Oregon State University: Pathway to the Future

University Day Address

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We begin the school year not simply with a summary of the ideas or the thoughts of the University President. Rather, we begin with a new conversation, shaped by a distillation of many discussions with hundreds of people...many within Oregon State University; others across the State of Oregon, throughout the nation, and the world. Those discussions form a pathway to our future. As they have evolved over the past year and half, they have helped me, and I hope Oregon State, gain a broader perspective and a deeper understanding of the opportunities that lie ahead.

Ahead for Oregon State University is literally a pathway through uncharted territory. No other university has thought so carefully about its future. No other has been as willing as a whole institution to envision such a courageous and dramatic path.

Some might ask: Why should Oregon State University, an unqualified success, even consider change that will require different personal and institutional behavior; change that will require us to work together in new and unprecedented ways? In fact, not everyone may be convinced that our University must undergo change.

But I sincerely believe that if we first analyze our successes, then examine the ways in which fundamental revitalization is already occurring here, we will quickly acknowledge that we have already begun many of the necessary changes that will help us to successfully travel our challenging new pathway to the future.

Important Footsteps Led to OSU's Contemporary Setting

A brief look over the shoulder at our own footsteps retraces important first steps on our journey.

We have made important strides with our enrollment, with our budget, in building private support, in maintaining the quality of our research and public service programs, in redirecting intercollegiate athletics, and in completing facility improvements that will serve this campus and its extended constituencies for decades.

We approach the beginning of the new school year with an anticipated increase in fall enrollment. Our gain results from basic changes in our approach and strategies, and because of significant efforts made by many people all across the campus. We currently project a headcount total this fall of 14,200; the first real increase in seven years.

We now have a clear and a campus-wide understanding that OSU's state funding is directly tied to its enrollment. As the numbers of Oregon State students increase, we expect our state budget allocation also will increase.

The 1997-98 academic year is the key to solidifying our upward enrollment numbers. We must continue heroic recruiting and retention efforts all across the campus. We must convey to all Oregonians that OSU is their university of choice. As we do, we will clearly have enormous momentum to continue the quest for excellence.

Our budget effort during the past year has led to new hope for all of public higher education in Oregon. For the first time in six years, our State System of Higher Education received an increase in funding for Oregon's public universities.

Despite the overall increase for the State System, we are still far behind other states in our support for higher education in Oregon. We cannot be satisfied with this initial success. Our state's per capita funding for higher education ranks last among the 11 western states. We know that Oregon State and the State System must work quickly to mount a concerted campaign for the next legislative session two years from now to achieve funding at a level comparable to surrounding states.

Our own OSU budget for 1997, however, declined because of lower enrollment in 1996-97. With an increase in student numbers this fall, however, we at OSU should begin to see a budget increase as early as next fiscal year.

Obviously, that relief cannot come soon enough to compensate for the budget adjustments we all currently face. I worry continuously about the fiscal adjustments that are required in every unit on the campus. They sap our energy and our creativity. Thus, as we increase our budget from enrollment growth, we must also continue to develop a more complete, business-like budget process in which allocation within the University is tied more closely to enrollment patterns, and all the revenues and expenditures are budgeted comprehensively regardless of the source of funds.

Oregon State has always been blessed with strong, private support. This past year again acknowledges that fact. Total private support for OSU increased this past year, indicating the confidence of our donors in the value and directions of the University.

By June 30, 1996, the total assets of the Oregon State University Foundation stood at $236 million dollars, an increase of 6.7 percent above the total one year earlier. Gifts for the year totaled $28,550,000, up 15.4 percent from the previous year. Our total number of donors exceeded 42,600, up nearly 10 percent. And remarkably, OSU's Charitable Estate Planning Program continued its remarkable record of success, ranking #2 in that field among the top schools in the nation.

In research too, our university continued to excel in 1996-97. As Oregon's only Carnegie I Research University, OSU attracted external support for research totaling $127M last year.

Our faculty and staff produced numerous papers and books and publications, thereby sharing their expertise and extending knowledge and information to people around the world. Through the OSU Extension Service, our Experiment Stations, and the Forestry Research Laboratory, we continued vigorous programs to help the people of Oregon and the Pacific Northwest. Our 4-H program alone supported and educated 41,000 children in Oregon. Together, these programs involved more than 30,000 volunteers, and produced more than 600,000 service contacts.

We can also acknowledge important changes being made in intercollegiate athletics. We have hired talented new coaches for football and gymnastics. Soon we will select new leadership in the positions of athletic director and senior women's administrator.

Several of our teams, and individual athletes, were quite successful last year. We know that the academic record of our student athletes is strong, still ranking among the best in the nation. We know too that there is strong support and enthusiasm among our boosters, alumni and the general public about the future of intercollegiate athletics at Oregon State.

Future success in our athletic program is important to all of us. It is important for the reputation and recognition of our University as a whole. It is also important in helping us to attract and retain enrollment. One figure illustrates the importance. At Oregon State, student athletic scholarships are provided by private sources. The 200 student athletes attracted to OSU by scholarship and the challenge of top-quality competition, count as full-time students in our enrollment. That enrollment provides a general fund allocation to OSU of about $2 million dollars.

Finally, I would note that 1996-97 has been a remarkable year with the completion of the CH2M Hill Alumni Center and the Valley Football Center. We have made major progress in constructing the new the $40 million dollar Valley Library which will combine the enduring values of a traditional library with innovative new electronic information management techniques. Significant renovation has been accomplished at the Hatfield Marine Science Center, within our Memorial Union, and in our dining and residence halls. We have also begun construction of a $24 million forest research laboratory which will be completed in 18 months.

With these great successes, we could easily accept the status quo. We could simply continue to operate OSU as we have in the past, and relish our accomplishments. Our successes all suggest that the University is on the right pathway. Our record would be the envy of most universities in this country. We would all be comfortable with current operations. And perhaps it is even foolish to suggest that fundamental change is necessary. It would be so easy to accept the status quo if only the world around us remained unchanged too.

Our Tomorrow Offers Very Different Horizons

With the rapidly changing environment in which OSU finds itself, we must undergo rapid and dramatic changes. And there is a real urgency. The changes, which have already begun, now need to be accelerated. We must change more, and do it more rapidly than any of us could have imagined.

Consider what we already know about the world in which OSU must function daily. We know that the world's information supply now doubles every 5 years. More information has been produced in the last 30 years than in all the previous 5,000 years (Adapted from Wurman, Richard Saul. "Information Anxiety," New York, Doubleday, 1989). A recent *New York Times* article noted that there are 166 new book titles produced each day; 58,000 new titles in the last year.

Andrew Grove, the chief executive officer of Intel, describes a "strategic inflection point" as a time in the life of a business when its fundamentals are about to change (Grove, A. S., "Only the Paranoid Survive," New York, Doubleday, 1996). "When an industry goes through a strategic inflection point," he says, "practitioners of the old art may have trouble." He then goes on to say that "Every person in the world is on the verge of becoming both a co-worker and a competitor to every one of us, the same as our colleagues down the hall of the same building are."

Consider the magnitude of such a global change. It is huge. It is equivalent to the impact of the most important far-reaching changes in history. For example, it is comparable to when the Industrial Revolution changed the way business was conducted and citizens moved from agrarian communities to urban communities of laborers in cities; when the overnight success of Sputnik caused America to change its educational system in secondary schools and to develop large research funding agencies to help in the creation of research universities focusing on science and technology; or when passage of three federal acts led to the establishment of America's land-grant universities, its cooperative extension service, and the agricultural experiment stations, which in turn led to the success of modern agriculture and again the dramatic reduction in the number of farmers needed to feed the nation.

Such transformational change is happening again. It is happening in subtle but rapid ways. It is caused by the convergence of several events, among the greatest of which are competitive economic conditions that require efficiency for survival; the development of powerful computers with very high performance and network connectivity; the near ubiquitous use of these technologies in telecommunications; and the consequences of this information technology on all private and public enterprises.

This contemporary information bonanza affects how organizations operate; how the world's economic and political systems work; how people participate in public debate on virtually every issue in society; who acquires and provides information; who has access to information; and who has the power of information.

Higher education in general, and OSU in particular, is just as vulnerable to these changes as are businesses and industries. We can no longer think of the University as separate from and unaffected by the huge changes taking place in the world around us.

Our Challenge is to Realilze a New Potential

Oregon State University is at a *strategic inflection point*. That is: We are at a point in time when our fundamentals are changing.

The fundamental drivers of change offer the reasons why OSU cannot continue to operate in the status quo.

The World Wide Web is a driver of change. The Web now allows information — in all formats — to be shared rapidly throughout the

world. The physical location of expertise has become largely irrelevant. Students at OSU or any university can now obtain courses and components of courses from hundreds of possible sources.

Private proprietary institutions and businesses are increasingly using the widespread availability of information to teach in domains that have been traditionally left to higher education. Witness Motorola University, now an international institution. The emergence of such initiatives by private companies forces OSU to compete with those in the private sector who see higher education as a lucrative market.

Another driver of change is that private business is much more adaptable than OSU has been in tailoring educational programs to the specific needs of an ever more discriminating cadre of clients. There is a life-long need for education, both for effective citizenship and for professional advancement. This continued learning usually is most efficiently provided in non-traditional formats and at multiple locations. The regimented scheduling, format, and packaging of courses found in our traditional University does not meet the market demand for convenience as well as programs developed by competitive, customer-driven educational providers.

Personal and professional success is now based more than ever on communication skills in the broadest context, on interpersonal skills, on adaptability and creativity, and on knowledge that changes rapidly and continually, and less on the discipline-directed knowledge base provided in the traditional university classroom and organized by academic unit domination. Because personal and community success is so tied to education, the public demands greater participation in public higher education. Many parts of the public and private sectors (including the business world, the legislature, and funding agencies) are demanding that they be included as active partners with OSU in defining what constitutes the most effective learning experience, how the University should be operated, and in specifying the parameters for judging educational success.

Because our domestic and international business worlds — and to some degree regions of the global socio-political world — have changed so drastically, there is a parallel expectation that the University should also undergo dramatic change to meet new conditions. OSU is now called upon to demonstrate its performance on grounds familiar to the public and the business world. We are expected to operate as efficiently and effectively as possible, fully cognizant of our place of trust in an externally-oriented and changing world.

The economics of education have changed.

Because a college degree nearly doubles one's lifetime earnings, a college degree has taken on a much larger value to society. It has increased economic value to the State. Thus there is more attention being paid to the quality of OSU academic programs and to how the University is operated to maximize that quality. Investment in public higher education used to be regarded largely as an investment in students and preparing them individually for the future. Now investment in higher education is equally considered to be an investment in the prosperity of the State. As the Oregon's land-grant university, this expansion of the public's expectations in Oregon is aimed largely toward OSU.

Since financial investment is now being made in the interests of our common good — as well as in the interest of the individual — the public has come to expect greater access to higher education; more relevancy and responsiveness to the obvious needs of its students and the State; demonstrated efficiency and cost-effectiveness; and clearer statements about the specific missions of the University. We must be able to describe how OSU is meeting these expectations.

There are increasing demands on the Oregon's financial resources (e.g., entitlement programs in the public sector, and the need to remain competitive in the private sector). Because of that we must expect OSU to be asked more and more pointedly to provide the highest quality program at the least possible cost. The questions do not seek a decision between economy and quality. Rather they reflect a growing public expectation that OSU will continue to provide high quality education, but will do so in the most economical way.

Within this environment, it is no longer effective for the University to simply explain what it does, and assume that more support will be forthcoming once the public understands all the good work of the University. Instead, it is now necessary for OSU to clearly explain that we understand the most important needs of Oregon and just how OSU will meet these needs. (Note: although the immediate focus of this text is on the "State," OSU is a national and international university and must also meet the needs of the nation and world — this national and international perspective is implicitly incorporated in this discussion).

The needs of Oregon are not being described in typical academic terms, but rather in terms of educating an effective workforce and contributing to economic development. It is our responsibility to assist in

formulating these needs, and then to design the most effective ways of meeting them. Thus, formulation of the customer's agenda for higher education must involve the University as a participant. However, OSU will be successful only if we and the customers agree on the appropriate expectations of the University.

In summary, it is clear that increased funding for OSU from the State will depend first on operating the University effectively and documenting that effectiveness. Second, we will need to describe how increased investment in OSU will enable the University to meet the needs of the State.

New Social Needs Must Be Met by OSU

We already know that the educational needs of our state — our nation, our world — are to educate individuals and to contribute to the prosperity of society. Thus, we must work to assure that graduates of OSU will be educated so they have the best chance of being successful both personally and professionally. To ensure the greatest chance of success, our graduates need to obtain a set of basic core competencies (e.g., Diamond, 1997).
Those competencies include:

- Communication: writing, speaking, reading, listening;
- Quantitative and analytical skills, especially basic statistics;
- Problem solving, analysis, and critical thinking;
- Interpersonal skills, such as working in groups and leading them;
- Computer literacy;
- Appreciation for cultural diversity, and for developing an historical and intellectual perspective;
- Knowledge in a major discipline;
- Some general knowledge in other core disciplines in the humanities and sciences; and
- Some understanding of the values and operation of the professional workplace.

OSU must make significant contributions to Oregon's economic and social prosperity. The University must guide students in developing reasonable personal values and beliefs.

We must work on and contribute to the most vexing political, economic and social problems of the State, improving the living conditions of its citizens. We must continue to contribute to the economic strength of

Oregon. OSU's economic impact exceeds $590 million in spending throughout the state. The University is a major contributor to both jobs and income in Oregon. Approximately $340 million in income and 14,000 jobs throughout the Oregon economy are associated with OSU.

We must create wealth by producing an educated workforce that allows Oregon to compete nationally and internationally. We must stimulate growth and wealth with our powerful research and development programs. And we must look upon the State of Oregon as the campus of Oregon State University, and, as such, the University must be geographically and economically accessible to all people.

Our University has a specific mission. We must operate the University efficiently to meet that mission. We must provide programs of the highest quality and do it as economically as possible. Our teaching, research and public service programs must be relevant to today's issues and workforce needs. And we must succeed as judged by the same standards of competitiveness, effectiveness, accountability, and efficiency that are used as yardsticks to measure the performance of today's most successful businesses.

Oregon State's Mission Must Always Be Distinct and Different

OSU needs to define its own future; especially as it relates to Oregon, and to all of higher education. When we talk about OSU operating to meet the needs of the State — the nation and the world — there is a reasonable concern that OSU could be converted into a technical school, simply pursuing the training of the current workforce in Oregon. There are already technical schools meeting this need. OSU has a very different mission.

The mission of OSU is clearly defined. Its most significant points will guide us as we proceed down the pathway to the future. The points are these:

1. As Oregon's only Carnegie I Research University, it is our mission to lead the State's research and graduate education program.

2. As Oregon's largest and highest ranked engineering program, and with our special strength in computer networking, it is our mission to enhance the State's high-technology sector.

3. As Oregon's land-grant, space-grant and sea-grant university, it our mission to provide teaching and research in the natural resources of the State.

4. As the university that enrolls the largest number of Oregon resident undergraduate students and those with the highest entering high school grade point average, it is our mission to provide the finest and most comprehensive undergraduate educational programs for the State.

5. As the university with the strongest and greatest numbers of connections with the community colleges in Oregon, it is our mission to expand these connections with OSU Statewide and other programs. Similarly, with the State's designated responsibility for science and mathematics education, it is our mission to work with K-12 schools to improve the quality of primary and secondary education in Oregon.

6. And as the university in Oregon with the greatest number of professional students and programs, and as the university hosting the largest number of employment recruiters, it is our mission to provide research, technical assistance and educated employees for regional economic development.

Fulfilling Oregon State University's mission will be guided by three goals. Our goals are:

- To create a compelling learning experience for students, staff, and faculty;
- To be recognized as a top-tier university on all scales of measure ment; and
- To serve the State of Oregon as the campus of Oregon State University.

The concept of a "compelling learning experience" enables us to define precisely the thriving conditions and behavior of the University that will provide an empowering experience to all who are students and all who interact with the University. It ensures that the University, as an organization, energetically continues to learn and become more effective.

Being recognized as a top-tier university states unequivocally our national and international stature. It declares specifically that being of high quality is our most important measure of success. And it makes it clear that our other goals depend upon our goal of top quality.

Proclaiming that the State of Oregon is our campus recognizes our unique status as the State's land-grant university. It clearly recognizes our unique responsibility to meet the needs of the entire State.

Distinctly, our mission statement and our three goals permit us to meet

the needs of Oregon, and also to maintain our position as one of the nation's top universities.

At first glance, meeting the needs of Oregon (and the nation and world) by educating individuals and contributing to the prosperity of society would appear to be very similar to the current expectations, especially since it can be argued that we are currently addressing these two issues. However, we now meet these expectations largely by teaching and conducting research in a conventional manner, hoping that the results match up favorably against the needs of the State. In the future, we need to place needs first, and then design programs to meet the needs of our students and the State as a whole. It is an entirely different approach. It will lead to a dramatically different university.

We Have Already Begun to Create a New Oregon State University

During the past year and half, the University has begun to move purposefully down the pathway to our future. We have begun by enlisting the advice and counsel of experts from around the country. These consultants have not only given us expert advice, they have helped us become more aware of the changing external environment. As we become more effective at recognizing and responding to these environmental changes, external assistance will become less necessary.

With the assistance of the consultants we have engaged, Oregon State has made substantial changes in many parts of the University. Our student recruitment, admissions and orientation processes have been entirely reorganized following the advice of consultants. We have implemented a sophisticated marketing program with professional leadership and the use of an advertising agency. We have gained advice on University-wide organizational issues, on increasing communication skills across the campus, on reaching out to various constituencies of the University, and on assisting the President's Cabinet to operate as a high-performance team; a team which will soon reach out more frequently to interact with many more units and groups on our campus. We have begun to reorganize the university advancement activities. We have re-examined our OSU Alumni Association and Office of Alumni Relations, and we have we have reorganized Student Affairs and many of its programs.

And we have made fundamental changes in the different ways we relate to a constantly changing environment.

We have developed the OSU Statewide program. The program is nationally innovative. It is designed to treat the State as our campus, and to work with partner organizations across Oregon. We have established the OSU Alumni College. The College is the first of its kind in the nation specifically designed to meet the life-long educational needs of our graduates. We have appointed a Special Assistant to the Provost, with responsibility to expand the role of OSU in the Portland metropolitan area. The new Food Innovation Center in Portland will combine our unique strengths in meeting both urban and rural needs.

We have changed the sequence of the Student Orientation and Advising Program, and created the new OSU Connect and OSU Odyssey programs to provide an exceptional college-life introduction for our new students. We have expanded the Honors College to bring a demanding and satisfying learning experience for our ever-expanding number of highly accomplished students who select OSU. Three new education offices will provide new levels of support for our minority students as they increasingly select OSU for their college matriculation.

Our new promotion and tenure guidelines have operated well with the first two classes of faculty using the new processes. The two most important values of these new guidelines allow us to describe our programs in terms that meet the needs of our customers, and allow each faculty member to make his or her own unique contribution to the University.

We are confident too that the University's new budgeting procedure will permit decisions to be made on faculty and staff vacancies based on the highest priority needs of the units and of the entire University. It will allow the University to be flexible in directing resources to the greatest teaching and research needs.

Our Momentum Is Growing

OSU needs to maintain a momentum of fundamental change.

Future steps follow logically from a series of strategic steps we have already taken on our pathway to the future. These steps characterize a new university; one that sets the trend. If we are first, others will follow.

We have begun to focus first on the needs of our students, the State, and others rather than focusing first on OSU. It is a dramatic change; a change which enables others to understand the value of OSU not by

the University's measures, but instead by the way in which OSU meets their needs.

Today it is common for universities to take great pride in describing their programs, in extolling the quality of their wonderful faculties, and in describing their beautiful campuses and communities. You see that posture in colorful brochures, print and broadcast advertisements. And while we may continue some of these activities, we must be mindful about how others have fared by simply maintaining the status quo. Consider the health care business about five years ago. The telecommunications business a few years ago. Pan Am. Wang. Montgomery Ward, and the corner grocery store.

We will need to describe the value of OSU in terms that our constituents understand and acknowledge. That task represents a very large change in our culture and behavior. We will need to provide high quality at the lowest possible cost. Because so many of the needs of Oregon must be met by integrated programs across academic and administrative units instead of these units operating rather autonomously, the University needs to operate in a much more coherent and integrated manner.

As we continue down this pathway, we will need to experiment with many ideas and approaches. Indeed, many suggestions have been made. Some of these may initially seem outlandish. They may be. But we must not be afraid to explore ingenious ideas and innovative approaches.

We might teach certain concepts that are found across the curriculum with a combination of high-technology tutorials and large educational happenings, such as educational presentations in Gill Coliseum. Or having curricula designed by teams composed equally of faculty and practitioners. Or allocating faculty salaries to individual faculty members rather then to academic units, thus encouraging greater interdisciplinary interaction and integrated academic programs.

We might also consider revising the Baccalaureate Core explicitly, first and foremost, to meet the core competencies suggested earlier, and then having a much closer coordination of the Core with the knowledge-base learned in the major disciplines. Or we might totally reorganize the University by recognizing that meeting the needs of our customers is our first priority, and then using these stated needs to guide a complete reorganization.

These fundamental changes in OSU will allow us to achieve very specific successes, and these successes will be the measures on which we are judged. Students educated by us will be even more successful because of the relevance and compelling nature of the educational experience will provide to all who are our students or interact with the University. Our customers will be partners in designing our program and thus will become advocates for the University. We will educate people at the time, in the place, and by the method most effective for them. The University will contribute even more strongly to the economic strength of Oregon. The University will increase its positive influence on the intellectual and social welfare of Oregon and beyond. And as the University becomes stronger and stronger, all Oregonians will take great pride in our ever increasing national and international recognition. This recognition itself will benefit the reputation and success of Oregon.

Now, Each of Us Must Be Challenged by Individual Growth and Opportunity

I believe there is great momentum at OSU today with many people seizing opportunities to improve the University and make it more responsive. In other words, I believe many people have already begun to move down the pathway to our future and have begun to make the necessary changes. This is the pathway to which I am personally committed.

Every person at Oregon State can play a role in shaping its future. In fact, each one of us will need to personally decide what change will mean to us. It is easy to be cynical and resist the belief that each person can make a difference. Therefore, we need to ensure that we have an environment in which each person has opportunity and the support for making a difference.

Each of us must decide how we can best relate to the University's mission and to our three goals. For example, each of us should consider how we can help every student to have a compelling learning experience regardless of our individual job responsibilities, and how each one of us can have a compelling learning experience in our job.

We must look beyond the past; beyond mistakes made by the University and ourselves as individuals. We must not punish ourselves for mistakes, but personally attempt to learn from our individual and collective experiences. We must recognize that our University needs to learn continually as an organization as it adapts to its changing

environment. Thus, we will need to be very aware of our external environment, and then have the courage to make continuous fundamental changes in the internal structure of the University. Making these continuous changes in the University means that we as individuals will need to learn and change on a continuing basis.

I believe OSU can claim a very bright future if we have the will to make significant changes. We will not be as successful if we are satisfied with only small incremental or marginal changes.

Not everything or everybody at OSU will need to change. The University is large enough to accommodate many different approaches to excellence. We need to recognize that we are currently a very successful university. As we change to meet the new conditions of the future, we need to preserve and celebrate our success.

Change will occur at many and multi-scalar levels, e.g., individual, a few people, within colleges, across colleges and support units, institutional level. However, the President's Cabinet and other University leadership will set this pathway as its priority and behave in ways that encourage and expedite the University's movement along the pathway.

Change will occur only when we escape the clutches of bureaucratic and institutional inertia. We need to overcome an institutional history of innovative impoverishment. We need to experiment and not to fear failure from well-intentioned and smart experiments.

Change must be pervasive at Oregon State. Each of us will need to interact with a much broader array of people both inside OSU and from outside the University.

Change will occur as we have a much closer awareness of the environment in which we operate.

The time is opportune. When there is organizational change, such as we have now at OSU, individuals can make the biggest difference.

Lest we be frightened, we must understand and rely upon the six principles of community that have been so well articulated by our Student Affairs staff. They remind us that:

- We aspire to create a purposeful community, dedicated to enabling individuals to be successful learners, teachers, and leaders in the University and in the larger community.

- We aspire to create an open community where people feel safe to ask questions, to share ideas and experiences, and to express their individuality.
- We aspire to create a just community, where the dignity of every individual is affirmed and where equality of opportunity is vigor ously pursued.
- We aspire to create a disciplined community, where each member of the community is committed and responsible for upholding the standards and expectations conductive to the common good.
- We aspire to create a caring community where members value, nurture, respect and embrace each other, and where they take responsibility for the well-being of others.
- And we aspire to create a celebrative community where we joyfully affirm all members and their contributions as meaningful to the University and the larger community.

Those are aspirations worthy of the best university in this nation: Oregon State University. I thank you for what you have done to make it so, and will do in the future to meet that promise.

OREGON STATE UNIVERSITY