Assessment and Strategies for Building
CONTINUING AND PROFESSIONAL EDUCATION

Nicole Strong, College of Forestry,
Oregon State University
Jim Johnson, Associate Dean,
Outreach and International Programs,
Oregon State University
“Man’s mind, once stretched by a new idea, never regains it’s original dimensions.”

~ Oliver Wendell Holmes
Questions:
1. How do you see your role to conduct CPE in your community?
2. In the current economic climate, how do we justify growth?
3. What innovative programming formats have worked for you? (webinars, e-courses, hybrids, field tours)
Project Background
History
Clientele & Collaborators
SWOT Analysis
Recommendations
College of Forestry Strategic Vision

“The principal educator of the next generation of forest industry and government agency leaders and innovators in the western US.”

“Innovations and discoveries in science, engineering, technology, and business approaches are widely recognized as essential to a strong and expanding forest sector that drives Oregon’s future.”
What did we Do?

- Interviews
- Successful University Models
- Industry Agency
- CPE Service Providers
- College of Forestry Faculty
- Anonymous On-line Survey
- 2ndry data collection
**What do we mean by CPE?**

<table>
<thead>
<tr>
<th>Product Type</th>
<th>Projected Rates and Revenue</th>
</tr>
</thead>
</table>
| Open Enrollment Program                     | $150/day  
Break even at 30 - 40 participants, revenue generated after that number, and through sponsorships |
| Contracts / Grants                          | Sliding rates - $70 - $200 / day  
Grants can include salary and overhead expenses, revenue generation can be $30,000 - $300,000 annually, depending on grant success rate. |
| Conferences                                 | $150 - $250 / day, depending on topic /client. Early and late registration fees.  
Can generate excess revenue, builds reputation and recognition for OSU College of Forestry. |
| Webinars / Audio Seminars / Web-based modules | $100 - $250 / module.  
Profits will occur after initial R + D and learning occur. These events can broaden participant pool and have reduced costs, very effective and growing tool. |
Forests of Oregon

- Hemlock-Spruce
- Douglas-fir
- Mixed Conifers
- Ponderosa Pine
History of CPE in PNW

- **60% • FEDERAL GOVERNMENT**
  - U.S. Forest Service
  - Bureau of Land Management

- **35% • PRIVATE**
  - Large, industrial
  - Family forest landowners

- **3% • STATE OF OREGON**
  - State forests
  - State parks

- **1.5% • TRIBAL**

- **.5% • OTHER PUBLIC**
  - Cities, counties

Source: Oregon Department of Forestry
Diverse and Changing

Universal Truth #1

From Forestry to Forestry and Natural Resources

FORESTRY

NATURAL RESOURCES
Clientele

85,000+ Forestry and Natural Resource workers in OR.
Forest Sector in Oregon

- Primary/secondary products plus forestry services employ an est. 85,600 jobs
- Industrial output is $12.6 billion – 6% of the state’s total output
- With jobs multiplier of 2.2, direct + indirect employment exceeds 190,000 – 9% of jobs statewide
- Total output exceeds $22 billion – 11% of Oregon output value
<table>
<thead>
<tr>
<th>Clientele Type</th>
<th>Clientele Number (average)</th>
<th>Course Demand</th>
<th>Topics of Interest</th>
<th>Delivery Style</th>
<th>Opportunities</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry and Natural Resources Workforce</td>
<td>86,000</td>
<td>Large Potential</td>
<td>Leadership Skills, Technology, Renewable Energy Markets</td>
<td>Web and Field Based Courses</td>
<td>Oregon Forest Industry Cluster has funding to train workforce and recruit new employees</td>
<td>Downturn in economy, companies tightening budgets</td>
</tr>
<tr>
<td>Society of American Foresters</td>
<td>476</td>
<td>50 hours per year/member</td>
<td>silviculture policy, climate change</td>
<td>Web and traditional courses</td>
<td>Regular educational needs</td>
<td>Broad options</td>
</tr>
<tr>
<td>Oregon Department of Forestry</td>
<td>300</td>
<td>Increasing turnover basic training</td>
<td>Working with Landowners, Silvicultural and NR Wildfire Protection</td>
<td>Field Courses, some web opportunities</td>
<td>Collaborate with community colleges</td>
<td>Current budget limitations</td>
</tr>
<tr>
<td>Real Estate Agents</td>
<td>300</td>
<td>Increasing interest in understanding rural and forest lands</td>
<td>FNR Resources, Basic Forestry Info</td>
<td>Web, succinct 1 day courses</td>
<td>Emerging audience</td>
<td>Need to develop relationship</td>
</tr>
<tr>
<td>Oregon Department of Fish and Wildlife</td>
<td>200</td>
<td>Sharing fish and wildlife research from OSU</td>
<td>Habitat Restoration Ecosystem Services, Climate Change</td>
<td>Web and Field Based Courses</td>
<td>Tie into effort to enact Conservation Strategy</td>
<td>Funding</td>
</tr>
<tr>
<td>Policy Makers (State and Local)</td>
<td>200</td>
<td>1 -2 per year on key issues</td>
<td>Renewable Energy, Ecosystem Service, Climate Change</td>
<td>1 Day gatherings with lots of networking + emphasis on nat. resource + green issues</td>
<td>Finding good timing</td>
<td></td>
</tr>
<tr>
<td>Clientele Type</td>
<td>Clientele Number (average)</td>
<td>Course Demand</td>
<td>Topics of Interest</td>
<td>Delivery Style</td>
<td>Opportunities</td>
<td>Limitations</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Association of Oregon Loggers</td>
<td>100</td>
<td>10 credits/year/member</td>
<td>Looging Systems&lt;br&gt;Workforce Issues&lt;br&gt;Immigration / Labor Issues</td>
<td>Web and Field Based Courses needs</td>
<td>Growing market</td>
<td>Broad options</td>
</tr>
<tr>
<td>Green Building</td>
<td>100</td>
<td>Certification requirements</td>
<td>Green Building Rating Systems&lt;br&gt;Growing connections between construction and wood products</td>
<td>Web and Field Based Courses with opportunities&lt;br&gt;Can also serve as educators and collaborators</td>
<td>Growing market&lt;br&gt;Need to develop relationship</td>
<td></td>
</tr>
<tr>
<td>Association of Consulting Foresters</td>
<td>75</td>
<td>Will attend courses relaying new research / techniques</td>
<td>Certification ecosystem services silvicultural techniques</td>
<td>Field Courses, some web opportunities</td>
<td>Can also serve as educators and collaborators</td>
<td>Need to grow relationship</td>
</tr>
<tr>
<td>Oregon Department of Transportation</td>
<td>50</td>
<td>emerging opportunities</td>
<td>Fish and Road Engineering Wildlife&lt;br&gt;Habitat Restoration silviculture Roads Recreation</td>
<td>Web and Field Courses</td>
<td>Can also serve as educators and collaborators</td>
<td>Need to develop relationship</td>
</tr>
<tr>
<td>Bureau of Land Management</td>
<td>100</td>
<td>1 - 2 courses / year</td>
<td>Habitat Restoration silviculture Roads Recreation</td>
<td>Web and Field Courses</td>
<td>Will attend if relevant to management</td>
<td>Need to increase communication</td>
</tr>
</tbody>
</table>
Collaborators

- Western Forestry and Conservation Association
- Oregon Small Woodlands Association
- Oregon Forest Resources Institute
- Oregon Logging Conference
Identify current Strengths, Weaknesses, Opportunities and Threats, define the environment OSU College of Forestry operates within.
Strengths

- Respected leader in FNR research and education
- Exceptional faculty
- Close proximity to important research infrastructure (e.g. HJ Andrews)
- Positive relationship with other service providers (OSU Conference Services, WFCA)
- Successful programs that can be used as launching point (OSU Wood Innovation Center)
- Can fill a unique niche and service without seeming too competitive for resources
Weaknesses

- Lack of staff to support coordination, fund raising, event management. Undermines productivity.
- Faculty can become overwhelmed and feel discouraged to conduct CPE on their own.
- Lack of recognition for OSU COF when faculty provide CPE through other service providers.
- COF has no way to garner recognition or funding from CPE service provided.
- Lack of coordinated marketing.
Opportunities

- Can position itself to become the hub for the Pacific Northwest CPE hub.
- Can build positive image with key policy makers and greater public
- OSU Conference Services and OR Forest Industry Cluster have expressed interest in developing College level Liaisons
- Increased regional demand for information dissemination in light of rapid economic and ecological changes
Threats

- Other service providers are growing. COF needs to act quickly.
- Perception that building a CPE program will be “bringing back the old system”
- Reluctance on behalf of COF faculty or administration to see growth potential.
- Current difficult economic times makes it challenge to invest in a new program, even if it could generate revenue in the future.
Outcome 1: The OSU College of Forestry will support the development of COF CPE infrastructure.

- The COF form a CPE Committee who’s charge it will be to validate report, formulate case statement.

- CPE Committee will raise sufficient funds to hire a full-time Master’s Level CPE Coordinator for one to three years. This person will be housed in COF, perhaps with part-time office in Conference Services.
### Outcome 2: The CPE Program will implement a specific strategic plan

- Create a solid brand platform (name, logo, tagline).

- Develop a website. Service description, on-line project submission forms, central Calendar.

- Utilize right mix of marketing channels and tools to reach stakeholders, raise awareness of services provided.
Outcome 3: COF CPE has strategic sub-plans in place and has quantifiable success metrics.

- Create a process for working with OSU COF Faculty. Hold informational meetings with individual Departments for Q and A, offer compelling reasons for collaboration.

- Focus resources on outgoing media, PR and community relations. Develop and maintain detailed stakeholder list. Develop working relationships with other service providers.
Outcome 4: COF CPE is valued for unique contributions it brings to stakeholders.

- COF CPE spearheads and coordinates programs from a diversity of clientele groups.

- COF CPE actively develops program ideas based on needs assessments and communication with key stakeholder groups.

- COF CPE refines relationships with key affiliates.

- COF CPE generates sufficient revenue to pay for majority of staff time, and to provide Departmental incentives.
THANK YOU!