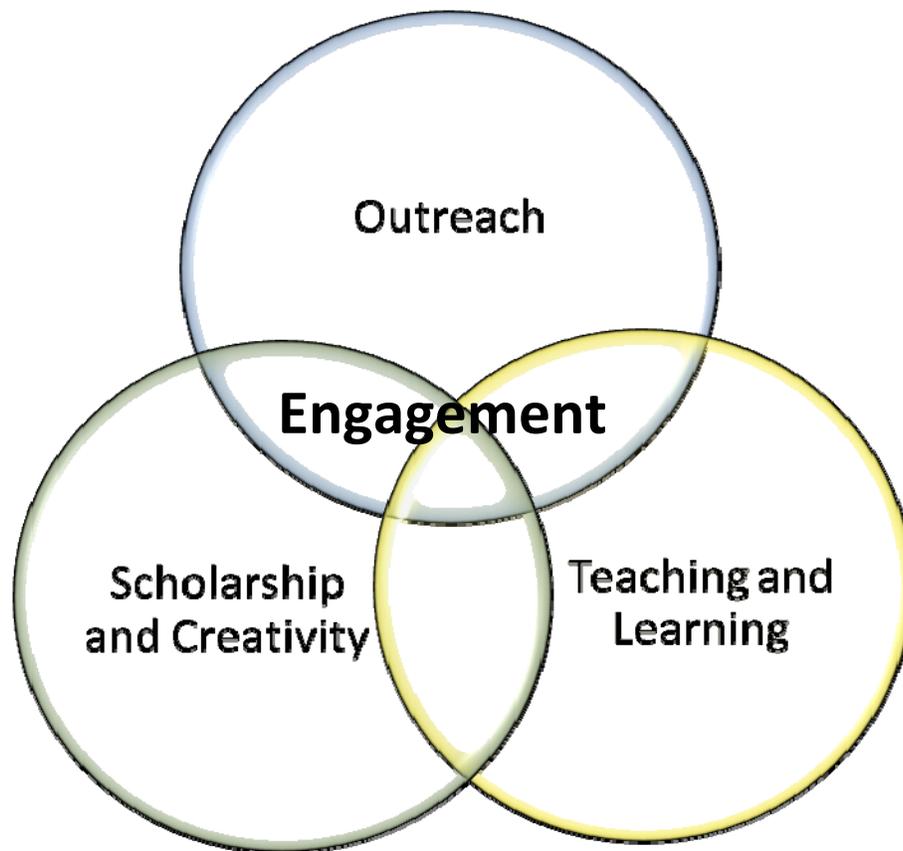


University of Idaho

Outreach and Engagement

October 1, 2008

Goal 3 Team Principles and Recommendations



Goal 3 Team Principles and Recommendations

Executive Summary

Land grant universities across the nation are wrestling with how to strengthen and leverage outreach. The University of Idaho is no exception. Our strategic plan identifies strengthening outreach and engagement as one of four overarching goals. For this reason, the Goal 3 team was charged by the President and Provost with recommending how best to structure outreach and engagement at our university.

This report is the Goal 3 team's response to that charge. It is based on a shared understanding of what qualifies as outreach and engagement; research on what other universities are doing to strengthen this critical part of the land grant mission; and input from faculty, staff and administrators across the institution.

Our research on other land grant universities yielded many promising strategies for strengthening outreach and engagement. These include university-wide councils; senior positions responsible for relationship building and advocacy; engaged student learning centers; mini-campuses around the state; and highly focused learning and demonstration projects. We have incorporated many of these ideas in our recommendations.

What we did not find at any other university was the transparent, bottom-up process through which the Goal 3 team developed the recommendations presented here. Since January 2008, we have convened roughly 170 faculty members, staff and administrators in workshops focused on Goal 3 implementation strategies. Participants expressed broad-based support for implementing changes in five thematic areas. Our key recommendations in these five areas are summarized below, with detail in the body of the document.

- **Structure**: Create an Outreach and Engagement Council, along with a Vice Provost, to champion and coordinate both within and outside the university. Keep UI Extension in the College of Agricultural and Life Sciences, while greatly strengthening its connection with other parts of the university, especially with UI's regional centers in Boise, Idaho Falls, and Coeur d'Alene. Retain the current, direct reporting line from Center AVPs to the Provost.
- **Reward systems**: Change position descriptions, annual evaluation criteria and forms, and tenure and promotion criteria, to reflect an elevated role for outreach and engagement. Use our outreach infrastructure to expand engaged learning opportunities for students.
- **Administrative barriers**: As part of a university-wide review process, identify and streamline the five to ten administrative processes that create the greatest barriers to achieving the four strategic action plan goals, including outreach and engagement. Challenge units to improve internal and external customer service as well as administrative processes.
- **Marketing and communications**: Greatly expand marketing and communications related to outreach and engagement, both within and outside the university. Communicate better internally and market ourselves externally.
- **Funding**: Use a portion of current revenues, as well as develop new revenue sources, to support outreach and engagement. We estimate that implementing our recommendations, other than those associated with reducing administrative barriers, would cost roughly \$550,000 annually.

Goal 3 Team Timeline

<u>Date</u>	<u>Activity</u>
July 31, 2006	Convene first team meeting
Fall 2006	Define scope of outreach and engagement at UI, develop overlapping circles framework and draft definitions for key terms
Spring 2007	Get feedback from Provost Council and faculty on overlapping circles framework and definitions; begin process of codifying definitions in Faculty Staff Handbook; identify stakeholders who need to review team's work
May 24, 2007	Former President White formally asks Goal 3 team for recommendations on UI's structure for outreach and engagement
Fall 2007	Publish and distribute Goal 3 brochure with vision, framework, definitions and next steps; research outreach structure at other universities and previous UI re-structuring efforts
January 16-17, 2008	"Taking the Long View" workshop in Moscow for 80 UI faculty and staff to examine alternative futures for UI outreach and engagement. Workshop report published and distributed March 2008
March 13-14, 2008	"Structures for UI Outreach and Engagement" workshop in Boise for 90 UI faculty and staff to develop structure recommendations
April 1, 2008	Recommendations from workshops presented to and discussed with Extension faculty and staff at annual conference
Summer 2008	Draft Goal 3 recommendations, submit to President and Provost for initial review; revise recommendations; seek input from faculty via <i>UI Today</i> and the <i>Register</i>
October 1, 2008	Submit final recommendations to President and Provost

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Please refer to the Goal 3 team’s website for more information on activities, workshop outcomes, and core documents:

http://www.webs1.uidaho.edu/mkyte/ui_strategic_plan_implementation/index.htm .

Guiding Principles

- As Idaho's land grant university, the University of Idaho is well positioned to significantly expand its statewide impact through outreach and engagement. This can only happen if we reward and coordinate outreach and engagement activities to a much greater extent than we do now. For the Goal 3 Team, the first step in this process was to clearly define the scope of outreach and engagement and make clear that it occurs from every one of UI's colleges and interdisciplinary programs; from the UI Library; and from each of the University's physical locations around the state. The Goal 3 team's definitions and examples of outreach and engagement are included as Appendix A.
- To excel and attract funding in today's increasingly competitive environment, our outreach and engagement enterprise must be more efficient, seamless, and responsive. We must collaborate across the university; streamline our administrative processes; and balance the need to be entrepreneurial with compliance and risk management.
- Our discretionary funding for outreach and engagement is limited. Therefore, it is essential that we leverage existing assets, building from what we are already do well. We should connect, reward, and market UI faculty and staff involved in outreach and engagement, including:
 - UI Extension;
 - the regional Centers (UI Boise, UI Coeur d'Alene, and UI Idaho Falls);
 - engaged student learning programs;
 - professional development programs;
 - the President's strategic initiatives;
 - existing centers and institutes; and
 - UI's public broadcasting assets and partnerships.

Recommendations

I. Structure

- A. Transition from the existing Goal 3 strategic action team to a permanent, university-wide Outreach and Engagement Council (OEC).
 - 1. Function: The OEC will connect and champion outreach and engagement activities across colleges, regional Centers, Extension, Career and Professional Planning, public broadcasting, and other offices, institutes and centers. It will also make recommendations to the President and Provost on procedures and policies to strengthen university-wide outreach and engagement
 - 2. Composition: Colleges, regional Centers, and the Diversity Office should be represented on the OEC, along with other units that have significant outreach missions. Representatives will be people who *do* rather than only *administer* outreach – the “go to” people in their college or unit.
 - 3. Funding: While actual funding requirements are minimal, colleges and units may need to reallocate personnel resources to support the OEC. This could vary from providing course release time for a council representative to establishing an associate dean position for outreach and engagement, as the College of Natural Resources has done.

- B. Convert the current position of Coordinator for Outreach and Engagement into a Vice Provost for Outreach and Engagement (VPOE) position. Conduct a formal search process to find the best candidate for the position.
 - 1. Function: The VPOE will carry out Goal 3 directives in the UI Strategic Plan; champion and coordinate UI’s outreach and engagement activities both within and outside the University; advocate for outreach on both the Provost Council and President’s Cabinet, and chair the OEC. This position should be on par with the Vice Provost for Academic Affairs and Vice President for Research. A “dotted line” connection – denoting communication and collaboration rather than reporting authority – should be established with UI Extension, Center Associate Vice Presidents/CEOs, and other groups with major outreach functions. The VPOE should produce a strategic implementation plan for outreach and engagement within first six months. The plan should address metrics and data to track resources devoted to outreach and engagement, as well as marketing and development plans. The person in this position should also head an Office of Outreach and Engagement (OOE), with a staff of least 1 to 1.5 FTE with responsibility for metrics and data (in cooperation with Institutional Research and Assessment) as well as marketing and development (in cooperation with University Communications and Marketing).

2. Funding: Creating a new VPOE position requires new money. As an interim step, the current UI Coordinator for Outreach and Engagement should carry out the VPOE's responsibilities until funding for the permanent position can be secured and a search can be conducted. Priority tasks during this interim phase include: establishing and leading the OEC; and implementing and leading pilot scale university/community partnerships outreach projects. The Coordinator's position is funded jointly by the Provost and Director of Extension. Only that part of the position funded by the Provost can be used to lead the OEC.
- C. UI Extension: Keep UI Extension in the College of Agricultural and Life Sciences while greatly strengthening its connection with other parts of the university.
1. Connect with other colleges. Continue to cost-share joint positions and identify other ways of collaborating with other colleges and outreach units, for example, with capstone programs that involve cooperative education.
 2. Provide engaged learning opportunities for students. Through internships, service learning, volunteerism, and student research. Explore opportunities for engaged student learning. Additional resources will be required for this to work on a significant scale.
- D. Centers and Extension: Maximize UI's impact throughout the state by creating more seamless and collaborative relationships between Extension and the regional Centers. (See Center/Extension Relationship, Appendix B).
1. Fully implement the Center White Paper, finalized by the Provost in August 2007.¹ This document clarifies roles – including outreach – for the regional Centers and their executives.
 2. Build a relationship between the Centers and Extension, referred to in the white paper as a “dotted line” relationship, as follows: Extension District Directors and Center AVP/CEOs will partner to link faculty, staff, and students on mutually beneficial projects within the respective Extension district(s). Moreover, the relationship between the District Directors and AVP/CEOs will include two-way communication about programming and potential partnerships. The District Directors and Center AVP/CEOs will develop an action plan for working together on outreach and engagement opportunities. (For more detail on objectives and examples of what can be achieved, see Appendix B.)
- E. Strategic and externally funded initiatives: Use on-going initiatives with significant outreach components as models for the rest of the university.

¹ <http://www.provost.uidaho.edu/default.aspx?pid=73113>

Examples include the Building Sustainable Communities Initiative, Waters of the West, and UI Extension's Horizons program. In the future, all new strategic initiatives should include significant outreach components.

- F. Implement University/community "Archway" partnerships, modeled after the University of Georgia's Archway Projects.²
 - 1. Function: UI Archway Projects will demonstrate new ways of delivering the full array of UI resources to Idaho communities. One or more pilot projects should be created with selected communities to (1) promote community development by assisting with expressed needs of the community and (2) provide leadership in partnering with other higher education institutions, state agencies and non-profits. Desired features are that the project will: be community driven; be led by UI Extension but have ample opportunities for all colleges to participate; and integrate research and teaching with outreach across the institution.
 - 2. Implementation strategy: The first UI Archway Project should be small. Efforts can expand as funding and capacity grow. Given sufficient resources, we could begin by leveraging UI Extension's new Horizons community development grant, selecting as the first pilot one of the participating 15 communities, depending on local interest.
- G. Create a new Center for Engaged Student Learning.
 - 1. Function: Experiential learning and civic engagement activities are powerful mechanisms for involving UI students and teaching faculty in outreach. The proposed Center should coordinate and facilitate the expansion of existing activities in these areas, including the CAPP service learning center, ASUI Center for Volunteerism and Social Action, McCall Outdoor Science School, the Law clinics, Vandal Enterprise and Innovation Works, and capstone programs. It can provide higher quality and expanded service to community partners; facilitate faculty/staff training and development efforts; and serve University recruitment, retention, and communication efforts by making student-based University outreach more visible.
 - 2. Implementation: The Provost appointed an engaged student learning work group in December 2007. Rather than make a more detailed proposal at this time, the Goal 3 Team encourages the group to move forward in addressing its charge, which is to create a more coordinated system that allows us to grow and enhance existing programs while sustaining their unique characteristics. The team recommends that consideration be given to supporting engaged student learning in small as well as large classes.

² See University of Georgia's Archway Partnership Project, <http://archwaypartnership.uga.edu/>.

- H. Distance education: Move forward with recommendations from the Distance Education Task Force report to the Provost (May 2007).³ The Task Force concluded that the UI's distance education instructors and programs are strong, but that UI needs a market analysis, business plan, and coordinating structure to connect what are currently "distance education silos." Consider Extension offices, UI's television broadcasting assets, and the regional Centers as points of contact for recruiting, and in some cases, hosting distance education students.

II. **Rewards and incentives**

- A. Codify institutional commitment to outreach and engagement and in the process, develop a useful metrics system to track how many resources, especially faculty and staff time, are devoted to outreach and engagement. Use the Goal 3 Team's definitions and classification system as the foundation. With support from the Provost, the VPOE and OEC should work with the Faculty Council to:
 - 1. Revise the UI Faculty and Staff Handbook to reflect new definitions of outreach, engagement and related terms, making it possible for faculty to track – and administrators to reward – activities at the intersection of teaching, research and outreach (e.g. service learning, distance education, and some extramural professional service activities).
 - 2. Develop criteria for assessing outreach and engagement performance, and incorporate these criteria into new position descriptions and the annual evaluation and tenure and promotion processes.
 - 3. Revise tenure and promotion process to reflect the elevated role and importance of outreach and engagement.
 - 4. Revise faculty and staff position descriptions and annual evaluation forms to reflect new outreach and engagement definitions in the Faculty and Staff Handbook.
- B. Provide seed grants and longer term investments to encourage: teaching / outreach / research partnerships; Center / Extension collaboration; and demonstration projects that help us learn how to strengthen our statewide presence. Emphasize cross-unit integration.
- C. Expand opportunities for experiential learning opportunities for students, including service learning, internships, volunteerism, and community service.
 - 1. Identify and establish incentives and rewards for students to participate in experiential learning.

³ <http://www.webpages.uidaho.edu/~rreardon/DETF.final.doc>

2. To increase the number of classes that incorporate experiential learning, train faculty in the use of experiential learning pedagogies and implement a competitive grant program to encourage faculty to adopt experiential learning in their courses.
3. Expand extra-curricular service opportunities.

III. **Funding**

- A. Use current resources more effectively to support outreach.
 1. Allocate a share of indirect cost revenues from outreach grants to support University wide outreach efforts, including for example, incentive grants. Note that the current External Support Form allows PI's to identify whether their grant is outreach-focused. Thus it is possible to track how much external support we receive for outreach.
 2. Explore allocating a share of distance education fee revenue to support University-wide outreach efforts.
- B. Develop new sources of revenue.
 1. Encourage faculty to secure more outreach-focused grants, in part by making grant administration simpler and by rewarding those who attract external funding. Include external funding as an integral part of position descriptions, annual evaluation, and promotion and tenure consideration of all faculty and staff involved in outreach.
 2. Seek additional funding from legislative and grant sources for new outreach positions and special projects.
 3. Increase return on outreach investment by earning revenue from some outreach activities, and moving some currently subsidized activities to a cost recovery environment (i.e. "fee for service" orientation where possible).
- C. Develop careful estimates for implementing the proposed recommendations. Our preliminary estimates are that a modest amount of reallocated effort on faculty/staff position descriptions, coupled with an annual investment of roughly \$550,000, would be sufficient to implement the changes purposed here. Appendix C describes resources needed for each item in the recommendations and suggests possible sources of matching funding.

IV. **Administrative barriers to strategic plan implementation**

- A. Working with representatives from the four goal teams and key support offices, review administrative processes that hinder the university's ability to implement the strategic

plan. Rather than being a comprehensive audit, the review should focus on the five to ten administrative policies and procedures that are most problematic from a strategic and system-wide perspective. The review should be transparent and seek recommendations from all University employees, especially in identifying administrative processes that are most problematic in terms of efficiency, climate and culture. It should also involve faculty, mid-level management and ground-level staff, all of whom have day-to-day exposure to and / or responsibility for administrative processes. To ensure that reducing administrative barriers continues to be a long-term priority, conduct the review on a regular basis.

1. Explore options for implementing “lean office” and user-friendly administrative procedures. These could involve mapping value streams, creating continuous improvement teams, and bolstering knowledge, skills and attitudes that support efficient, responsive, responsible operations.
2. Challenge each administrative unit to improve customer service, both within the university and outside. This ethic should be integrated into the annual evaluation process of unit personnel. Customer service should also be assessed on a periodic basis through customer service surveys.

V. **Marketing and Communications**

- A. Establish a marketing and communications capacity in the OOE. This effort should be developed in concert with University Communications and Marketing, the regional Centers, UI Extension, and college communications and marketing units.
- B. Develop internal outreach communications mechanisms specifically targeted at outreach and engagement. We can make better connections and find partnerships if we know what others are already doing. For example, county Extension faculty need to know when other faculty are working in their districts and counties, and on-campus faculty need to know when Extension faculty are doing work in regions and on topics where they are working. This mechanism may take the form of a web-based clearinghouse.
- C. Hold an annual outreach conference. Establish a “Serving Idaho” conference to highlight and celebrate outstanding public engagement initiatives of faculty, students, staff and community partners, and to learn about new initiatives that integrate public engagement with university’s research and teaching activities. Explore ways to integrate the annual UI Extension conference into this event. Include opportunities for Extension faculty to interact with other faculty and staff from across the University. Include a high profile engaged student learning component.

- D. Develop a suite of high profile, strategic publications, marketing material, and web media. This material should showcase the importance and impact of UI outreach efforts. Devote one issue of the UI magazine each year, and one section of each issue, to outreach and engagement.
- E. Create a “Serving Idaho” website. The site should be the “go to” location for everything related to outreach in Idaho and the region. An excellent model is Ohio State University’s new outreach website, which serves as a gateway to resources and partnerships through which OSU engages with communities (<http://www.osu.edu/outreach>)
- F. Enhance and better utilize UI’s public broadcasting assets and partnerships (i.e. Idaho Public Television, Northwest Public Radio, UITV8 and student media assets) to deliver outreach content.

APPENDIX A

Definitions Related to Outreach and Engagement

Outreach is one of three basic parts of the University of Idaho's land grant mission. Through outreach, the university makes its research useful beyond the academic community, enables learning to occur outside the classroom, encourages the creation and dissemination of knowledge, and directly benefits the public. At their best, outreach activities are "engaged," that is, they involve mutually beneficial partnerships with diverse external constituencies to enhance teaching, learning, discovery and creativity.

Engagement is collaboration between university and local, regional/state, national and global communities for the mutually beneficial exchange of knowledge and resources, all in a context of partnership and reciprocity. It is not the sole purview of outreach. Instead, it is a desirable characteristic of all three parts of UI's mission, including not only outreach but also teaching and research.

Outreach occurs from every college on UI's Moscow campus, the UI Library, and from each of the University's physical locations around the state. Our outreach infrastructure includes 42 county Extension offices, UI Boise, UI Idaho Falls, UI Coeur d'Alene, multiple research and learning facilities, and the telecommunications infrastructure that bridges physical distance.

The scholarship of outreach is a professional activity that addresses societal problems, challenges, and understanding. It should reflect: (1) a substantive link with and direct application of knowledge to significant human needs and social issues; (2) use of a faculty member's academic and professional expertise; (3) public benefits; and (4) generation, validation and communication of new knowledge.

Activities involving outreach

The scope of UI's outreach activities is far-reaching. The following list illustrates many types of these activities. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie in the intersection of outreach and / or teaching and research. Over time the Goal 3 team will inventory the many centers, institutes, initiatives and continuing education programs through which UI outreach occurs.

Extension was established by the Smith-Lever Act in 1914, when the teaching and research activities of the nation's land grant universities were extended beyond the campus through the creation of the Cooperative Extension Service. Through a three-way partnership intended to respond to constituency needs, Extension is funded by state, county, and federal governments. The University of Idaho Cooperative Extension System (known as UI Extension) provides informal educational programs that help people use research-based knowledge to improve their lives. UI Extension transfers knowledge from the university beyond the academic community and informs university faculty about public issues, information needs, and service opportunities. UI Extension offers educational programs in the areas of agriculture and food, environment and natural resources, families and youth, health and nutrition, and community

and economic development. Extension may be at the intersection of Strategic Plan goals 1, 2 and 3.

Distance education is the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap. Distance education is at the intersection of Strategic Plan goals 1 and 3.

Professional development involves providing educational programs that enable people to retain professional licenses or certifications, or to achieve special expertise within their professions. It includes offering workshops, courses, and site-based support for educators, medical providers, lawyers, architects, engineers, accountants and other professionals.

Service learning integrates student learning with service and civic engagement to meet real community needs. It uses structured reflection tools to improve learning outcomes. Tools include discussions, journaling, group presentations, papers, and exams. Service learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/ civic engagement programs). Service learning is at the intersection of Strategic Plan goals 1 and 3.

Cooperative education is a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.¹ Cooperative education is at the intersection of Strategic Plan goals 1 and 3.

Technology transfer is a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may accrue either at the community (public) or firm (private) level. Technology transfer may be at the intersection of Strategic Plan goals 1, 2 and 3.

Professional service can be both intramural and extramural and is the responsibility of faculty members in all units. **Extramural professional service is a form of outreach** in so far as it reaches beyond the university either locally, nationally, or internationally. Examples include: participation in professional and scientific organizations; serving on governmental, non-governmental or private sector bodies; applying expertise in response to client requests; and/or building collaborative programs locally, regionally, statewide, nationally or internationally. **Intramural service, such as advising students or serving on a promotion and tenure committee, is not outreach.** Rather, it focuses on the internal workings of the university itself. Extramural professional service may be at the intersection of Strategic Plan goals 1, 2 and 3.

Appendix B

Center/Extension Relationship

Task

Articulate a strong vision of what the Center/Extension relationship should look like. Provide examples of what we could leverage through a better relationship and discuss how Centers and Extension can help improve communication within their region.

Team Members

Wendi Secrist, Charlotte Eberlein, Chris Schnepf, Jim Church, Larry Young, Pat Momont

Background

As the University Goal 3 Team prepares a recommendation to the President and Provost on the structure of outreach and engagement for the institution, the strengthening of relationships is being explored. Using guidance from the Center Task Force Report and the Center Organization White Paper, along with information gleaned from the Goal 3 Scenarios Workshops in Moscow and Boise, the following is a vision of how Centers and Extension could become better integrated for a stronger Idaho. This vision and suggestions will be incorporated into the final report to the President and Provost. Specific instruction from the work of the previous task forces that are addressed by this vision include:

- *Assure that the university and regional mission and strategic focus are delivered in the region served. Center Task Force Report, Guiding Principles for Centers 1.c.*
- *Develop instruction, research, outreach and services in collaboration with the appropriate administrative units. (This does not include cooperative extension in most regions, but it is expected that strong collaboration will be developed between the centers and the extension programs in each region.) Center Task Force Report, Guiding Principles for Centers 1.d.*
- *Engage in university strategic planning to maintain an overall mission and strategic focus based on the local assets, local needs, local authority (based on SBOE policy), and the University of Idaho's overall mission and strategic plan. (Not all centers are expected to be the same.) Center Task Force Report, Guiding Principles for Centers 2.a.*
- *Increase information dissemination and establish clear lines of authority and responsibility to provide prompt, high quality service to students and other constituencies. Center Task Force Report, Guiding Principles for Centers 2.c.*
- *Develop organization structures, operating policies, and procedures that clarify operating lines and eliminate unnecessary bureaucracy for administrators, faculty, staff and students. Center Task Force Report Guiding Principles for Centers 4.b.*
- *Develop local, regional and statewide impact data to inform the public of the university's performance and contribution. Center Task Force Report, Recommended Actions 6.*
- *"To facilitate teaching, learning, scholarly and creative activity and link to local communities the Extension District Director(s) will have a dotted-line relationship with*

the (Center) AVP/CEO. The Extension District Director(s) will partner with the AVP/CEO to link faculty, staff and students on mutually beneficial projects within the respective geographic district/s. The university is attempting to strengthen its outreach and engagement activities across units and locations. As such, the role of Extension, academic units, and the Centers will evolve to better serve internal and external constituents.” Center Organization White Paper, Outreach and Engagement section.

Vision of Center/Extension Relationship

University of Idaho Centers and the Extension System are integrated units operating seamlessly in unison to maximize impact of university efforts and opportunities in the respective regions.

Realization of the Center/Extension Relationship Vision requires full implementation of the white paper on university centers published by the Provost in August 2007. In general, the definition of the “dotted line” relationship between Center AVP/CEO’s and Extension District Directors should include two-way communication about programming and potential partnerships. The Center AVP/CEO’s and the Extension Director should be tasked to create an implementation plan that considers the following steps by the beginning of fall semester 2008:

- Individual faculty and staff in the Centers and Extension can articulate each other’s mission and major activities in the region.
- The Centers and Extension have an integrated strategic plan for the region with common objectives and action plans. This is accomplished by taking District strategic plans and incorporating action areas into the regional Center plan with emphasis on areas of possible integration and leverage. Include co-marketing opportunities in the plan.
- Centers assist Extension faculty in providing short courses for credit when appropriate.
- Centers and Extension help facilitate undergraduate recruiting in their region.
- Centers and Extension have website integration for the region that serves as the portal to the University of Idaho.
- Centers and Extension provide opportunities for interaction through exchange of key individuals on appropriate committees such as external advisory committees.
- Center faculty and Extension faculty work together to secure grants for shared programs.

Examples of what we can leverage through a better relationship

The following benefits will be realized through a better relationship between the Centers and Extension:

- Additional funding for both centers and extension offices from counties, municipalities, and other local funding sources to address new issues.
- Integrated network for recruiting new students.

- Increased presence for centers in communities where Extension is the only university “storefront” in town.
- Better integration between credit and non credit classes. Some classes can be offered as both simultaneously.
- Extension offices may be able to work with a more local contact at the centers on some issues (e.g., grants & contracts, lining up credits, etc.), instead of doing so with Moscow.

How Centers can improve communication

Communications by the Centers with Extension could be improved by the following:

- Centers can maintain a calendar for regional activities. (The calendar on the Extension website is excellent – perhaps that can be the model.)
- Centers can notify county faculty via email when doing activities in their communities.
- Center newsletters and regional Extension newsletters could be integrated. Start with internal and consider possibilities for external venues.
- Joint marketing efforts that embrace and integrate all functions of the university in that community.
- Develop an annual report for the region that includes Extension activities to communicate to local stakeholders.

How Extension Offices can improve communication

Communications by Extension with the Centers could be improved by:

- Include programs offered in centers in local extension newsletters, etc.
- Include programs from centers that impact their local communities in reports to counties and other stakeholder groups
- Include centers in mailing and news releases related to programs that are being offered in the counties
- Jointly market Extension and center-based programming in booths at county fairs.
- Communicate with centers about programs that may be of interest to center faculty (e.g. programs that are offered for various types of Continuing Education credits, such as professional association credits, pesticide credits, etc.)
- Seek participation of College of Education faculty in Centers with 4-H programs, particularly 4-H school enrichment programs

Appendix C

Estimate of New Resources Needed to Implement Goal 3 Recommendations

ITEM	NEW RESOURCES (per year)	NOTES
Enhanced Center/Extension Relationship	<p>\$20k for travel</p> <p>Reallocate 50% FTE in UI communications and 50% FTE in UI development to assist with marketing and resource development for new initiatives</p>	Lead responsibility with center directors, district directors, and director of extension
Incentive funding	\$50k for short- and medium term grants to encourage cross-unit engagement	
Outreach and Engagement Council	<p>\$10k for workshop activities \$20k for travel</p> <p>Solicit representation from all colleges and relevant service units but expect this to be funded internally by all units</p>	Clearly show outreach commitment to all reps through a substantive percentage (10% or more) in their annual position descriptions
Engaged Student Learning Center	<p>\$100k for part-time coordinator and office assistant to enhance existing efforts in this area</p> <p>Thoughtfully combine existing service learning and student teaching enclaves without diluting their mission or complicating their work</p>	Can be partially subsidized by retaining general service fees for student-centered projects
Vice Provost for Outreach and Engagement; Office of Outreach and Engagement	<p>Phase I: \$100k for current outreach coordinator model (provides leadership/organization to the outreach council that will carry on with G3 activities)</p> <p>Phase II: \$200k when Vice Provost for Outreach and Engagement position is created and filled through a formal search process.</p>	<p>Office of Outreach could exist side by side with Engaged Student Learning Center</p> <p>Could be partially funded by a portion of returned overhead on outreach grants</p> <p>Office of Outreach should have some formal connection to the Office of Sponsored Programs(to facilitate outreach grant process)</p>
Archway Initiative Prototype	\$200-500k with equal contributions from UI, grants (i.e. Horizons), and Idaho communities	Good work by itself is not sufficient; all stakeholders should be expected to invest in new outreach initiatives