

COLLEGE OF FORESTRY STRATEGIC PLAN IMPLEMENTATION MATRIX

Left-hand column represents original statements from the COF Strategic Plan. Implementation Items are in the second column. Each Implementation Item includes “links” to the original Strategic Plan statements. Baseline for metrics is January 1, 2023.

Responsible Parties: ADSO = Associate Dean of Science Outreach; ADR = Associate Dean of Research; ADSS = Assistant Dean of Student Success

GOAL 1.1 Transformational learning in, and outside, the classroom

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.1.1: Provide high-quality learning experiences for students, both in and outside of the classroom, to develop higher-order thinking skills, empowering them to make a meaningful contribution to society.	1.1.A: Create new online programs to better serve place-bound students (e.g., Ph.D. Nature-based solutions, M.S. WINS). <i>LINKS: 1.1.1, 1.1.2, 1.1.4, 1.1.7, 1.2.2, 1.2.3</i>	• Doctoral (nature-based). • M.S. outdoor recreation. • M.S. WINS. • Carbon cycling and management certificate. • M.F. Forestry.	Thriving World; Climate; Every Student; 30/30	College FES WSE FERM	WINS online M.S. – Enrollment of 27 by 2030. TRAL – Enrollment of 75 by 2030.
1.1.2: Support new curriculum development and evaluation that integrates and weaves together the different disciplines across the college and broader spheres, preparing students to flourish in a world that requires interdisciplinary solutions to achieve sustainable outcomes.	1.1.B: Incorporate educational content that includes Indigenous knowledge and other ways of knowing in forestry and managing natural resources. <i>LINKS: 1.1.2</i>	Various educational opportunities including online, in-person, certificates, micro-credentials are needed. Support internal and external collaborations, including with educational institutions.	Every Student; 80%; Equal 80%; 30/30	College FES	New MOUs and partnerships established by 2030. Additional metrics to be informed by committees and workgroups.
1.1.3: Incorporate and expand access to evidence-based, high-impact practices, such as experiential learning and research opportunities to support the success and persistence of all students.	1.1.C: Develop COF system and metrics to explicitly integrate teaching excellence into performance reviews. <i>LINKS 1.1.1</i>	Teaching excellence insufficiently recognized in current systems	Every Student; 80%; Equal 80%	College Departments	Conduct peer teaching reviews twice before tenure, at least once every five years thereafter. Include teaching innovations question in PROF supplement materials.

(continued) GOAL 1.1 Transformational learning in, and outside, the classroom

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.1.4: Support the development of creative interdisciplinary programs, providing quality, innovative experiences for students to become learned professionals in forest and resource science and management.	1.1.D: Create measurable goals to ensure programs are accessible to all. <i>LINKS: 1.1.3, 3.1.5</i>	Further improve student success and retention.	Every Student; 80%; Equal 80%	ADSS COF workgroups and committees	Metrics to be informed by committees and workgroups.
1.1.5: Leverage the breadth of college offerings and expertise in service of student learning and development through collaborative research, co-curricular programs and experiential learning.	1.1.E: Expand Mentored Employment Program. <i>LINKS: 1.1.3, 1.1.5</i>	Continuing to provide research opportunities to students which keeps them connected to their department, COF, and potential employers/communities. Makes lab/research groups more accessible to all students. Increased visibility for research opportunities/graduate school. Additional support needed for conference travel, etc. Online students should be included.	Big Discoveries; \$600 mil; Every Student; 80%; Equal 80%	ADSS FERM FES WSE ADSO	Increased # of publications with undergraduate student co-authorship. Increased # of students accepted into graduate programs. # of Extension products with student co-authorship. # of Extension faculty participating.
1.1.6: Provide a diverse range of opportunities for international study, research and internships, for students to experience complex issues on a broad scale and develop a personal sense of agency and global citizenship.					
1.1.7: Develop new certificate programs and/or program concentrations to provide the expertise and broad, systems- based knowledge required for many current and emerging areas of inquiry.	1.1.F: Continue to invest in COF International Programs and increase international offerings; review annual IP plan. <i>LINKS: 1.1.6, 2.1.4</i>	Broadens student perspectives and supports recruitment/ retention through deeper community involvement. Reduces barriers to study abroad, making opportunities more accessible to all students.	Every Student; Thriving World; Equal 80%	IP	Increase percentage of low-income student participation from 31% to 40%. Increased passport-free immersion experiences to enhance accessibility. Support programs more effectively achieving learning outcomes.

(continued) GOAL 1.1 Transformational learning in, and outside, the classroom

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.1.8: Improve awareness of, and communication about, diverse career pathways and options for students, preparing them to apply their education and experience to help society sustainably solve pressing challenges.	1.1.G: Hire Instructors and Professors of Teaching to meet growing instructional needs. <i>LINKS 1.1.1</i>	COF will need more faculty to continue to maintain and grow the college and keep up with goals set at the university level, especially the Ecampus 30 by 30 goal.	Every Student; 80%; Equal 80%; 30/30	Departments	3 new positions by 2030.
	1.1.H: Expand resources for career support; develop and review annual career programs plan. <i>LINKS: 1.1.8, 1.2.2, 3.2.8</i>	Recently added a full-time career advisor and instructor to assist with programming and instruction in CORE Ed career related courses. Will include stronger focus on support for distance and adult learners.	Every Student; 80%; Equal 80%	ADSS	Annual plan created.

GOAL 1.2 Success for all students

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.2.1: Work to attract and retain diverse students by supporting their early interest in forest science and natural resources; nurture these interests, particularly for students underrepresented in STEM, early and often, to broaden pathways into the college for prospective students. 1.2.2: Identify and work to resolve barriers to student success with attention to whole-person support of the economic, academic, cultural and socio-emotional needs of students. 1.2.3: Develop Pathway Programs that provide opportunities for students from diverse backgrounds to explore and navigate through our undergraduate and graduate programs. 1.2.4: Explore and implement diverse scholarship and funding opportunities to broaden economic accessibility, so more students can attend the college.	1.2.A: Develop an experiential bridge program to encourage student engagement with the college and cohort building for all incoming undergraduate students. <i>LINKS: 1.1.1, 1.1.2, 1.1.3, 1.2.1</i>	Allowing students to stay connected to their major early on in their education. Cohort-building. Increases retention. ONREP, Tribal New Beginnings.	Every Student; 30/30	ADSS Departments Faculty members	More lower division classes/ discovery classes that engage with major material. Increased Honors classes, etc. Strengthening connections to CCs and HSs. Stabilize funding for ONREP.
	1.2.B: Reduce financial and other barriers for all students, including affordable online options. <i>LINKS: 1.2.1, 1.2.2, 1.2.4</i>	Supports student success among the college's high proportion of students in need of financial assistance.	Every Student; 80%; Equal 80%; 30/30	ADSS Departments	Increase of scholarship resources by 25%. 30% of all courses available online by 2030. Reduce barriers to students accessing scholarships. Connect these scholarship efforts to Believe It campaign activities.
	1.2.C: Provide additional capacity for holistic advising support. <i>LINKS: 1.2.6</i>	Allows higher level of care and intentionality for advisors to provide to students. With growing and new programs being introduced = increase in enrollment = increase in advisor workloads.	Every Student; 80%; Equal 80%	College ADSS	Lower student to advisor ratio. Updated student services web platform to improve access to resources and information.

(continued) GOAL 1.2 Success for all students

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.2.5: Create and nurture safe spaces for students to learn from one another and share cross-cultural insights and concerns. 1.2.6: Embrace creative solutions to reduce achievement gaps and increase graduation rates for all students.	1.2.D: Create and maintain a recruitment and retention plan to expand outreach to new student audiences. <i>LINKS: 1.2.6</i>	Support continued growth of COF student population. Providing growth opportunities for students supports retention and success. Expand and strengthen existing Pathway Programs (e.g., SWOCC, New Beginnings).	Every Student; Thriving World; Equal 80%; 80%; 30/30	ADSS MarComm Departments	Increase in # of students applying to COF and enrolling. Increase # of visits to/from CCs and HSs. Develop programming that engages youth in Tualatin and near other research forests.

GOAL 1.3 High-quality graduate education and professional degree programs

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.3.1: Strengthen existing and develop new co-curricular apprenticeship experiences and/or research opportunities to help graduate students hone both the practical in-the-field skills and scholarly expertise that will best prepare them for their future professional trajectories and enable them to teach, communicate and advocate for science and society.	1.3.A: Encourage enrollment of externally-funded graduate students (e.g., government programs, Fulbright) as a means to increasing access to COF graduate programs. <i>LINKS: 1.3.2</i>	Improves accessibility of programs. Enhances faculty success. Encourages global research. Facilitates university-level partnerships.	Big Discoveries; Every Student; Thriving World; \$600mill	College Departments Faculty IP	Increase externally-funded students from 6% to 10%. Increase MOUs/LOCs from 3 to 8. Support 1-4 ongoing Fulbright Scholars. Create recruitment plan for externally-funded students.
1.3.2: Improve upon and broaden funding opportunities via college scholarships and fellowships to bolster graduate recruitment, retention, progression and completion.	1.3.B: Increase endowment to support COF graduate students (e.g., tuition waivers and scholarships). <i>LINKS: 1.3.2</i>	Providing more support for graduate students makes CoF look more desirable to prospective students. Some grants don't cover tuition, so this can help support more students. Allows faculty members to apply for more and potentially bigger grants. Can help fill need-based gaps for underserved students.	Big Discoveries; \$600 mill; Thriving World; Every Student	DHs Foundation	Tie to Believe It campaign goals. Establish endowment of \$100K with goal of \$1M.
1.3.3: Increase access to research programs for K-12, undergraduate students and potential non-traditional students to improve awareness of, and develop pathways to, graduate schools and a career in research.					

(continued) GOAL 1.3 High-quality graduate education and professional degree programs

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
1.3.4: Ensure faculty, staff, and mentors are well prepared and culturally proficient to guide students of all backgrounds in their academic and professional growth and support them in finding resources to meet their personal needs and goals.	1.3.C: Engage local high school teachers as instructors. <i>LINKS: 1.2.6</i>	Increased demand for instructors as we grow programs.	Every Student; Thriving World	Departments	Create database of willing instructors. Hire one instructor per quarter.
	1.3.D: Equip COF employees to best support the college's student body through expanded opportunities, including training on trauma-informed practices and cultural sensitivity; additionally, seek feedback on college progress via exit interviews and culture survey. <i>LINKS: 1.2.6, 1.3.4</i>	Monitoring and reporting on the experiences of underserved students and training faculty/staff to support their unique needs helps ensure their ongoing success.	Every Student; Thriving World	Departments INRO	Repeat culture survey every three years. Offer trauma informed training. Conduct systematic exit interviews.

GOAL 2.1 Enable innovative, collaborative research and scholarship

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
2.1.1: Strengthen the college's research centers, institutes, laboratories, forests, research cooperatives and programs and build upon a collaborative and participative research approach to advance knowledge and co-create sustainable solutions to issues facing our forest landscapes and ecosystems. 2.1.2: Drive and prioritize cutting-edge research agendas that bring different disciplines, constituencies and multiple ways of knowing together, to make bold discoveries that will impact individuals, communities and society. 2.1.3: Encourage diverse research collaborations to leverage diverse disciplinary and systems-based approaches to tackle today's complex problems for sustainable outcomes. 2.1.4: Expand international networks and partnerships that enable COF faculty and students to contribute to a global body of knowledge.	2.1.A: Facilitate development of large, cross-cutting collaborative and innovative proposals by providing consultation and training and convening interdisciplinary teams (e.g., via CFFS). <i>LINKS: 2.1.3, 2.1.4, 2.1.6, 3.2.2</i>	Greater incentives are needed to encourage investment required to succeed with large grants. Reward unsuccessful efforts through yearly evaluations and P&T.	Big Discoveries; Thriving World; \$600mill	ADR DHs	10 interdisciplinary team submissions. 5 successes in excess of \$5 million. Regular grant writing training.
	2.1.B: Recognize, in formal processes, unconventional grants/contracts, including for high-profile, policy-shaping work. <i>LINKS: 2.1.6, 3.2.2</i>	Novel approaches such as crowd sourcing can fill funding gaps. Policy impact less rewarded; may be more important than traditional metrics.	Big Discoveries; Thriving World; \$600mill	ADR DHs	Annually re-orient P&T committees on PTIE principles.
	2.1.C: Create center for digitalization of the forest sector that covers advanced forestry systems, advanced manufacturing, and monitoring ecosystems. <i>LINKS: 2.2.1-2.1.6</i>	Technologies such as AI are foundational to PWS as well as key funding agencies. Could have key ties to commercialization/IP.	Big Discoveries; Thriving World; Robotics; \$600 mill	Departments	Center established. \$100k/year funding by 2030. HCIC engagement by 3 COF faculty.

(continued) GOAL 2.1 Enable innovative, collaborative research and scholarship

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
2.1.5: Ensure full utilization of college’s innovative research laboratories and learning spaces, including the Oregon Forest Science Complex and McDonald-Dunn Research Forest. 2.1.6: Grow sponsored program awards and diversify fundraising efforts to attract new donors, avenues of engagement and partnerships.	2.1.D: Incentivize use of college facilities for research, teaching, outreach, including community (citizen) science through funding initiatives (e.g. CFFS) and outreach efforts (e.g. EXT & MarComm); enhance the RF infrastructure to allow for greater access and use (e.g. instrumentation, data collection, live video for remote learning). LINKS: 2.1.1, 2.1.5	Our facilities tell the story of our mission/ vision/values and should be highlighted for the opportunities they provide.	Climate; \$600 mill; Big Discoveries	ADs	Establish baseline to assess progress over coming years. Improve interpretation and signage in McDonald-Dunn Forest to highlight research, teaching, outreach missions/ outcomes. Amplified attention to research forest research, teaching, and outreach in COF newsletters and social media. Enhance connectivity in research forest (broadband). Fully update and promote research forest publication database. Create a data retrieval portal. Instrument the forests to collect climate and other baseline data.
	2.1.E: Increase collaboration between Extension and research faculty to enable greater integration of efforts and, ultimately, broader societal impacts. LINKS: 2.1.2, 2.1.3	Many Extension faculty are embedded in communities and able to make local connections on behalf of campus faculty. There are also many Extension networks already established to facilitate info dissemination & engagement efficiently.	Thriving World	DHs ADSO, ADR	Increased # of grant submissions with R/T faculty and Extension faculty collaborating by 10%. Increased # of publications with R/T faculty and Extension faculty co-authorship by 10%. Increased # of OSUES impact stories with R/T faculty and Extension faculty collaborating by 10%.

GOAL 2.2 Facilitate inclusive, diverse and equitable research opportunities

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
2.2.1: Learn from and incorporate Traditional Ecological Knowledge and Indigenous wisdom into our research, curriculum and outreach missions in a manner respectful of Tribal Sovereignty Rights. 2.2.2: Provide inclusive opportunities for scholars from underrepresented backgrounds to participate in visiting fellowships or professorships and/or college-sponsored symposia. 2.2.3: Cultivate research prospects that offer opportunity to engage diverse communities around issues concerning conservation, sustainability and climate change mitigation. 2.2.4: Partner with industry to develop innovative, sustainable products and deliver an inspiring and empowering education for the next generation of leaders and practitioners.	2.2.A: Increase fairness in the promotion and tenure process in alignment with COF commitment to inclusive excellence. <i>LINKS: 2.2 level only</i>	Support faculty recruitment and retention.	Thriving World	College	COF faculty member on Faculty Senate P&T Comm. Update policies internal policies to conform with OSU policies. Support provided.
	2.2.B: Hire additional faculty with expertise in Indigenous Knowledge and ensure research partnerships adhere to established best practices, including OSU's Tribal consultation policy. <i>LINKS: 2.2.1</i>	Support Tribal MOUs and expand scope and breadth of our research and curricula to address current and future needs.	Big Discoveries; Thriving World; \$600mill; Every Student; 80%; Equal80%	College	Add Indigenous Knowledge expertise by AY 2026.
	2.2.C: Adapt and expand specific COF protocols to meet and exceed new OSU protocols regarding P&T processes (e.g., PTIE, other scholarly activities). <i>LINKS: 2.2 level only</i>	Align college P&T guidelines and bylaws with current OSU policies.	Thriving World	College DHs ADs	Expand COF P&T document to include updated OSU guidelines such as PTIE.
	2.2.D: Continue and build upon ongoing efforts to partner with industry (e.g., TDI, Cooperatives, contract testing). <i>LINKS: 2.2.4, 3.2.1, 3.2.5</i>	Supports economic development, especially in rural communities. Maintains critical relationships/support.	Thriving World; \$600 mil	College	Increased contract revenues 5% annually. Increased diversity of contracts (different types of organizations, etc.).

(continued) GOAL 2.2 Facilitate inclusive, diverse and equitable research opportunities

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
2.2.5: Build a culture of collaboration between faculty and local community organizations, Tribal Nations and industry partners to increase applied research and scholarship output.	2.2.E: Implement partnerships via Extension, research consortia, advisory boards and other partners to reach communities across the state. <i>LINKS: 2.2.3, 2.2.5, 1.1.E</i>	Extension can serve as a conduit to disseminate information outside of academia.	Climate; Thriving World	College Extension	Incorporate Extension into 1.3.C, and 1.2.E.

GOAL 3.1 Foster an inclusive and welcoming internal culture

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.1.1: Uphold an environment in which all members of the college community feel safe, respected and free at all times to participate in various undertakings of the college, including learning, teaching, administration and research.	3.1.A: Every three years, assess COF culture and climate, aligned with the Office of Institutional Diversity's metrics and data (continue to have open all-college meetings; circulating policy and program proposals to all for input; maintain community building efforts.) <i>LINKS: 3.1.1, 3.1.2</i>	A deep understanding of organizational culture is needed to navigate appropriate change.	Every Student; 80%; Equal 80%	COF workgroups and committees DHs ADs	Completion of assessment. Participation rate among COF community of 25% in year 1. Participation rate among COF community of 30% in year 3.
3.1.2: Empower the college community to actively implement our diversity, equity and inclusion strategic plan both individually and collectively.	3.1.B: Provide trainings for onboarding and offer ongoing incentivized learning opportunities to strengthen equity and inclusion for all. <i>LINKS: 3.1.1, 3.1.2, 3.2.7</i>	To support the college's core value of inclusivity, mandatory trainings should be expected. Analogous to safety training. University-wide training exists.	Thriving World; Every Student	College Dean's Office	Create training(s) as part of new hires onboarding and ensuring current staff/faculty receive the same training(s).

(continued) GOAL 3.1 Foster an inclusive and welcoming internal culture

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.1.3: Encourage and enable the college community to contribute to programmatic, policy and operational planning and decision making of the college. 3.1.4: Signal inclusiveness and safety on all levels to students, faculty and staff in the form of advising, mentorship, programmatic offerings and course curricula.	3.1.C: Nurture a culture that encourages life balance and a positive work experience for everyone by ensuring accountability via regular performance evaluations; ensure PDs include specific expectations and criteria for annual inclusive excellence education and for conducting healthy relationships with students and colleagues. Respect quiet weeks and summer flex programs when setting deadlines and meetings, and ensure adequate backup exists so employees feel able to take their accumulated leave time; when employees are on leave, do not contact or have work expectations. <i>LINKS: 3.1.4</i>	Ensuring all faculty and staff feel included and supported in their work within COF. Balanced workloads can lead to greater innovation.	Thriving World; \$600 mill; Big Discoveries	Dean Unit heads	Create a structured peer mentoring initiative for faculty and staff. Continue to invest in collaborative proposals and presentations. Implement 360 review process for Dean's Staff, providing direct reports/departments with the opportunity to rank leadership on topics including, "I feel my supervisor supports life balance."
	3.1.D: Assess the strengths, opportunities, aspirations, and challenges at play for professional faculty and classified staff and target initiatives that foster employee growth, align individual goals with organizational objectives and success, and cultivate a continuous learning and development culture. <i>LINKS: 3.1.3, 3.1.4</i>	Challenges faced by COF staff members include increasing workloads, limited resources, professional development opportunities, effective communication and collaboration among different departments and faculty members. Addressing this item will likely ensure employee satisfaction and retention along with enhanced productivity and efficiency.	Thriving World; Every Student	Dean's office Departments	Assess needs via regular culture survey(s), focus groups, and discussions to co-develop interventions that support a culture of care and advancement. Some topics may include pay equity, flexible work equity, and improved satisfaction which will be presented to the Dean's Staff for action.

(continued) GOAL 3.1 Foster an inclusive and welcoming internal culture

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.1.5: Ensure educational topics and curriculum feature diverse voices and perspectives to embrace broader values.	3.1.E: More holistically utilize data, beyond SLEs, to incentivize faculty to engage in continuous learning to enhance their teaching skills, provide service credit for regular training (CTL and in-house programs such as inclusive syllabi reviews and teaching evaluations) and reflect these contributions in annual performance reviews and P&T. <i>LINKS: 3.1.5</i>	Student feedback and success rates are essential to assess success towards learning outcomes; both quantitative and qualitative data can provide a holistic understanding of instructor performance.	Every Student	ADs DHs	Systematic peer teaching reviews in all Depts. Create college-level curriculum committee.
	3.1.F: Build out Core Education courses that emphasize inclusive learning and reflect diverse voices. <i>LINKS: 3.1.5</i>	Essential that COF engages with Core Ed.	Thriving World	ADSS Departments	Added courses in key Core Education areas. At least 1/3 of faculty actively engaged with CTL. Increase number of CTL Fellows in college. Regularly review curricula to identify opportunities for significant SCHs and/or recruiting (by college-level curriculum committee).

(continued) GOAL 3.1 Foster an inclusive and welcoming internal culture

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
(continued) 3.1.5: Ensure educational topics and curriculum feature diverse voices and perspectives to embrace broader values.	3.1.G: Regularly review curricula and their content to improve inclusiveness. <i>LINKS: 3.1.5</i>	Curricula should be inclusive with diverse perspectives so regular review course materials can provide meaningful feedback on improvements.	Every Student	ADSS Departments	Complete curriculum review initiated ~2020.

GOAL 3.2 Create impactful change through collaboration, communication and education

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.2.1: Impart critical knowledge, skills and values to communities and clients and receive expertise and greater understanding from community partners to promote ongoing land and resource stewardship and sustainable practices for forest ecosystems.	3.2.A: Expand capacity to grow natural resource education opportunities for a broader set of Oregon's youth (e.g., ONREP, Hopkins Demonstration Forest, COF Research Forests). <i>LINKS: 3.2.1, 3.2.3, 3.2.4, 3.2.7</i>	ONREP is the primary means through which COF reaches youth but staffing is insufficient to meet demand.	Every Student; Thriving World	ADSO Foundation	Obtain full salary coverage for existing faculty. Increased # of personnel addressing youth education by 10%.

(continued) GOAL 3.2 Create impactful change through collaboration, communication and education

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.2.2: Lead local, regional and global efforts to better understand and enhance sustainable management of forest, land and water resources to achieve economic, environmental and social objectives in consultation with local scholars, civic leaders and communities.	3.2.B: Develop educational and career pathway programs and relationships to promote our field and support recruitment and retention of a broader group of students and employees. <i>LINKS: 1.2.3</i>	Expertise and lived experiences of college employees should reflect the breadth of communities we serve as a public institution.	Thriving World; \$600 Mill; Every Student; 80%; Equal80%; 30/30	College Dean's office Departments	Hiring employees to effectively support the college's student body.
3.2.3: Evaluate and continuously assess Extension programs and community and state needs to ensure consistent engagement and timely response to emerging issues.	3.2.C: Increase Extension capacity to address emerging needs (e.g., insect ecology, wood products, climate resilience). <i>LINKS: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7</i>	Departments have lost previous Extension positions and have yet to re-hire. Extension capacity is critical for achieving the mission of a land grant university. Changing climatic and economic conditions increase the need to address new challenges we lack capacity for.	Thriving World; \$600 Mill; Big Discoveries; Climate College	ADSO	Obtain support for 3 new Extension faculty.
3.2.4: Expand access to and engage all Oregonians with research-based knowledge and education through Extension programs.					
3.2.5: Broaden opportunities for distance and continued learning through a variety of platforms and modalities.	3.2.D: Use best practices to guide and redirect Extension efforts (e.g., needs assessments, asset mapping, logic models, impact assessments). <i>LINKS 3.2.2, 3.2.3</i>	The intent of Extension is to improve the environment, the economy, and human wellbeing by engaging the people of Oregon with research-based knowledge that addresses their needs and concerns. A core value of OSUES is engaging with community partners and learners to identify priority issues and needs, to design timely responses, and to build future capability.	Thriving World	Extension	Increased # of OSUES impact stories by 10%.

(continued) GOAL 3.2 Create impactful change through collaboration, communication and education

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
3.2.6: Develop and deliver multifaceted research-based and continuing learning opportunities across diverse in-person, virtual and hybrid platforms to increase accessibility and awareness. 3.2.7: Enhance efforts to reach diverse and underrepresented populations through strategic programming, staffing and operations. 3.2.8: Engage alumni in activities that enhance their connection to the college, employ their experiences and professional networks and help current students see their own career paths.	3.2.E: Identify populations not previously well-served by Extension, including those in rural areas of the state, and develop strategies to engage in the most appropriate way. <i>LINKS: 3.2.4, 3.2.5</i>	Although Extension programming is intended to be available to all, some communities have not been well-served by traditional approaches.	Thriving World	Extension	Increased # of multilingual Extension products by 10%. Increased # of OSUES impact stories pertaining to increasing access to underserved groups by 10%. Translate all new Extension marketing/outreach products into Spanish.
	3.2.F: Create alumni programs strategic plan. <i>LINKS: 3.2.8</i>	Program investment has been made, execution follows.	Thriving World; Every Student	College Departments	Alumni advisory board for each department. Increase the number of opportunities for alumni to provide feedback on our programs and engage with our current faculty and students. Finalize 5-year Alumni Strategic Plan in 2024. Host 2x annual Alumni gatherings in PNW locations outside of Corvallis. Establish new “Alumni Corps” group as conduit for alumni connection with current student network.

(continued) GOAL 3.2 Create impactful change through collaboration, communication and education

Original SP Items	SPI Action Items/Links to other SP Items	Explanation/ Rationale	Alignment with PWS	Responsible Party(ies)	Success Metrics
	3.2.G: Regularly revisit the potential and demand for a formalized continuing and professional education program. <i>LINKS: 3.2.6, 3.2.8</i>	It is odd that a world-class COF has no strategic approach to CPE.	Thriving World	Dean	Seek external and internal input (survey) on the demand for CPE program. If demand exists, develop a self-sufficient funding model for CPE.

A university focused on big discoveries that drive big solutions (Big Discoveries); A university where every student graduates (Every Student); A university that fuels a thriving world (Thriving World); Climate science and related solutions (Climate); Clean energy technology and related solutions (Cleanergy); Robotics (Robotics); Integrated health and biotechnology (Biotech); Increase research expenditures (\$600mill); Increase six year graduation rate to 80% (80%); equalize six-year graduate rates (Equal80%); Increase online enrollment (30/30).