

CARNEGIE COMMUNITY ENGAGEMENT RE-CLASSIFICATION FRAMEWORK
OKLAHOMA STATE UNIVERSITY

I. **Foundational Indicators**

A. **President/Chancellor's Leadership Statement**

Annual addresses / speeches (word limit: **500**):

In his annual address to first-year students at the fall Freshman Convocation (August 17, 2012), President Hargis shared that one of his chief goals for the collective student experience was to demonstrate leadership through service to others. President Hargis shared the story of the beginnings of the land grant university, to impart the expectation of service and community engagement – on both an individual and institutional level. “Our goal is to serve our community, our state, the nation and the world.”

<http://www.stwnewspress.com/local/x1685969227?Hargis-greets-largest-freshman-class-ever-at-OSU-convocation> and also <http://www.youtube.com/watch?v=GgTKLc658CQ>.

In an address to the Oklahoma Association of Electric Co-op Directors, December 10, 2012, President Hargis stated that “OSU is proud of its heritage as a land grant university ... and our commitment to our mission of teaching, research and outreach is as strong as ever.” He went on to say that “For more than 120 years, OSU has done an extraordinary job serving Oklahoma and beyond” ... providing “Social, economic and cultural benefit ... “. Please see <http://content.yudu.com?A20byz/OKLivingJan2013/resources/5.htm>.

Published Editorials

Campus Publications

In the Winter 2013 (Volume 9, Number 2) edition of *STATE* magazine, President Hargis stated: “Central to that (land grant) mission is our extension service, which will celebrate its centennial in 2014. This issue of *STATE* explores how extension service has spent a century turning small steps into giant strides that make deep, meaningful, lasting impressions on the lives of Oklahomans of all ages.”

In a letter about Oklahoma State University's response to the May 20, 2013 tornadoes in Oklahoma, President Hargis recapped the university's actions done in tandem with various state agencies, as well as individuals affected by the tornadoes. “As a land grant university,

it is our mission to serve our state; I believe the foregoing action by OSU is consistent with that mission.”

In an excerpt from the President’s letter for the 2012 Martin Luther King Day program he stated, “Our students, faculty and staff also place a strong emphasis on serving the Tulsa community. Whether they’re raising funds for the Tulsa Area United Way, volunteering time to provide health care service to Tulsa’s underserved, or collecting donations for the victims of the recent wildfires, the OSU in Tulsa family knows the importance of helping our fellow citizens.” Please see <http://www.healthsciences.okstate.edu/news/2012/12-20.mlk.php>.

Other

In a celebration of the 100th anniversary of the Oklahoma State University’s Oklahoma Cooperative Extension Service, President Hargis said, “As a land-grant university, our job is to train great talent, do great research and share that with our state, our nation and the world. One of the important ways we share with our state is through the Cooperative Extension Service.” ... “For 100 years, Extension has been changing lives by providing research-based expertise in everything from agriculture to health and nutrition to 4-H to community development.”

<http://examiner-enterprise.com/living/features/oklahoma-cooperative-extension-set-celebrate-centennial>

In reading a proclamation prepared for the event, President Hargis said, “... and whereas the partnership of Oklahoma State University and all 77 counties embodies the true meaning of combining resources and knowledge to extend to the people of Oklahoma wherever they live and work ...”... let us commence the centennial year of the Oklahoma Cooperative Extension Service.”

In this press release, President Hargis comments on Oklahoma State University’s relationship with corporate partner Phillips 66, who is giving a gift to fund, in part, student experiential learning and community service. “Phillips 66 is one of OSU’s strongest corporate partners, which is evident through its commitment to student development and recruiting, collaborative research partnerships and community engagement.”

<http://www.osugiving.com/5---news/phillips-66-makes-500000-investment-in-the-future-of-osu>.

In commenting on OSU’s use of technology to deliver education and services, President Hargis stated “As the state’s largest land grant university, OSU has a three-part mission in

the areas of teaching, research and extension. That role is critical to the state’s growth.” He went on to say that, “Citizens will get answers to pressing questions immediately and in forms that are interactive.” And in addressing OSU’s part in working to serve its communities: “OSU will develop and expand centers to address the most pressing problems facing the state, nation and world, including maintaining safe and abundant water resources.” Please see: <http://newsok.com/outlook-2013-oklahoma-state-university-will-use-technology-in-research-instruction-extension-president-burns-hargis-says/article/3796007>.

In comments from an October 30, 2013 KOSU radio interview, the president stated: “Thanks to the work of 4-H, which is part of OSU’s Extension Service, we were the winner of the Community for Education Foundation’s national achievement award. 4-H has introduced the organization’s life skills program called Overcoming Obstacles ... to some 4,500 youth in Oklahoma. The program’s goals are consistent with what 4-H has been doing for 100 years ... that is, engaging youth to reach their fullest potential. Our 4-H program does tremendous work across our state. OSU is proud of its heritage as a land grant university and this is another way we serve the people of Oklahoma.” <http://news.okstate.edu/press-releases/2398-community-for-education-recognizes-oklahoma-state-university-boone-pickens>.

President Hargis lauds OSU’s commitment to service learning and community service in light of Oklahoma State receiving the Corporation for National and Community Service’s Community Service Honor Roll at <https://news.okstate.edu/press-releases/1519-su-receives-national-honor-roll-recognition>.

B. Institutional Identity and Culture

1.a. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)? (word limit: **500**).

XYes

Oklahoma State University launched the University Network for Community Engagement (UNCE) in 2012. This group has several purposes, including promoting understanding of – and participation in – community engagement. The “Extension and Engagement” link on the front page of OSU’s website takes one to the institution’s campus-wide definition of community engagement, which is inspired by key sources such as the Carnegie Foundation for the

Advancement of Teaching. Please see <https://news.okstate.edu/extension-and-service>. The definitions include:

Community

For the purpose of university engagement, a community is a group (i.e. people, industry, entity) external to the university who are affiliated by shared characteristics such as geographical proximity, special interest, need, similar situation, or values.

Partnership

Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.

Community Service

The application and provision of institutional resources, knowledge or services that directly benefits the community. Examples include music concerts, athletic events, student volunteers, public lectures, or health fairs.

Community Engagement

The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and / or changing policies, programs, and practices.

Service-Learning

In addition, OSU's Service-Learning Volunteer Center (SLVC) serves as the central location for faculty, students and off-campus partners to connect with opportunities for service-learning endeavors. The definition may be found on the OSU SLVC's website at <http://volunteer.okstate.edu/service-learning>.

Finally, a major force of the institution's community engagement work is done through the efforts of OSU's Oklahoma Cooperative Extension Service (OCES). OCES develops its programs through the legislative imperative of the 1914 Smith-Lever Act, and uses the act to inform its mission: "Cooperative agricultural extension work shall consist of the development of practical applications of research knowledge and giving of instruction and practical demonstration of existing or improved practices or technologies in agriculture, home economics, and rural

energy, and subject relating thereto to persons not attending or resident in said colleges in the several communities.” Please see https://statemagazine.okstate.edu/extension_100years.

1.b. How is community engagement currently specified as a priority in the institution’s mission, vision, statement, strategic plan, and accreditation / reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission or Vision

Community engagement is one of the three historical building blocks upon which the energies and resources of the institution are focused. The university’s mission statement calls on Oklahoma State University’s land grant heritage, and asserts that OSU will “... improve the lives of the people in Oklahoma, the nation, and the world through ... outreach.” “Extension and continuing education” are key elements mentioned in the mission statement, and the promotion of “... human and economic development” are the intention of the university’s work.

Oklahoma State’s vision statement specifies that the university “... will advance the quality of life in Oklahoma by fulfilling the instructional research and outreach obligations of a first-class, land grant educational system.”

Please see: <http://system.okstate.edu/>.

Strategic Plan

In Oklahoma State University’s strategic plan, community engagement is specifically mentioned, as are service and civic engagement. Community engagement is named as one of OSU’s three core goals, and the intention to “Engage external individuals and organizations through collaboration, outreach, and extension that enhances the quality of life in Oklahoma, the nation, and the world by contributing to the human, economic, and cultural development of our citizens” is expressed. The university’s strategic plan may be found at <http://provostsearch.okstate.edu/strategic-plan>.

Accreditation/reaffirmation document/QEP

From the beginning of Oklahoma State University’s last accreditation visit in 2005, community engagement (through extension and other mechanisms) was emphasized. Please see the following excerpt:

Core Component 5D

Internal and external constituencies value the services the organization provides.

OSU interacts with all its constituencies and provides them with services they find valuable. This commitment spans OSU's academic and support units and benefits all OSU's constituencies,

including students, faculty, and staff. OSU is present in the cooperative extension offices in each of the 77 counties of the state and in sixteen agricultural experiment stations across the state. http://accreditation2005.okstate.edu/RR/selfstudy/executivesummary/executive_summary.html.

Other

The Center for Health Sciences at OSU includes in its mission statement an emphasis on educating and training physicians and scientists with an emphasis on serving rural and underserved Oklahoma. <http://www.healthsciences.okstate.edu/ruralhealth/mission.cfm>.

The College of Human Sciences' strategic plan and vision include community engagement. In particular, the strategic plan dedicates a specific route goal entitled "Enhance the value of Human Sciences to society with engagement through outreach, extension and service." <http://humansciences.okstate.edu/documents/hsstrategicplan.pdf>.

The College of Education's strategic plan reports on community engagement "By the Numbers" in the link http://education.okstate.edu/images/home_docs/coe-strategic-plan.doc, a compendium of centers, agencies and populations served, as well as clinical and field service hours performed.

The OSU Library's commitment to community engagement through its mission and vision statements may be affirmed at <http://www.library.okstate.edu/about/mission.htm>.

2. Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc., related to community engagement etc., since the last classification (word limit: **500**).

A commitment to community engagement has been made with the addition of engagement champions designated in each college. Examples of this include the College of Arts & Sciences' creation of the new 'Faculty Associate for Community Engagement' in the Dean's office. These champions serve as the point persons for engagement in each college, and may be considered experts who will promote community engagement with the faculty of that college through communication, professional development, proposing and executing the elements that support engagement (reporting, assessment and awards), and identifying engagement opportunities for faculty.

A significant step in building a cohesive and collaborative model for community engagement came in 2012, when the University Network for Community Engagement was created (see <https://news.okstate.edu/extension-and-service>). Its purpose is to convene the college and

departmental engagement champions across campus for the purpose of sharing information, providing professional development, encouraging partnerships, and developing community engagement infrastructure.

To promote multicultural engagement understanding and opportunities, a second community engagement position was added in the College of Human Sciences (see <http://humansciences.okstate.edu/component/content/article/3-newsflash/485-fabregas-selected-for-multicultural-and-community-engagement-role>).

3. Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: **500**).

Virtually the entire membership of the executive leadership team, including the President, Provost and all college Deans have changed since Oklahoma State University's 2006 classification. Three members of the senior leadership team remain the same. The land grant mission of the institution is the foundation that insures continuity in the commitment to community engagement, and those executive leaders present at the time of the last classification have been joined by new members who have been vocal and material supporters of engagement.

For example, the new Dean of Arts & Sciences who was hired in the fall of 2012 is incorporating benchmarks for community engagement as well as reporting on engagement performance, in all annual reports. All deans have shown support for community engagement by funding staff or faculty positions directly responsible for managing, supporting and promoting engagement initiatives. Each dean sits on the new (since classification) University Network for Community Engagement. Kayse Shrum, D.O., was named President of the OSU Center for Health Sciences in 2013. Dr. Shrum has emphasized student, faculty and staff community service as evidenced by events such as the newly created "Dr. Pete's Big Event" – a community service project for first-year medical students on their first day of orientation.

President V. Burns Hargis, who came to office in 2008, has frequently and publicly articulated an expectation in the institution's commitment to serving the public good by fulfilling its mission as a land grant university.

C. Institutional Commitment

Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance

community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

The Service-Learning Volunteer Center (SLVC), referenced in the 2006 classification report, remains a central point of connection and promotion for the scholarship of engagement – connecting students and faculty with community partners. The Center is operated by a full-time coordinator and a half-time graduate assistant. Both salary and general operating expenses are funded through the Student Activity Fee. The Center remains a part of the Division of Student Affairs. Since the 2006 classification, the student body and Student Government Association increased fee allocations for the SLVC, upping the staffing by adding a Graduate Teaching Assistant and 2 work study students (previously there was only one work study student and a full-time coordinator).

Funding

2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: **500**)

Please see <http://bam.okstate.edu/operating-budget> for the university's FY 2013 budget. In fiscal year 2013, the "Public Service", the line item expressly allocated for community engagement was listed as follows:

General University

\$5,720,946 (1.6% of the total university budget of \$360,923,823)

Oklahoma Cooperative Extension Service

\$47,018,975 (90% of the total university budget of \$51,971,995)

Center for Veterinary Health Sciences

\$8,767,592 (31% of the total university budget of \$28,252,314)

Center for Health Sciences

\$2,577,694 (4.3% of the total university budget of \$59,479,293)

The funding allocated to institutional engagement with the community has increased significantly since 2006. As examples, the College of Engineering, Architecture and Technology

reports that 100% of their 'outreach' budget is now dedicated to supporting community engagement. In fiscal year 2013 this amount was approximately \$22 million, and included the programs, publications and centers of: New Product Development Center; Fire Service Training; Fire Protection Publications; and, the Center for Local Government Training.

In another example of the university's support of institutional engagement with the community, the Center for Health Sciences offers <http://www.healthsciences.okstate.edu/college/physicians/eastgate.cfm> a community clinic, located in a mall, in a portion of the Tulsa, Oklahoma community that serves financially disadvantaged persons.

Oklahoma State University's Oklahoma Cooperative Extension Service invests funding and resources in 4 districts and 77 counties in Oklahoma. Oklahoma County Extension Service (OCES) educators and area, district and state specialists develop science-based educational programs to help Oklahomans solve local issues and concerns, promote leadership and manage resources wisely. Programs focus on "increasing opportunities for agricultural enterprises; natural resources and environmental management; food, nutrition, health and safety education; and, youth, family and community development. The 2012-2013 Public Service budget for the OCES was \$47,018,975 – or 90% of the OCES's total budget. The expenditures included faculty salaries and benefits, travel, supplies, operations and development to support engagement with Oklahoma communities. The OCES website may be found at <http://www.oces.okstate.edu/>. The OCES budget is located at <http://bam.okstate.edu/operating-budget>. For information on programs and services of OCES please see <http://fcs.okstate.edu/success-stories>.

During 2012-2013, OSU invested \$1,144,250 in its public broadcasting service for National Public Radio station KOSU, which has recently relocated to Oklahoma City.

In the fiscal year 2013 budgets cited above, a total of \$64,085,207 was committed to public service. This compares to \$52,394,536 for those same budgets in fiscal year 2006 (the year of Oklahoma State University's classification) – an increase of 22%.

2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: **500**)

Oklahoma State University receives funding from federal and state agencies, private foundations, and gifts to the OSU Foundation. To obtain the most up-to-date and comprehensive response, annual reports from the Office of Grants and Contracts Financial Administration were reviewed. Since the 2006 community engagement classification – and not including federal work-study funding – external budgetary allocations for community engagement have increased 25%.

2c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: **500**).

In 2010, OSU and the OSU Foundation launched the “Branding Success” campaign, with the goal of securing \$1 billion in gifts. Of this, \$100 million was sought for ‘Program Support’. A significant portion of the program support gifts were slated to go towards programs that are categorized as community engagement projects. This includes the Doel Reed Center for the Arts in Taos, New Mexico – which benefits OSU students and also the local community, through seminars and economic development. Another category slated to receive gifts through the Branding Success campaign was for entrepreneurship programs, which connect OSU faculty to state and national business owners, with special programs created to serve veterans and other specific constituents.

Several positions have been created, or had their emphasis shifted, to concentrate on initiatives connected to community engagement. Some or all of certain positions are dedicated to development for programs such as the Doel Reed Center, or the Helmerich Research Center, located in Tulsa, Oklahoma.

The Doel Reed Center for the Arts has secured more than \$3.5 million in private funding and several in-kind gifts of art. The OSU Library received a gift from the McCasland Foundation to create the McCasland Digital Collection of Early Oklahoma and Indian Territory Maps (www.library.okstate.edu/okmaps). The Spears School of Business opened the Center for Health Entrepreneurship in partnership with the OSU Center for Health Sciences. The School of Business also secured gifts and grants to support community engagement through the Riata Center for Entrepreneurship, and the Eastin Center for Person Centric Leadership. Additionally, the School of Business has procured funds to underwrite conferences that provide training and

expertise in identified areas, such as accounting, healthcare, energy and women’s business leadership.

The Branding Success campaign concludes in December of 2014, and has surpassed its goal by over \$52,000,000.

2.d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: **500**)

From the classification document: In this question, we are asking specifically about financial investments in community programs, community development, community activities / projects, and related infrastructure, often in the context of community / university partnerships.

Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development projects, etc.. (Do not include PILOT payments unless they are specifically designated for community engagement and community development).

This question is complicated to navigate, as community engagement is embedded in both the research and instruction components of external funding, as well as the extension (community engagement) function. When restricting external funding (state, federal and private sponsors) – Oklahoma State University offers the following information for all OSU-Stillwater colleges and including the Center for Veterinary Health Sciences, as well as the Center for Health Sciences. The source is the Fiscal Year 2013 “Extension Fund Sources and Expenditures by Agency”, obtained from the Office of Grants and Contracts Financial Administration.

Fiscal Year 2013 Extension Fund Sources and Expenditures by Agency totaled \$69,709,415. This represents a 25% increase from the Fiscal Year 2006 report for the same category of information. Please see: <http://gcfa.okstate.edu/annual-research>.

Numerous external grants fund scholarly activity related to community engagement, including Supplemental Nutrition Assistant Program Cluster funds from the Department of Agriculture, Homeland Security Cluster funds from the Department of Homeland Security, and Highway Safety Cluster funds from the Department of Transportation.

At the local level, an example of how the university has invested its funds externally in community engagement is the Division of Student Affairs' partnership with a local Rotary chapter to fund a community Dog Park. Approximately \$10,000 is spent annually in support of the park; the source of funding is an activities fee. Please see:

<http://www.stwnewspress.com/local/x280095609/Stillwaggin-Dog-Park-to-open-later-this-month>

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and / or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

From the classification document: The purpose of the questions in 3 a, b and c is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a data base, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability / responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based projects, etc.

An entity of the institution that has community engagement as its primary aim – the Oklahoma Cooperative Extension Service – uses two systems to record engagement interactions with the community. The Program Activity Reporting System (PARS at <http://pars.dasnr.okstate.edu>) is used to record all activities conducted by County Extension Educators across the State of Oklahoma. The County Extension Educators work with their County Extension Director and District Office to plan the upcoming year's work. Activities for the upcoming year are entered into the PARS system in November / December of the previous year. As programs and activities

occur throughout the year, the system is updated, and input at regular intervals; the reports are generated by the Extension Educators. This data is then used to report on Cooperative Extension activities at both the state and federal level.

The PARS+ system (<https://apps.dasnr.okstate.edu/parsplus/>) records activities conducted by Oklahoma Cooperative Extension Educators in coordination with their service on statewide issue teams. The PARS+ system records programs and activities conducted by educators along with associated behavioral outcomes addressed by the curriculum. Extension Educators also record outcomes seen in their community, and note positive qualitative data that occur as a result of Extension programming. This data is collected throughout the year, and is used to provide in-depth information on the impact of Extension in the community and across the state.

In the College of Arts & Sciences, the Faculty Associate for Community Engagement compiles information on community engagement, using the Carnegie Classification Framework as the template for collecting data.

In the College of Engineering, Architecture and Technology, community engagement is documented by individual units and programs, by the college's faculty and staff. The information has not been collated in a college-wide effort so far.

In the Service-Learning Volunteer Center, the CampusLink portal is used to record individual and student organizations' group community service participation. Data on the number of individuals and the number of student organizations performing community engagement are self-reported and input by participating persons or organization representatives. The number of sites at which service work is performed is recorded as well. See: <https://campuslink.okstate.edu/organization/campuslink> for a view of the system.

The Center for Health Sciences has the need to reflect clinical data and community engagement on a departmental basis. As an example, the Department of Rural Health uses an online tracking program called TruServe to record individual and departmental community engagement. See <https://oklahoma.activitytracking.org/login.php>. TruServe tracks many data points, including the activity, the number of community members participating in the activity, the partners who are helping conduct the activity, and many other items. Data can be entered as it occurs, and faculty and staff are reminded weekly to enter their data into the system. Data entered into TruServe is managed by departmental evaluation staff and reported as needed. The Biomedical, Clinical and Forensic Sciences administration survey faculty members monthly on their community engagement activities. This report is compiled and sent to the Dean's

office. The Dean's office then sends this information to the Oklahoma Osteopathic Advisory Council.

3.b. Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered and how are the data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

The Oklahoma Cooperative Extension Service (OCES) has developed program evaluation surveys for use with "Statewide Issue Teams", to measure OCES's impact on identified behavioral outcomes. The evaluation tools are available to view on the Issue Team websites at <http://fcs.okstate.edu/issueteams>. The OCES's Family and Consumer Sciences Program Evaluation Specialist coordinates and manages the ongoing data gathering. County Extension Educators gather data when conducting approved curricula for their statewide issue teams. Data is managed through Qualtrics and the PARS+ systems. Data are used at the state level for federal reporting and at both the state and county level for communication with stakeholders and partners. Evaluation participants, who consent to follow up contact, will provide data to measure the long-term impact of extension programming. While the current evaluation surveys are designed to measure general issue team outcomes, the mechanism will be developed to include more curriculum-specific evaluation questions.

Assessment and measurement are activities managed by the individual departments of the Oklahoma Cooperative Extension Service. In the case of the Department of Rural Health, there is a Rural Research and Program Evaluator who oversees collection and management of engagement data. Day-to-day management of engagement data is assigned to the Office of Rural Health Program Evaluator. The Office of Rural Health Program Evaluator chairs a departmental committee for the Office of Rural Health Evaluation activities – which include leadership within the department. These members monitor data, make recommendations for collecting data, and are responsible for how data is used and reported.

In the College of Education, all candidates enrolled in programs that lead to recommendation for Oklahoma teacher certification complete field experiences and / or internships in public schools – primarily in the Stillwater, Oklahoma area. Each candidate is evaluated by the classroom teacher mentor and a university supervisor during the placement. The evaluations are completed electronically and are stored in a locally developed and housed database. The data are used both by the individual program to which the candidate belongs and by the Professional Education Unit to evaluate the effectiveness of the program in preparing educators. Please see <http://education.okstate.edu/field-experiences> for more information.

The Coordinator of the Service-Learning Volunteer Center gathers community service data. This information is incorporated into an annual report prepared by the Vice President for Student Affairs' office, and distributed to the President's Office, and the university Communications department. Key data is also shared through the University Network for Community Engagement.

3.c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurements: and how are these different from the findings since the last classification?

The College of Education has used its community engagement assessments when acquiring new or renewed accreditations with the National Council for Accreditation of Teacher Education (<http://education.okstate.edu/professional-education>), and the American Psychological Association (<http://education.okstate.edu/index.ph>).

Through the use of the CampusLink system, the Service-Learning Volunteer Center has seen a steep increase in the number of student and student organization service hours recorded over the past four years. From the less than 6,000 service hours recorded in 2008, the department has seen an exponential increase in service to the 186,500 logged in 2012-2013.

One of the uses of the data is to recognize students at graduation through the "Creating Opportunities for Responsible Development", or CORD program – that awards an honorary cord to be worn at graduation for undergraduates who contribute 400, or graduate students who contribute 300 service hours.

In the Center for Health Sciences, data is used to plan future activities and medical interventions.

In the HS6993 doctoral level course of the College of Agricultural Sciences and Natural Resources, students develop fact sheets on critical issues affecting the citizens of Oklahoma. The students prepare the fact sheets, and present their findings at the Payne County Extension office in front of community and council members. The external audiences provide feedback and the students review the fact sheets to make improvements, based on what the community wants.

Impact on students

d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500)

From the classification document: First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social / civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

The Service-Learning Volunteer Center surveys graduating students who are making application for the Creating Opportunities for Responsible Development, or "C.O.R.D." program. C.O.R.D. rewards those students who have accumulated the required number of service hours to the community, by recognizing them at graduation with an honorary cord in school colors.

The C.O.R.D. survey is given to these graduating seniors and graduate students. Students are asked questions such as, "What has been the most meaningful service activity you have performed while at OSU?" and "What skills did you gain from your service experiences?", and also "Do you plan to continue engaging with the service issues you've supported while at OSU? If so, what issues and why? If not, why not?"

There were several findings from student responses. The top two responses were about the importance of altruism as a personal value. Students said that they had learned things such as placing the needs of others before self, or to focus on others more. The other top answer, tied in number of responses, was that personal efforts in service projects can make a real and tangible difference. Students were pleased to see the direct benefit of their efforts, and also noted that even a supporting role can support a larger (project or cause).

Impact on faculty

3.e. Impact on Faculty. Describe on key finding form current data and indicate how you arrived at this finding.

From the classification document: First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotions and tenure portfolios or applications or similar sources. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should

not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

The needs assessment done through the Oklahoma Cooperative Extension Service cooperative includes a statewide county issue scan, surveying the population of Oklahoma and the county extension program advisory committees. Examples can be found at:

<http://fcs.okstate.edu/component/content/article/>. The results of this environmental scan impacted faculty by assisting them in the identification of the most critical issues affecting Oklahomans, and consequently developing logic models that address the curricula and behavioral outcomes they wish to pursue in working with the community in mitigating the issues. Examples are included at: <http://fcs.okstate.edu/issueteams>.

Impact on community

3.f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500).

From the classification document: First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, regions, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

The Community Nutrition Education Programs (CNEP) program teaches nutrition and food budgeting, and in 2012 interacted with 2,368 low income families and 29,777 youth – with an impact to more than 50,000 Oklahomans. In program evaluations, 96% of program graduates reported positive behavior changes in diet-related behavior, and an additional 415 of adult program participants reported fewer instances of running out of food before the end of the month.

Impact on Institution

3.g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

From the classification document: First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures

performance measures, program review, budget reports, self-studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention / recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

The Oklahoma State University Foundation prepares Endowment Reports each year. Endowments provide funding to advance the mission of the land grant university, supplying needed private support in perpetuity. By providing annual reports on endowment performance, the OSU Foundation is able to update the donor about the performance of his or her fund, and how that money is being used to improve the institution and impact the community. At the conclusion of each fiscal year (June 30), the OSU Foundation requests information from campus partners, to include academic colleges and other divisions – on the community engagement work they have been involved with throughout the past fiscal year. This information is gathered in July and August of each year, and a report to all endowment donors is distributed in late September to early October. In 2012-2013, 1,482 packets were sent to endowment donors. Included in those packets were 2,050 reports on 1,666 separate funds.

The OSU Foundation also prepares Individualized Donor Impact Reports. To fulfill the land grant mission, OSU exists to improve the lives of people through instruction, research and extension. Individualized donor impact reports illustrate how donors are a part of this mission and how their passions align with the success of OSU and its people. These reports provide a comprehensive, historical look at how the donor has used their generosity over the years to positively impact OSU and, in turn, the community. This is a new process for the OSU Foundation, which plans to produce reports for 25 of the top individual donors this year, with 75 of the top 100 donors receiving reports over a three year space. The top 100 donors to the institution have all given at least \$1 million each, so the financial impact of sharing this information is significant.

The OSU Foundation also prepares Corporate and Foundation Donor Required Impact Reports. Typically 50 reports are sent throughout the year. These reports are prepared in response to these donors requiring reports be provided as part of their granting process. Typically, required impact reports are received by an organization representative, but then widely distributed to corporate and foundation executives and boards of directors. Therefore, the message about OSU's impact to the community, made possible through their gifts and grants, are widely seen by many individual stakeholders in that organization.

The OSU Foundation marketing and Communications office draws on the impact information listed in these three types of reports to provide this and additional content to wider audiences. This news about community engagement is incorporated into news releases, the OSU Foundation website (OSUgiving.com), social media, STATE Magazine, and other OSU Foundation publications including project newsletters, the annual report and other constituent communications. The OSU Foundation also works with campus partners to incorporate content into their various media platforms.

Professional Development

4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and / or community partners who are involved with campus-community engagement.

For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: **500**)

The College of Human Sciences' Office of Extension and Engagement oversees training in the area of community engagement. The college allocates funding for these opportunities, with a special emphasis on participation in the Engagement Scholarship Consortium conference. Applicants may vie for selection in the national Emerging Engagement Scholars Workshop (see <http://fcs.okstate.edu/component/content/article/71>). Representatives from various colleges and non-academic departments are encouraged to participate and present at the Engagement Scholarship Consortium, and have all or most of their participation in the conference funded by the Office of Education and Engagement. In addition, the Office of Extension and Engagement provides intercultural competency assessments for faculty, extension educators, and staff. A Human Sciences Learning Academy helps faculty incorporate service learning into their courses.

The Service-Learning Volunteer Center (SLVC) has instituted "Faculty Service-Learning Lunch Discussion" sessions which are offered to all faculty – with special invitations issued to both deans of the colleges, and the persons designated as community engagement liaisons. Since 2006, the SLVC has made numerous presentations to college and staff members across the institution on service learning pedagogy.

The OSU Library has increased professional development support for Library faculty members for participation in state, national and international conferences and workshops pertaining to community engagement. The results are evident in the ways that faculty share their

professional expertise with members of the public, and in the national initiatives for which the Library is becoming more involved. An example of this is the work being done to make scholarly work held by the Library available to the public online.

In the College of Education, professional development support includes field study, supported through in-service training and professional associations. The College of Education has logged more than 100,000 hours of this type of training. Clinical study is supported through coursework and community engagement. The College of Education has recorded more than 150,000 hours of this type of support. Professional development for community engagement is supported by covering expenses for faculty and staff.

Faculty Roles and Rewards

5. Does the institution have search / recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

X Yes

Describe (word limit: **500**):

The institution does seek candidates who have experience with community engagement. This is particularly true for positions that have a cooperative extension component. Please see http://humansciences.okstate.edu/documents/jobs/Asst_Assoc-Obesity%20Pos%29Annmt.pdf as an example.

The OSU Library is currently recruiting three executive-level positions that require a broad understanding of how libraries contribute to the outreach and engagement mission of land grant universities, with the expectation that these persons take a leadership role on campus, as well as at the state, national and international levels. Specific skills sought for these positions include the ability to forge strong external partnerships; a record of creating an environment that encourages diversity and inclusion; and, a record of scholarly engagement and professional service.

Appointments in the Oklahoma Cooperative Extension Service require expertise in, and commitment to, community engagement. As an example, the Environmental Economics / Natural Resource position sought during 2013-2014 states that the post will require the incumbent to: develop an extension program to disseminate information and teach natural resource and environmental economics concepts to interest groups in Oklahoma; provide

curricula, in-service education, and support for state, area and country educators; and, cultivate and secure external support from private and governmental sources including the Oklahoma Department of Environmental Quality and the USDA / NIFA.

The College of Engineering, Architecture and Technology reports that the land-grant mission of the university is embedded in all aspects of the faculty hiring process.

All College of Education positions include a service component, and a requirement that faculty provide ongoing attention to the university's land-grant mission, "... making a positive impact on the community through scholarship and service."

The Center for Health Sciences has a considerable emphasis on service learning for their professional medical students, and thus faculty and staff recruited for the Center are made aware of the time commitment required for service learning, and also informed that performance in service learning will be one area in which they are evaluated.

6. In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: **500**)

The College of Arts & Sciences is working with Arts & Sciences Faculty Council to draft appropriate guidelines for community engagement in Reappointment, Promotion and Tenure documents. At present, "outreach" is included, but community engagement will be articulated and defined more clearly.

The College of Engineering, Architecture and Technology reported, "... community-engaged approaches and methods are specific types of outreach that have always been highly valued at OSU, by virtue of our land-grant mission. Our institutional policies for promotion and tenure have always rewarded scholarship, outreach, and the combination of the two."

In the College of Human Sciences, all academic units incorporate engagement in their review, promotion and tenure documents. An example of one department's specific language placed for both tenure track and clinical faculty positions may be found on pages 10-12 in the following document:

<http://humansciences.okstate.edu/nsci/documents/NSCI%20RPT0Document.pdf>.

In the School of Business, departments have reviewed and revised their assessment documents since the 2006 classification, to indicate expectations for service learning activities. Additionally, faculty may serve as advisors for various student organizations who have involvement in outreach activities such as the “College Open House”. These responsibilities are included in a faculty member’s annual activity report, and considered in the review for promotion and tenure.

In the College of Agriculture Sciences and Natural Resources, a portion of annual faculty appraisal and development focuses on how faculty engage their local community, as well as other communities, by sharing their expertise and knowledge. This is particularly true for Oklahoma Cooperative Extension Service faculty within the college, who are assessed for their level of community engagement, and rewarded for developing innovative approaches in this area. All faculty are evaluated each year with clear expectations that the community engagement aspect of their positions be fulfilled, as one of three primary areas of institutional emphasis.

7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes

Oklahoma State University’s definition of faculty scholarly work that uses community-engaged approaches and methods was developed by the University Network for Community Engagement. It was adapted from various source materials.

Community-Engaged Scholarship

The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community engaged scholarship addresses community needs through research, teaching, extension and outreach in a mutually beneficial partnership. The quality and impact of Community Engaged Scholarship are determined by academic peers and community partners.

Community-Engaged Teaching / Learning

A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students’ academic and civic learning. Examples are service-learning courses or service-learning clinical practica.

Community-Engaged Research / Creative Work

A collaborative process between the researcher and community partner that creates

and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research and creativity identify the assets of all stakeholders and incorporate them in the design and conduct of the different phases of the research process.

Community-Engaged Outreach / Extension

The application of one's professional expertise that addresses a community-identified need and supports the goals and mission of the university and the community.

Community-engaged outreach may entail the delivery of expertise, resources and programs to the community.

This definition appears on the Extension and Engagement web link, which can be accessed on the front page of the Oklahoma State University website. Please see: <https://news.okstate.edu/extension-and-service>.

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: **500**)

8. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

X Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: **500**):

Commentary from the October 2006 Academic Affairs Reappointment, Promotion and Tenure (RPT) Process for Ranked Faculty policy, 2-0902: "Accomplishing OSU's land-grant mission requires a creative, collective intermingling of individual faculty talents. Consequently, each faculty member will likely have a unique role in the institution, college and unit, and a special assignment in terms of the focus and distribution of effort among instruction, research, and extension and service responsibilities." ... "To obtain the rank of associate professor, the candidate must establish that he / she ... has significant record of ... extension and service in keeping with his or her job responsibilities." ... "The rank of professor, the highest rank in the university, designates that the faculty member's academic achievement merits recognition" ... "A professor is an outstanding member of the academic community and sustains excellent

performing in teaching, where teaching is an assigned responsibility, research, extension and service in keeping with his or her job responsibilities.” Part of the Reappointment, Promotion and Tenure documentation file should include, “(2) Self-assessment statement(s) on instruction, research and / or extension / public service activities are to be provided, as appropriate, by faculty members being considered for tenure.”

Additionally, there are departmental RPT documents that comply with the university’s policies, but which also may additionally emphasize community engagement.

9.a. Is community engagement rewarded as one form of **teaching and learning**?

Yes

Please describe and provide text from faculty handbook (or similar policy document) (word limit: **500**):

The College of Human Sciences offers an Outstanding Community Engagement Award. Public recognition and a stipend for professional development are offered to faculty from all colleges who have at least 30 percent of their faculty work dedicated to and / or integrated with community engagement. A nomination dossier for the award is submitted, and a review committee selects the awardees. Please see:

<http://humansciences.okstate.edu/component/content/article/48>.

The Spears School of Business sponsors the Richard W. Poole Outreach Award, as well as the Outreach Faculty Excellence, given annually to an outstanding instructor in the areas of outreach and faculty engagement, innovation and excellence.

In the university’s largest college (Arts & Sciences), faculty may vie for a Community Engagement Grant. Faculty “... whose scholarship reflects OSU’s land grant mission, especially its commitment to community engagement” may apply for grants in an amount up to \$2,500 to be used for summer salary, research assistants, supplies and travel. The grant application uses the Carnegie Foundation definition of community engagement.

The Service-Learning Volunteer Center recognizes the Outstanding Service-Learning faculty member each spring at the annual President’s Leadership & Service Recognition reception. Additionally, a faculty member who incorporates community engagement through study abroad is recognized through the Outstanding Faculty Study Abroad Leader prize at the same ceremony.

9.b Is community engagement rewarded as one form of **scholarship**?

X Yes

Please describe and provide text from faculty handbook (or similar policy document) (Word limit: **500**):

In the <http://academicaffairs.okstate.edu/faculty-a-staff/53-rpt> document entitled “Reappointment, Promotion and Tenure Process for Ranked Faculty”, Policy 2-0902, both research and extension / outreach are specified as expectations of reappointment, promotion and tenure. To obtain the rank of Associate Professor, candidates must establish “... that he / she has a significant record of scholarly, artistic and / or creative work in teaching, research, extension and service in keeping with his or her job responsibilities.”

To obtain the rank of professor, the individual must sustain “.... excellent performance in teaching, where teaching is an assigned responsibility, research, extension and service in keeping with his or her job responsibilities.”

To be awarded tenure, the faculty member “.... will (1) consistently contribute to the instructional, research and / or extension missions of the university.”

In preparing the reappointment, tenure and promotion file, one is to provide: “A statement describing the work assignment within the university (teaching, research, extension, service, administration, and / or advisement)”.

An individual example of this process is found in the College of Human Sciences, where the scholarship of engagement as it is incorporated with applied research, program evaluation and needs assessment and considered in the Reappointment, Promotion and Tenure process. Please see: <http://humansciences.okstate.edu/faculty-and-staff/resources-for-faculty-a-staff>.

In the Oklahoma Cooperative Extension Service, policies provide for favorable annual appraisal, promotion and tenure for faculty who are active in community engagement.

The College of Engineering, Architecture and Technology also affirms that they reward community engagement as one form of service. In this large and diverse university, the land grant mission provides a unifying basis of rewarding the scholarship of engagement.

9.c. Is community engagement rewarded as one form of service?

The OSU Center for Health Sciences' Reappointment, Promotion and Tenure (RPT) guidelines state that faculty members should demonstrate service for consideration of reappointment, promotion and tenure. An excerpt from the OSU-CHS RPT guidelines give examples of ways in which the service component of RPT may be realized, i.e. through: a. Service to professional and scientific organizations. / b. Governmental appointments. 4. Public Service / a. invited talks for lay audiences. / b. Community organization activities / c. Public-media sponsored presentations / d. Other public service activities related to the missions of the College of department / discipline.

The College of Human Sciences rewards community engagement as one form of service, "... very distinctly separated from service to the university or the profession." Please see the Human Sciences' Reappointment, Promotion and Tenure document on: <http://humansciences.okstate.edu/faculty-and-staff/resources-for-faculty-a-staff>.

In the College of Agricultural Sciences and Natural Resources, faculty who do not have an extension appointment may also be promoted for community engagement work. The Qualifications and Evaluation Standards for Appointment to Assistant Professor for Research, as an example, state: "Display evidence of potential for either directly extending research results to the public or working with extension personnel to communicate research results to the public."

Additionally, the Division of Agricultural Sciences and Natural Resources is connected to the Applications Engineering program, supported by the Oklahoma Manufacturing Alliance and the College of Education. Applications Engineers are specifically rewarded through raises and award opportunities through their performance and impacts in community engagement.

In the College of Engineering, Architecture and Technology – the policies and documentation associated with promotion and tenure at OSU reward community engagement as one form of service, and consider this as a "significant component of an applicant's performance portfolio."

10. Are there college / school and / or department level policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

What colleges / school and or departments? List Colleges or Departments:

All Oklahoma State University departments, and including the Center for Health Sciences, have college, school and / or department level policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods.

For the Center for Health Sciences, this includes the College of Medicine, the School of Biomedical Sciences, the School of Forensic Sciences and the School of Health Care Administration.

The list of all other departments with policies rewarding faculty scholarly work in community engagement is as follows:

College of Agricultural Sciences and Natural Resources

Agricultural Economics
Agricultural Education, Communications, and Leadership
Animal Science
Biochemistry and Molecular Biology
Biosystems and Agricultural Engineering
Entomology and Plant Pathology
Horticulture and Landscape Architecture
Natural Resource Ecology and Management
Plant and Soil Sciences

College of Arts & Sciences

Aerospace Studies
Art, Graphic Design and Art History
Botany
Communication Sciences and Disorders
Chemistry
Computer Sciences
English
Foreign Languages
Geography
Geology
History
Media and Strategic Communications
Military Science
Music

Philosophy
Physics
Political Science
Psychology
Sociology
Statistics
Theatre
Zoology

College of Education

School of Applied Health & Educational Psychology

- Athletic Training
- Counseling
- Counseling Psychology
- Educational Psychology
- Health Promotion
- Leisure Studies / Therapeutic Recreation
- Physical Education
- School Psychology

School of Educational Studies

- Aviation and Space Program
- Educational Leadership
- Education Technology

School of Teaching and Curriculum Leadership

- Curriculum Studies
- Elementary Education
- Occupational Education
- Reading / Literacy
- Secondary Education
- Special Education

College of Engineering, Architecture, and Technology

Architecture

Biosystems & Agricultural Engineering

Chemical Engineering

Construction Management Technology

Electrical & Computer Engineering

Electrical Engineering Technology

Engineering Technology
Fire Protection & Safety Technology
Industrial Engineering & Management
Masters in Engineering Technology Management
Material Science & Engineering
Mechanical & Aerospace Engineering
Mechanical Engineering Technology

College of Human Sciences

Department of Design, Housing and Merchandising
Department of Human Development and Family Science
School of Hotel and Restaurant Administration
Department of Nutritional Sciences

School of Business

Accounting
Economics and Legal Studies
Entrepreneurship
Finance
General Business
International Business
Management
Management Science and Information Systems
Marketing

Veterinary Health Sciences

Clinical Sciences
Physiological Sciences
Veterinary Pathobiology

This represents 100% of all campus departments.

Examples of colleges/schools and/or department level policies, taken directly from policy documents:

All departments in three schools within the College of Education reward faculty scholarly work that uses community-engaged approaches and methods. As an example, the School of Applied Health and Educational Psychology's departments Guidelines for Appointment, Reappointment,

Promotion, and Tenure (Amended and approved by SAHEP faculty: December 5, 2008) state the following:

“A statement describing the work assignment within the University (teaching, research, extension, service, administration, and / or advisement) during the time period considered for the intended action, and a summary of percentages for each category of activity” shall be provided as part of the RPT process. And also: “The Candidate Statement is an opportunity for the candidate to share her / his philosophies and efforts related to teaching, scholarship, and service activities. As part of this, in the Statement the candidate should address the linkages that exist between her / his instruction, scholarship, and service activities.”

Service Self-Assessment. As with the other two elements of the Candidate Statement, this aspect of self-assessment should describe the candidate's efforts related to service at the program, School, university, state, regional, national, and international levels. This might include service on committees and boards, mentoring of other faculty members, and involvement in faculty governance. It would be appropriate to discuss the (potential) impact of those efforts on the organization / unit in which services were provided.”

Appropriate extension and professional service activities draw upon the faculty member's professional expertise and is an outgrowth of his / her academic discipline. These activities must be documented and evaluated as routinely and completely as the teaching and research/scholarly activities. Suitable extension and professional services include the teaching of on-campus and off-campus courses, the development and / or presentation of workshop materials for non-resident students, consultation or problem solving activities for adult groups or individuals, the development and publication of applied materials for appropriate public use, and the routine testing of materials or techniques for outside agencies.”

All departments in the College of Human Sciences reward faculty scholarly work that uses community-engaged approaches and methods. Please see the Human Sciences Reappointment, Tenure & Promotion Document on the “Resources” page linked here: <http://humansciences.okstate.edu/faculty-and-staff/resources-for-faculty-a-staff>.

A third example of a college or department rewarding faculty scholarly work that uses community-engaged approaches and methods is taken from the “Tenure in the Department of Agricultural Economics” document, approved September 3, 1992. The standards for advancement include Teaching and Advising, Research, and Extension (the correlate to community engagement). The standards for evaluation within Extension include items such as, “Demonstrate potential for building a record of publishing in extension service publication

series (such as fact sheets, current reports, and circulars); conference proceedings; popular magazines, newsletter, and newspapers; journals; electronic media such as websites, electronic journals, etc.; or other appropriate publications.”

11. Is there professional development for faculty and administrators who review candidates’ dossiers’ (e.g. Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: **500**):

The Provost’s office coordinates training for deans and faculty members on reviewing the dossiers. This training is provided via the Institute for Teaching and Learning Excellence.

Additionally, the College of Human Sciences has a program called Faculty Scholars. This program trains all new faculty members and unit administrators on the land grant mission of the university; several sessions on Extension and Engagement are included. These sessions explain the scholarship of engagement ... what it is and is not ... and how to evaluate it.

12. If current policies do not specifically reward community engagement, is there work in progress to revised promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods.

Yes

Although there are policies in place that reward community engagement, a number of colleges report current work that is going on to address this issue.

The College of Arts and Sciences is working with the Arts and Sciences Faculty Council to draft appropriate guidelines in Reappointment, Promotion and Tenure documents. At present, “outreach and extension” are mentioned, but language will be modified to more clearly define and articulate community engagement.

In the College of Architecture, Engineering and Technology, the Strategic Advisory Council, Academic Advisory Council and Faculty Research Council are all involved in the development of

new strategic plans with RPT procedures that will use more uniform language in regard to community engagement.

At the Center for Health Sciences, a revised process for RPT was adopted in April, 2013. Currently, each clinical and biomedical department is reviewing their criteria for RPT; further definition and expanded language regarding community engagement is anticipated.

Student Roles and Recognition

13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: **500**)

The Student Government Association is the premier representative and decision-making student organization on the Oklahoma State campus. The SGA takes a stand on legislative issues, lobbying for legislation or policy changes both with the institution's board of regents, and also the state legislature. They take the lead on what major issues they will build programs, events and other infrastructure to support. An example of this is the "Cowboy Kitchen" program led by SGA. In this program, student government takes any surplus food from the residential dining facilities on campus as well as local restaurants, and makes delivery of the food to area food kitchens and shelters. They sponsor The Big Event day of service to the Stillwater community. They sponsor campus sustainability conferences and recycling programs, inviting off-campus guests to seminars. Please see <http://osusga.okstate.edu/directory> for a listing of these project chairpersons.

It is the sentiment of both college community engagement representatives and the Division of Student Affairs, that student organizations form the backbone of community engagement activities on the OSU campus. In these, the projects are selected, planned and implemented entirely by the student organizations. An example from the College of Arts & Sciences is the work done by the Arts & Sciences Student Council, in support of a local hospice (Karmen Korner for Judith Karmen Hospice. Community engagement is a factor in the annual Arts & Sciences Top Ten Senior rewards selected by the A&S Student Council.

The Center for Health Sciences reports that their 27 student organizations all have a requirement for members to engage in community service. Examples of this include work

done with their “partner school”, the nearby Eugene Fields Elementary School (which has a high free / reduced lunch rate), at which they conduct health seminars – or the numerous rural health fairs conducted in the northeastern region of the State of Oklahoma, and also on global medical mission trips, done in conjunction with faith-based organizations.

One way in which College for Veterinary Health Sciences students pursuing a DVM degree connect through communities is through the preceptorship, a six credit hours experience in which they serve with an established veterinarian at a practice located in Oklahoma. In addition, veterinary medicine students also served in the last academic year by aiding animals that were rescued from the May 20, 2013 tornadoes.

Students may track their service through the CampusLink portal made available by Campus Life and the Service-Learning Volunteer Center. Those students who log the specified number of hours are recognized with a special cord they wear at graduation. Please see: <http://volunteer.okstate.edu/cord-program>. Additionally, at the annual President’s Leadership & Service Recognition Reception, both individual students and student organizations are recognized for their commitment to volunteering and service projects. Scholarships are awarded to students at this same event.

Supplemental Documentation

14. Is community engagement noted on student transcripts?

No

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

Please provide examples (word limit: **500**):

In the College of Arts & Sciences, students who receive scholarships from the Native American Faculty and Staff Association, and / or from the Indian Health Service for American Indians into Psychology are evaluated via criteria that include service to community and tribe.

In the College of Agricultural Sciences and Natural Resources, research on school-based agricultural education programs is a focus for some agricultural education faculty. A study was recently completed profiling students, most of who are from underrepresented groups, who are involved in the agricultural education program at Webster High School in Tulsa, Oklahoma.

The Agricultural Education department is very engaged with the summer Research and Engineering Apprenticeship (STEM careers for underrepresented youth) program.

Biosystems and Agricultural Engineering has an energy and water resources program that has worked directly in tribal communities in Oklahoma to encourage improved energy and water management on facilities and within such communities. The Engineers Without Borders program at OSU is a collaborative effort across many colleges and departments, and has been working with a small, rural community in Honduras over the past few years.

The Entomology and Plant Pathology department sponsors the Insect Adventure Extension program, with an eye on targeting diverse communities and organizations, to include schools and county fairs. In the Masters of International Agriculture Program (MIAP), students are required to complete an international experience of four or more weeks, working in areas such as sustainability and agricultural education. The MIAP program also has a Peace Corps program, and students in this program work directly with rural global communities.

Students at the Center for Health Sciences serve a diverse population, through the provision of supervised clinical services to underserved populations in urban and rural medical clinics, to engagement in basic community service projects around the area. Students also voluntarily take part in mission trips (e.g. Nicaragua and Uganda). A partnership has been formed with the St. Monica's Girls Vocational School in Gulu, Uganda, for international clinical rotations.

The Office of Institutional Diversity is a member of the OSU University Network on Community Engagement as a way to keep inclusion and diversity present in the plans and vision of university engagement efforts. The office often serves as a sponsor for a number of community-based organizations, which connects many of the university's diverse faculty members to opportunities for outreach, with partners such as the Urban League of Greater Oklahoma City.

The Division of Institutional Diversity has representation and active involvement in many regional and state policy-making entities, to include the Big XII Chief Diversity Officers Consortium and the Out Exclusion Inc. Board.

In the College of Human Sciences, students and faculty are going through intercultural competency assessment and training to insure their success in engaging diverse communities locally, nationally and globally. The Multicultural and Community Engagement Specialist staff member is certified to administer the Intercultural Development Inventory (see <https://v3.idiassessment.com/>).

16. Is community engagement connected to efforts aimed at student retention and success?

Yes

Please provide examples (word limit: **500**):

The Graduate College provides tuition waivers and seminars through the McNair Scholar program which serves underrepresented students. The goal of the program is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society

The College of Agricultural Sciences and Natural Resources' commitment to student retention and success comes in the form of two living-learning communities. Each of these living groups promotes scholarship and also supports student success, via a 15 hour per semester community service requirement. A Student Success Leader group of 60 students serves as peer educators and mentors for both prospective and current students – and incorporates community engagement and service into the semester's program.

In the College of Engineering, Architecture and Technology, the Women in Engineering, Architecture and Technology (WEAT) student organization has a living-learning community known as Maude's Quad. These students volunteer together at the local Humane Society, and meet frequently to discuss various volunteer opportunities in the local community. This is one aspect of the increased retention rate realized by the residents of Maude's Quad.

The College of Education utilizes community engagement as a centerpiece of its student engagement efforts through experiential education, service learning, internships and action research.

II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term “service learning” to denote academically-based- community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)

The Service-Learning Volunteer Center at Oklahoma State University offers a new definition for service learning. Please see this on the center’s website at <http://volunteer.okstate.edu/service-learning>. This new definition incorporates student learning outcomes, and specifically articulates the elements of service learning that connect with community engagement. The role of those being served by service learning is mentioned in the new definition. The desire to make the impact of the change brought by the service learning experience sustainable for the individual ‘community being served’ is articulated. Of three key concepts for service learning introduced in the new definition, the desire to “collaborate”, and that the benefits of the service should be “reciprocal” are expressly mentioned.

- b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: **500**)

There is no campus-wide process for identifying or approving a service learning course as a part of a campus curriculum. It is anticipated that this issue will be a point of conversation during the 2014-2015 calendar year of topics explored by the institution’s University Network for Community Engagement. The metrics of the Carnegie Re-classification process will be explored in the coming year, by this group – which includes representatives from all academic colleges, and many other divisions across campus.

2. Fill in the tables below using:
 - a. Data from the most recent academic year (2012-2013)
 - b. Data based on undergraduate FTE

Number of service learning courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
Center for Health Sciences = 05 CASNR = 20 College of Arts & Sciences = Unknown College of Education = 25 CEAT = No response College of Human Sciences = 17 School of Business = No response Total = 62	Center for Health Sciences = No response CASNR = +07 College of Arts & Sciences = Unknown College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response Change Total = 7	Center for Health Sciences = 09% CASNR = No response College of Arts & Sciences = Unknown College of Education = 05% CEAT = No response College of Human Sciences = No response School of Business = No response Total courses at OSU Stillwater = Total courses at OSU CHS =	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = Unknown College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response 7/55 = 12.7%

Number of departments represented by service learning courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application
Center for Health Sciences = 05 CASNR = 05 College of Arts & Sciences = No response College of Education = 03 CEAT = No response College of Human Sciences = 04 School of Business = No response Total = 17	Center for Health Sciences = No response CASNR = 00 College of Arts & Sciences = No response College of Education = 00 CEAT = No response College of Human Sciences = No response School of Business = No response Total = 0	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = No response College of Education = 15% CEAT = No response College of Human Sciences = No response School of Business = No response Total # of Departments (Stillwater(77) & CHS(5)) = 82 17/82 = 20.7%	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = No response College of Education = 00 CEAT = No response College of Human Sciences = No response School of Business = No response = 0

Number of faculty who taught service learning courses	Change in number of faculty since last application	Percentage of total faculty	Percent change in number of faculty since last application
Center for Health Sciences = 05 CASNR = 23 College of Arts & Sciences = No response College of Education = 20 CEAT = No response College of Human Sciences = 18 School of Business = No response Total = 66	Center for Health Sciences = No response CASNR = (2) College of Arts & Sciences = No response College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response Change = -2	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = No response College of Education = 25% CEAT = No response College of Human Sciences = No response School of Business = No response Total # of faculty (Stillwater & CHS) = 1,113	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = No response College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response -2.9%

		66/1,113= 5.9%	
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Number of students participating in service learning courses	Change in number of students since last application	Percentage of total students	Percent change since last application
Center for Health Sciences = 115 CASNR = 1082 College of Arts & Sciences = No response College of Education = 511 CEAT = No response College of Human Sciences = 947 School of Business = No response Total = 2,655	Center for Health Sciences = No response CASNR = +259 College of Arts & Sciences = No response College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response 259	Center for Health Sciences = 100% CASNR = No response College of Arts & Sciences = No response College of Education = 8% CEAT = No response College of Human Sciences = No response School of Business = No response Total # of students (Stillwater & CHS) = 20,530 (estimate) $2,655/20,530 = 12.93$	Center for Health Sciences = No response CASNR = No response College of Arts & Sciences = No response College of Education = Unknown CEAT = No response College of Human Sciences = No response School of Business = No response $259/2,396 = 10.8$

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gather it, how often, how it is used, etc.). Provide relevant links. (Word limit: **500**)

In the College of Arts & Sciences, the Faculty Fellow for Community engagement canvasses the twenty-five department chairs in the college and requests responses to each question. The same process was used in the College of Agricultural Sciences and Natural Resources (CASNR), where the Associate Director for the college, who is also a representative on the University Network for Community Engagement, surveys department chairs.

In CASNR, service learning data is used to support requests for instructional resources. Narratives describing service learning course contributions are often used in department and / or college newsletters and other publications.

At the Center for Health Sciences, service learning data (all at the graduate level) is collected from course enrollment, and identified by designation on course syllabi.

The College of Human Sciences relies on staff to identify courses within the college that incorporate service learning. This is done by a review of the course description. The list of courses is then compared to data available in the Student Information System, to ascertain the number of faculty, courses, and enrollment in those courses.

The College of Education collects service learning data using the online class scheduling tool ASTRA. It was gathered by the Director of Assessment.

The College of Education collects service learning data on an annual or as-needed basis.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links. (Word limit: **500**)

Numerous individual departments offer assessment outcomes pertaining to students' learning outcomes in relation to community engagement. Please see <http://humansciences.okstate.edu/nsci/index.php/knowledge-requirements-a-learning-outcomes> in the Department of Nutritional Sciences in the College of Human Sciences.

Academic departments are required to log assessment reports with the University Assessment & Testing Department. Assessment rubrics are built by each individual department. Please see samples at:

https://uat.okstate.edu/index.php?option=com_content&view=article&id=97&Itemid=52

The University Center for Health Sciences uses the Osteopathic Core Competencies for Medical Students (2012) which may be found at <http://www.aacom.org/infoFor/educators/med/dd/Documents/CoreCompetencyReport2012.pdf>. These competencies include many nods to the practices of effective health practices in community engagement, including the call to: "Describe and apply systematic methods to improve population health" and to "Demonstrate understanding of how patient care and professional practices effect other health care professionals, health care organizations, and society". The same guidelines include directives regarding the evaluation of competencies.

The Student Affairs Assessment Advisory Council within the Division of Student Affairs undertook the task of constructing frameworks for each of what is known as the division's "Six Pillars of Student Success." One of these, "Service and Civic Engagement", is associated with students' co-curricular engagement with community. Representatives of the Student Affairs Assessment Advisory Council developed both overarching outcomes and service and civic

engagement student learning outcomes. Training on this material is provided by the Student Affairs Assessment Advisory Council.

Please see the “Assessment” link, located under “Resources” on the Vice President for Student Affairs website. Both the template and the framework for Service and Civic Engagement are provided. <http://studentaffairs.okstate.edu/>.

5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available.

Student Research (500 word limit)

Community engagement is integrated into student research at Oklahoma State University. As examples, in the College of Agricultural Sciences and Natural Resources, the undergraduate program of the Agricultural Education major now offers student research opportunities to study service. This is new since 2006. In the same program, research related to community service and civic engagement has also been introduced at the graduate level.

At the Center for Health Sciences, the campus was active in the founding, development and implementation of the Tulsa Area Bioscience Education and Research Consortium (TABERC). TABERC is a collaborative partnership that promotes bioscience research in the Tulsa area, in collaboration with nine other Tulsa area higher education institutions. Please see <http://www.osu-tulsa.okstate.edu/research/>. TABERC was founded in 2009, after the 2006 classification.

Student Leadership Courses (500 word limit)

The institution frequently weaves community engagement and service into the leadership experience. Leadership through service is a frequent theme across curricular and co-curricular endeavors.

The President’s Leadership Council courses teach “... the importance of leadership and service throughout life.” The McKnight Leaders Scholars Program offers a three credit hour course to equip students from the Texas area to “... serve and lead by creatively applying their learning for good in a complex global society.” The Leadership Minor Program is a university-wide 18 credit hour academic and experiential opportunity for all students to document at least 40

hours of service learning or specific community service related to the student's educational, career and social goals. Please see <http://leadership.okstate.edu/curricular-programs>.

The Center for Health Sciences offers numerous leadership courses that merge community engagement and student leadership. Please see: <http://www.healthsciences.okstate.edu/hca.curriculum>.

Internships / Co-ops (500 word limit)

Oklahoma State has a long history of applying knowledge gained in the classroom to practical, experiential education through internships or cooperative education. In that vein, the College of Education offers two courses, both entitled "Field Studies Internship" under the auspices of the college's Educational Leadership courses (see <http://www.education.okstate.edu/index.php/educational-leadership-courses>). Of course, the college is also responsible for the placement of student teachers in schools throughout Oklahoma. The College of Education also offers numerous internships at sites throughout Oklahoma in a variety of fields, including Therapeutic Recreation, Elementary Education and Aerospace Administration. Please see: <http://education.okstate.edu/cs-internship-facts>.

The School of Business offers the Riata Internship program (see <http://riata.okstate.edu/internship/>). This program provides unique entrepreneurial opportunities for graduate and undergraduate students. There are up to 20 student internship appointments annually. Interns are expected to add meaningful value to the work environment and to produce a number of useful deliverables to company management. The Spears Business Engagement Group is an agency that provides business consulting and services through a team of OSU student consultants. The Masters of Business Administration program undertakes projects such as the community revitalization project proposed to Oklahoma State University's home city of Stillwater, Oklahoma; the plan was adopted by the city and then implemented.

The College of Agricultural Sciences and Natural Resources' new Natural Resource Ecology & Management course engages with Native American communities in a summer session.

Study Abroad (500 word limit)

Study abroad is a way in which OSU may realize its land grant commitments, by sending students to partner sites throughout the world.

The School of Business offers programs that incorporate community engagement each year (see <http://entrepreneurship.okstate.edu/riata/eesa/>). An example of this would be a program that took place in South Africa, in which students were linked with aspiring South African entrepreneurs – and partnered to address challenges faced by the local entrepreneurs.

In the College of Agricultural Sciences and Natural Resources, the Natural Resource Ecology and Management program continues to incorporate an engaged community service project as part of its study abroad course, but has changed its partner country from Honduras to Ecuador. Horticulture and Landscape Architecture’s study abroad experience in Guatemala during 2013 was a service course involving six days of work within three different villages in the Cuelapa area, southeast of Guatemala City. Students worked with local residents to train them on drip irrigation, container gardening, nutritional aspects of vegetables and other related topics.

Over the past decade, the Landscape Architecture 4053 class has built a community garden in the Stillwater, Oklahoma sister city of Kameoka, Japan.

The College of Education partners with the U.S. Department of Defense to connect students to international student teaching experiences. Please see: <http://education.okstate.edu/is/student-teaching>.

As of 2013, the Center for Health Sciences offers clinical rotations at a hospital in Gulu, Uganda – courtesy of a partnership with Saint Monica’s Girls Vocational School. Please see:

<http://www.healthsciences.okstate.edu/college/clinical/index.cfm>

<http://healthsciences.okstate.edu/news/2013/11-260uganda.php>

http://www.healthsciences.okstate.edu/college/clinical/crh/community_hospital/syllabus.cfm

6. For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Core Course

Community engagement has been integrated into the curriculum at the college level. The College of Health Sciences requires a twenty-two month Senior Clerkship for third and fourth year students. Two core teaching hospitals, located in Tulsa and Oklahoma City, are the partner sites. Please see <http://www.healthsciences.okstate.edu/college/clinical/index.cfm>.

First Year Experiences

First year experiences incorporating community engagement are offered at the college level. The College of Health Sciences offers a mentoring program, pairing medical students with senior citizens as part of the “Introduction to the Patient” class for first and second year students. Please see <http://www.healthsciences.okstate.edu/news/email/2013/05-30.html>.

Another example may be found in the College of Animal Sciences and Natural Resources’ Biosystems and Agricultural Engineering program, which offers a departmental introductory course linked to a senior design project component (that is the department’s Capstone community engagement course). The first-year students act as “subcontractors” to the senior design teams. The college’s Department of Entomology and Plant Pathology have added new courses since 2006 that incorporate service for first-year students.

Capstone

Capstone courses are a prominent way in which community engagement is incorporated into the curriculum. The several examples include Arts & Sciences’ capstone course in Strategic Communications, known as Strategic Communications Campaigns. In this course, students partner with a community organization to develop strategic communication plans. Often a non-profit organization is selected as a partner.

The College of Agricultural Sciences and Natural Resources has numerous capstone courses employing community engagement. Senior level students are matched with clients of OSU’s New Product Development Center as well as its Kerr Food and Agricultural Products Center to benefit students and assist Oklahoma companies. See <http://npdc.okstate.edu/> and <http://fapc.biz>. In the Agricultural Education program, “... student teachers are expected to engage in community service personally, and with the classes they teach.” The Biosystems and Agricultural Engineering Capstone course aims to solve real world problems as identified by manufacturers, industry and agencies both within and outside of Oklahoma, in the Senior Design Capstone. These students directly engage the clientele in Oklahoma, work on design projects that are identified by the agencies / industries, and can have a direct impact on the business potential of the clients.

The Entomology and Plant Pathology department has a new experiential capstone course developed since 2006. This course incorporates research for external partners into the class.

In the Majors

OSU sees community engagement as a standard element of many majors. The College of Agricultural Sciences and Natural Resources has added courses to the curriculum since 2006. As an example, please see a description of the Agricultural Economics’ courses: AGEC 2303

(Food Marketing for a Diverse Population); AGEC 2313 (Case Studies in Agricultural Trade and Development); and, AGEC 2313 (Case Studies in Agricultural Trade and Development) at http://www.registrar.okstate.edu/index.php?option=com_content&view=article&id=58.

Graduate Studies

The numerous centers across campus that have research and extension as their primary focus afford graduate students the opportunity to investigate topics of import to the citizens of Oklahoma and beyond, and publish or present their findings. An example of this is the promotion of graduate studies on OSU's Oklahoma Water Resources Center website, along with that center's annual Student Water Research Conference. The OWRC also funds student research projects. Please see <http://water.okstate.edu/students-educators-researchers/news-events/conferences/2014-student-water-research-conference>.

Another example is found in the graduate research done at the Oklahoma Cooperative Fish and Wildlife Research Unit. This unit works with state agencies and private concerns, to investigate fisheries and wildlife issues. The Unit reports that the majority of their research is conducted by M.S. and Ph.D. candidates in the Department of Natural Resource Ecology and Management. Since its inception, more than 350 theses and dissertations have resulted from the collective scholarship. Please see: <http://nrem.okstate.edu/ocfwru>.

Other

The Entomology and Plant Pathology program has added new courses where service is emphasized. These classes have been added subsequent to the 2006 designation (please see <http://entopl.okstate.edu/>). Other courses, such as Agricultural Economics' (AGEC) Agribusiness Management and Entrepreneurship and Emerging Enterprise (Entrepreneurship in Science in Technology) http://registrar.okstate.edu/index.php?option=com_content&id=134 examine public policy and the implications of such policy, or other factors such as technology, on agricultural operations.

7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL) i.e. publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since our last classification. (Word limit: 500)

Faculty members have incorporated community-based teaching and learning into a variety of scholarly activities. Some faculty members perform this work because of the nature of their academic discipline. All find this work supported through the movement towards involvement in the Engagement Scholarship Consortium organization, where faculty may apply for a scholarship to attend the annual conference, and present on their work. Five examples of OSU's scholarship of teaching and learning may be found in:

- 1) Jones, J.L., Cothorn, A., & Gallus, K.S. *Service learning: Preparing the next generation of professionals to work in the field of developmental disabilities*. (Manuscript in Progress).
 - 2) Jones, J.L., & Cothorn, A. (2013, June). *Collaboration in advocacy: Learning through service and experience*. Paper presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD): Pittsburgh, PA.
 - 3) Dr. Tami Moore is a co-author, with colleagues at other institutions, of *Center and Periphery in Service-Learning and Community Engagement: A Postcolonial Approach*. The chapter is part of the book: *Understanding Service-Learning and Community Engagement: Crossing Boundaries through Research*.
 - 4) Dr. Tami Moore is a co-author with a colleague at another institution of: Institutionalizing Faculty Engagement through Research, Teaching and Service at Research Universities from the *Journal of Community Service Learning, Fall 2010*, pp. 44-58.
 - 5) *Service-Learning Pedagogy in Engineering for a Better Learner*. This conference presentation was made by Cortney Hicks, Sunil Lakkakula and Joyce Montgomery at the 2012 National Conference on Learner-Centered Teaching in Tulsa, OK.
8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Receiving the community engagement classification from Carnegie in 2006 sparked a conversation among those involved in the process regarding all aspects of community engagement. There are those colleges that have, by the nature of their discipline, origins, and consequent focus – been early adapters to curricular engagement. These colleges have been instrumental in establishing the infrastructure that has led to cross-discipline conversations on curricular engagement. A most notable result of these conversations has been the establishment of the University Network for Community Engagement (UNCE) in 2012 (please see <https://news.okstate.edu/extension-and-service>). The UNCE has been the place where

representatives from all colleges, as well as other key stakeholders (Student Affairs, Communications, Foundation) can come together to discuss matters such as engagement terminology and best practices. On top of this, each college has funded a community engagement liaison position (the titles vary). The liaisons have the task of building community engagement plans for their specific colleges, to include curricular engagement methods. The Carnegie Community Engagement Classification framework document is serving as the template for building curricular engagement in the university's largest college (Arts & Sciences). The College of Human Sciences is a leader and catalyst in promoting curricular engagement on campus. They provide funding support for persons in other colleges or divisions to attend the Engagement Scholarship Consortium, where attendees have the opportunity – through presentations – to employ the scholarship of teaching and learning (please see <http://humansciences.okstate.edu/news-archive/1-latest/531-college-of-human-sciences-faculty-attend-engaged-scholarship-consortium>).

The Service-Learning Volunteer Center, or SLVC (please see <http://volunteer.okstate.edu/>) established in 1984, has grown in the support it offers faculty in regard to curricular engagement. It offers sessions to individual colleges and departments, as well as sessions open to all faculty – through the OSU Institute for Teaching and Learning Excellence.

Early adapters of curricular engagement, such as the College of Agricultural Sciences and Natural Resources and the Oklahoma Cooperative Extension Service, have a connection to a history of federal reporting, grant acquisition, or professional standards as some of the origins of their incorporation of community engagement into teaching, scholarship and service. Oklahoma State University's having a land grant mission means that all colleges have contributed to the state's, nation's and world's well-being, listened to its people and partners, and made tangible and sustainable change. With the new infrastructure of the UNCE and the college liaisons available to support community engagement – Oklahoma State University is poised to have an even deeper, collaborative and synchronized devotion to working with partners to address issues of concern and opportunity.

B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with the community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

There are a total of eight (8) questions in this section.

Outreach

1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification?
Describe three examples of representative outreach programs (word limit: **500**):

Example #1: Fire Service Training (College of Engineering, Architecture and Technology)
As an outreach component of Oklahoma State University, Fire Service Training provides educational services that enable Oklahoma emergency responders to safely meet recognized standards of professional competence. In 2006, the training service employed 13 full-time employees. During that same time, the service supported 1,708 events across the state, reaching participants in all 77 counties of Oklahoma. Since then, the number of active employees has been increased to 22, and there is now support for 3,186 events / courses. These changes have been made possible with increased state funding, successful grant applications, an integrated record keeping system, state legislation, the development of mobile training props, the development of new programs, and the hosting of 17 weekend conferences. According to an Economic Impact study conducted in May of 2011, the rural conference hosted by OSU's Fire Service Training contributed \$400,000 of income for rural communities in Oklahoma each year.

Example #2: Community Nutrition Education Program (Oklahoma Cooperative Extension Service)

In 2012, the Community Nutrition Education Program (CNEP) provided long-term nutrition education to 4,785 low-income families and 23,332 youth, directly affecting the lives of more than 50,000 Oklahomans in 44 counties. CNEP reports impacts such as 39% of participating families running out of food less often before the end of the month; 38% of CNEP graduates reporting their children eating breakfast more often; and, 96% of participants demonstrating a positive change toward a healthy diet. Since the 2006 Carnegie Classification, the CNEP has maintained and enhanced the number of partnerships in the State of Oklahoma, including new partnerships with the University of Oklahoma Center for Health Sciences, the OSU Center for Health Sciences, The Organ Wise Guys, Southwest Dairy Farmers, the Oklahoma State Department of Health, Blue Cross / Blue Shield, common education school sites around the state, and others. Please see <http://fcs.okstate.edu/for-schools> for more information.

Example #3: The Riata Center for Entrepreneurship (School of Business)

The Riata Center is dedicated to high impact entrepreneurial outreach on campus, in the region, around the State of Oklahoma, across the United States, and in South Africa to promote

personal business and leadership skills, and community economic development. The Center is engaged with the entrepreneurial community. Sample program include the “Entrepreneurs Inspire Conference” for new business owners, the Veterans Entrepreneurship Program, the Entrepreneurs Inspire Bootcamp for those thinking of starting a business, and the Entrepreneurship and Empowerment in South Africa Program which connects business student consultants with historically disadvantaged entrepreneurs in the townships around Cape Town South Africa.

2. What changes have taken place regarding institutional resources (co-curricular student service, work / study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: **500**)

The OSU Library’s Oklahoma Oral History Research Program (OOHRP) was founded in 2007 with the goal of documenting the history of Oklahoma and Oklahoma State University through oral history interviews, and then making these collections accessible to the public. In the short time the program has been in existence, it has gained a national reputation for quality work and service. The program also educates students, faculty, and community members in the methods and ethical standards of oral history. Since 2008, the OOHRP faculty members have conducted 34 oral history workshops for a total of 640 people. Currently, the program has 11 digital collections online, including the Cherokee Nation Virtual Library at <http://www.library.okstate.edu/oralhistory/digital.htm>.

An example of a change to co-curricular student services since 2006’s classification has been the efforts made by the Service-Learning Volunteer Center to add to, and strengthen the connections with local and statewide nonprofit agencies, for the purpose of placing student volunteers with service opportunities. An example of this is a partnership with TARC, a 501 © (3) organization committed to assisting Oklahomans with developmental disabilities.

OSU Athletics has a strong commitment of outreach to the community. Not only are there year-round athletic events attended by persons around the state and nation, but the OSU Student-Athlete-Advisory-Committee takes the lead in connecting to service statewide. Examples include the involvement of student-athletes in the statewide Special Olympics held each Stillwater on the campus of Oklahoma State University, both volunteering and doing philanthropic work. Student-athletes frequently visit children in state hospitals, such as St. Francis Children’s Hospital in Tulsa, Oklahoma. They make a point to visit children in hospitals in the community in which they are play football bowl games (see

<http://www.okstate.com/sports/m-footbl/spec-rel/23113aab.html>). The students volunteer in homeless shelters; they regularly volunteer with a number of campus and city agencies (i.e. American Red Cross, United Way, Big Brother / Big Sisters, Habitat for Humanity, Humane Society). They provide sports skills clinics for area youth.

The Coaches vs. Cancer program raises funds for the American Cancer Society, while also supporting children from the state and region who have been afflicted with the disease. The coaches and players of Oklahoma State responded to the May, 2013 tornadoes in Oklahoma – cooking food and donating supplies. Other events that the Department of Athletics hosted during the past year include Fan Appreciation Day, Pistol Pete’s Partners Kids Club Parties, the Hall of Fame Block Party, and autograph signing sessions by Cowgirl basketball team members.

The OSU Office of Scholarships and Financial Aid’s participation in community service federal work-study participation is well above the federally mandated level of “... at least 7% of federal work-study allocations for an award year to pay the federal share of wages to students employed in community service jobs.” According to the Assistant Director of Scholarships and Financial Aid, a great emphasis is placed on community service. OSU had a 19% of work-study allocated to community partner service placements during 2012-2013.

Partnerships

3. Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

Download the Partnership Grid template

PLEASE SEE THE DOWNLOADED PARTNERSHIP GRID

4. In comparing the “partnership grid” from your previous application / classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Each partnership presented for the 2015 Re-classification process holds up to the new expectations of partnerships expressed by the Carnegie Foundation. The partnerships cited were provided because they both connect with external partners – and also have mutual enterprises regarding the mutually beneficial exchange and exploration of knowledge and resources. New endeavors have arisen since 2006, even as decades-old partnerships have thrived.

Some new partnerships are the result of a societal need, such as alternative energy sources, STEM teachers and students, or homeland security. As the understanding of community-engaged partnerships has expanded, the variety of academic specialties reflected in the partnerships has grown. All undergraduate colleges are represented in the partnerships listed in this application. Additionally, in the case of some examples listed in the grid, such as the Center for Family Resilience, a robust mix of faculty, students, corporate interests, nonprofit entities (schools and agencies) and citizens are brought together to form very powerful partnerships.

Some impacts that result from these and other institutional partnerships are legislative impacts. For instance, the Center for Health Sciences worked as partner with the Governor of Oklahoma, the Speaker of the House, and the President Pro Tempore of the State Senate – along with leadership from OSU Stillwater and the A&M Board of Regents to pass the Oklahoma Hospital Residency Training Program Act, which provides funding for establishing physician residency programs in underserved areas (i.e. rural hospitals).

Other impacts can be seen in broad economic impacts, such as the College of Agricultural Sciences and Natural Resources' work with the Okanola project – bringing academic departments, corporate sponsors (Land O' Lakes, John Deere, Monsanto and others) together with winter wheat growers from all over the state. The result of this partnership was that, through the work of Oklahoma State University and partners, canola has gone from being first planted in 2001, to now being the second largest producer of canola in the United States.

5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships – in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: **500**)

The hallmark of Oklahoma State University's partnership practices and relationships is to listen; to build relationships by visiting and hosting current and potential partners; to learn what their concerns are; and, to glean their opinions on how OSU might best apply current resources to work towards solutions. Key to this method are the new Carnegie Liaisons, present in each college. Some of the liaisons spend a significant amount of time "on the road", meeting with state, national and international partners.

Using the Carnegie Foundation's standards, and discussing these standards in the University Network for Community Engagement (UNCE) has also aided in the understanding of how best to encourage authentic collaboration and reciprocity with partners. Campus best practices are

highlighted (i.e. sustainability and the Arts & Sciences rubric for its Community Engagement Awards; Human Sciences' Outstanding Community Engagement Award; assessment and the Center for Health Sciences' TruServ assessment software).

The UNCE is the space where community engagement representatives can hear about new ideas being initiated and proposed, and connect campus resources – and present those to external partners.

A number of colleges responding to this question noted growth in the number of partnerships that have been established since the 2006 classification. The College of Education stated that, "All partnerships submitted by the College of Education were not part of the partnerships listed on the 2006 application." The OSU Library said that the "... quality, quantity and impact of the Library's partnerships have all increased."

6. How are partnerships assessed, what have you learned from your assessment since your last classification, and how is assessment data shared? (Word limit: **500**)

Partnerships are assessed in a variety of ways. The College of Agricultural Sciences and Natural Resources (CASNR) holds numerous conferences throughout the year, and obtains feedback through conference evaluations. The college also holds reflection meetings after activities to assess successes and identify opportunities for improvement. As a result, a variety of changes have taken place to include: a new registration system for interscholastic competitions; a new scoring system for most contests; and, the streamlining of a system used in the press room at the State Future Farmers of America convention.

CASNR assesses its partnership with the Oklahoma Youth Expo (statewide youth livestock show) by collecting survey data from Oklahoma Agricultural Leadership Encounter participants. Assessment data is shared through presentations and a written report. Surveys ask participating students about partner instructors; CASNR has learned to select these partnerships carefully in light of the college's goals, and to target those programs that are closely aligned with the college.

The College of Education assesses partnerships based on the value to the research work being performed and the value to the community. The college has learned through this process, that there is great impact with research and community engagement when faculty collaborate with peer institutions, as well as other stakeholders (individuals, businesses, government, etc.t).

The Library offers individual program evaluations to help determine the effectiveness and impact of the programs and activities it offers. Findings include the impact to learning outcomes affected by the program.

7. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academic and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Many of the institution's centers that study particular issues or fields of study, regularly incorporate co-created knowledge for the benefit of the community. This work has been supported by funding centers both on- and off-campus that have the purpose of connecting to external partners. Faculty are encouraged to work with private foundations, corporations, nonprofits, government and educational entities that co-produce scholarly activity. Five examples of this are:

Please see the following five examples:

- 1) *Hydraulic Fracturing and Domestic Water Issues*. OSU faculty Michael Langston, Shannon Ferrell and Hailin Zhang, along with Robert Puls of the Oklahoma Water Survey, coproduced this Oklahoma Cooperative Extension Fact Sheet.
- 2) *Traveling Through Time: The Forum Guide to Longitudinal Data Systems*. OSU faculty member Mwarumba Mwavita, along with numerous partners, such as Lee Hoffman of the National Center for Education Statistics and Jim Campbell of AEM Corporation coproduced this book (2011).
- 3) *How Data Can Be Used to Inform Educational Outcomes*. OSU faculty member Mwarumba Mwavita, along with Joe Kitchens and Lisa McLaughlin of the Western Heights, Oklahoma School District presented this report to the U.S. House of Representatives on April 14, 2010.
- 4) OSU's New Product Development Center reports that in 2013 Dr. Allen Aplett of the OSU Department of Chemistry, along with Magnesium Products of Tulsa, Oklahoma – coauthored and won an Oklahoma Center for the Advancement of Science & Technology "Oklahoma Applied Research Support" program.
- 5) OSU faculty member Ronald B. Cox conferred with the Oklahoma Department of Mental Health and Substance Abuse Services for four months in 2012 as part of the agency's

strategic planning measures, providing expert input on Latino youth substance abuse issues.

8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: **500**)

Oklahoma State University's origins are in the connection to the people of the state of Oklahoma. To serve side-by-side, to apply knowledge, to share resources and to connect with the citizens of the state is our legislative imperative, our heritage and our identity. In recognizing our history of outreach and partnerships, it is important to note that the Oklahoma Cooperative Extension Service (OCES) celebrates its 100th anniversary in 2014. Since 1914 the Service has had a reach across Oklahoma, and has offices and specialists in all 77 Oklahoma Counties. Resources such as the Sunup agricultural television program, and Oklahoma Gardening – are other key examples of how OCES extends knowledge and information across the state. Since Oklahoma State University received the 2006 classification from Carnegie, OCES has continued to form new, relevant partnerships such as the one with BlueCross / Blue Shield – named OrganWise Guys -- to help the children of Oklahoma learn healthy nutrition habits. This is the kind of partnership designed to address health issues facing the populace. Turning to the future, OCES is seeking partnerships that address issues facing the health and well-being of the people of the state, the state economy, and environmental issues such as water scarcity and climate change. Please see: http://statemagazine.okstate.edu/extension_100years.

The president of Oklahoma State University, V. Burns Hargis, has placed OSU's land grant heritage as the centerpiece of the institution's work for the entirety of his presidency since taking office in March of 2008. With this, comes the expectation and support of connection to the communities we serve. The Center for Hospitality and Tourism Research was established in 2007. The Center for STEM Teaching and Learning was established in 2012. The Center for Family Resilience opened in 2011. These enterprises, and others formed since the 2006 classification represent the university's creating physical locations to sponsor and support research and educational outreach that focus on issues that affect the economic, educational, or personal status of the communities we serve.

Strategically moving forward, the breakthrough convening body of the University Network for Community Engagement (UNCE), established in 2012, will be the conduit of collaborative

community engagement work at Oklahoma State University. The UNCE provides community engagement staff the opportunity to regularly meet with one another, become acquainted with one another's work, share resources, and learn best practices. This is especially important at such a large, comprehensive institution. Two emphases going forward will be to continue to highlight projects that address pressing needs and opportunities in the State of Oklahoma, with solutions found through community partnerships. Additionally, collaborative work – that incorporates the perspectives and expertise of multidisciplinary teams – working with community partners, will continue to be accentuated.

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions. (Word limit: **500**)
2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection. (Word limit: **500**)