

Desired outcomes

University-level outcomes were established to guide the institution, in partnership with stakeholders, in achieving its vision for outreach and engagement. These outcomes will also serve as guideposts to measure progress and provide a basis for assessment and continuous improvement.

- Outreach is explicitly defined, widely understood, and actively pursued by administrators, faculty, staff and students.
- Outreach and the scholarship of outreach are rewarded through promotion, tenure, and evaluation of faculty and staff.
- Outreach is funded with core support from the university, as well as by complementary external funds from our public, private, and non-profit partners.
- Outreach is valued by university leaders, as demonstrated by supportive policy and procedures, organizational structure, and public recognition.
- Outreach anticipates, is guided by and responds to the needs of communities, families, businesses, government agencies, and nonprofits through input and validation from advisory committees, formal partnerships, and regular consultation.

These university-level outcomes describe the attributes of an institution that engages with the public, private, and non-profit sectors through mutually beneficial partnerships. It is up to each college and interdisciplinary program to articulate outcomes tailored to their particular stakeholders.

A structure for excellence

President White has charged the Goal 3 Team with developing options and recommendations on how best to structure outreach and engagement at the University of Idaho. He asked the team to review structure at other land grant universities, including those that have made Extension a university-wide function. He also requested that we build from previous reports on related subjects, including the recent Centers and Distance Education Task Force reports.

Some land grant universities have centralized and / or coordinated their outreach structure more than is the case at the UI. They have created new positions responsible for some measure of coordination across and authority over outreach units, including Extension. For example, North Carolina State University has a Vice Chancellor for Extension, Engagement, and Economic Development. Washington State University has created a new Vice President for Economic Development and Extension.

Over the next six months, the Goal 3 team will examine how well these structures may be suited to the University of Idaho. The team is currently conducting case studies of organizational structures at other universities. After completing the research, we will present possible models and seek input from stakeholders around the state and within the university.

Other near-term priorities

Develop metrics for assessment so we can answer the question, “How good, by when?”

Align internal documents and processes so they account for, assess and reward outreach and engagement, consistent with the UI Strategic Action Plan.

Reduce administrative barriers so we are more responsive, nimble, and entrepreneurial

The University of Idaho adopted a new strategic action plan in 2006. Goal 3 of the plan, addressing outreach and engagement, is to engage with the public, private, and nonprofit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery and creativity. Since mid-2006, the Goal 3 implementation team has defined the scope of outreach and engagement and moved forward on Goal 3 objectives. This report summarizes the team’s work over the past year and discusses next steps.

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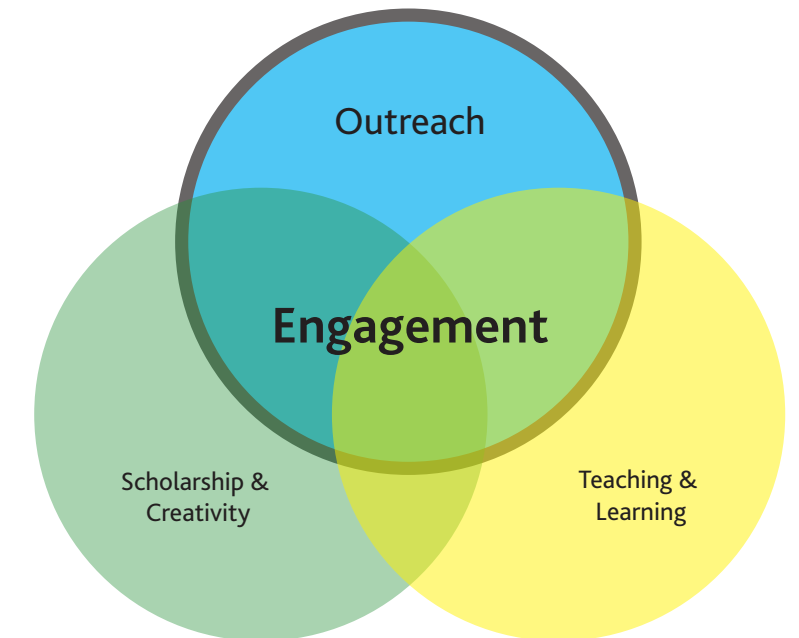
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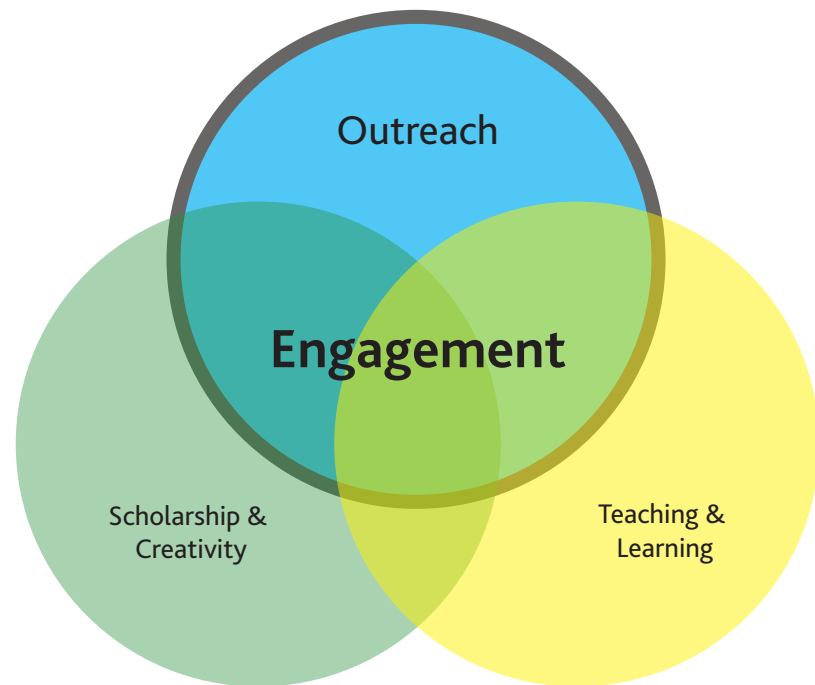
Strategic Planning Team Goal 3 Outreach and Engagement



Vision

Our vision is that the University of Idaho ...

- Serves the entire state with a seamless, interconnected system of people, programs and facilities
- Engages in partnerships to address critical issues in Idaho communities and worldwide
- Integrates outreach with teaching, research and creative activity to solve real world problems, while providing transformational experiences for learners
- Advances engaged outreach through recognition, funding, and empowering reward structures
- Uses common sense to balance the need for responsiveness, on one hand, and compliance, risk management, and security, on the other.



Framework

Outreach is one of three basic parts of the University of Idaho's land grant mission. Through outreach, the university:

- makes its scholarship and creative activity useful beyond the academic community;
- enables learning outside the classroom;
- encourages the creation and dissemination of knowledge; and
- directly benefits the public.

Outreach 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. Our 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.

At their best, outreach activities are **engaged**. That is, they involve mutually beneficial partnerships with diverse external constituencies to enhance teaching, learning, scholarship and creativity. **Engagement** means partnerships with constituencies outside the university and within the university, across disciplines and functions.

Engagement 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 and engagement: examples

The scope of UI's outreach activities is far-reaching, as shown by the examples below. Most lie in the intersection of outreach with teaching and / or research.

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. UI Extension provides non-formal educational programs that help people use research-based knowledge to improve their lives. It transfers knowledge beyond the academic community and informs university faculty about public issues, information needs, and service opportunities. UI Extension works in the areas of agriculture and food; environment and natural resources; families and youth; health and nutrition; and community and economic development. (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. (At the intersection of Strategic Plan goals 1 and 3.)

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). (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. (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. (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 locally, nationally, or internationally. Examples include: applying expertise in response to client requests; building collaborative programs locally, statewide, nationally or internationally; participation in professional and scientific organizations; and serving on governmental, non-governmental or private sector bodies. **Intramural service**, such as advising students or serving on a promotion and tenure committee, focuses on the internal workings of the university and is not outreach. (May be at the intersection of Strategic Plan goals 1, 2 and 3.)

Stakeholders

- Students
- Communities, firms, organizations and agencies
- Outreach faculty and staff, including those in Extension
- Teaching and research faculty and staff