

2015 Carnegie Foundation Community Engagement Classification



THE OHIO STATE UNIVERSITY



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From the President

January 2015

In April 2014, Ohio State participated in the process to become re-classified as an “Engaged University” through the Carnegie Foundation for the Advancement of Teaching. I am excited to share that our application for re-classification was successful. Ohio State received its initial classification in 2008, and this time we applied for re-classification by addressing specific questions set forth by the Carnegie Foundation.

You will see in this document that Ohio State’s commitment to our communities runs vertically and horizontally throughout our university. Senior leadership, faculty, staff and students from all of our colleges and units are invested in partnering with our communities. Indeed, we as a university would not be able to function to our fullest potential without the support and collaboration of our community partners.

During my time as president, I have already seen first-hand how our engagement efforts make important impacts both to our community partners and to our university. Just one shining example is our university’s Young Scholars Program, which won the C. Peter Magrath University Community Engagement Award in 2013.

Ohio State has four institution-wide goals that are fundamental to our mission and future success. Outreach and Engagement stands prominently as one of those goals, alongside Teaching and Learning, Research and Innovation, and Resource Stewardship. Every college and unit at Ohio State has completed a strategic plan that included priorities for outreach and engagement.

Engagement is also institutionalized for sustainability at Ohio State through our central Office of Outreach and Engagement, led by Vice President Valerie Lee; our Extension programs in all of Ohio’s 88 counties; and the many focused outreach and engagement subunits within our colleges, units and regional campuses.

As a land-grant university, it is Ohio State’s duty and honor to ensure our teaching, research and service are relevant and useful to the citizens of Ohio. Community engagement has never been more important to our society as we work together for the betterment of our state, nation and world. I would like to thank the faculty, staff, students and community partners who collaborate every day to make that engagement happen.

Sincerely,

Michael V. Drake, President



THE OHIO STATE UNIVERSITY



From the Vice President for Outreach and Engagement

January 2015

Dear Friends,

We begin a new year in 2015 with the great news that the Carnegie Foundation for the Advancement of Teaching has once again recognized Ohio State as an “Engaged University.”

This elective Community Engagement Classification is based on voluntary participation by institutions and involves data collection and documentation of important aspects of institutional mission, identity and commitments. As such, the classification process required a substantial effort to compile the data needed to support our application. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement.

Please note that this document has been adapted from the information compiled and submitted to the Carnegie Foundation on Apr. 15, 2014 by the Office of Outreach and Engagement – a process that truly was a team effort. Our re-classification application would not have been possible without input to our office from the breadth and scope of colleges, units, centers and institutes across the university. Because of space constraints imposed by the application process, this document is but a small representation of the outreach and engagement scholarship that occurs each and every day here at Ohio State.

Additionally, the information contained in the report will serve as evidence that Ohio State is fulfilling its stated outreach and engagement mission as part of our submission to the Higher Learning Commission for reaffirmation of accreditation in the summer of 2016.

What we re-discovered through this process is that community outreach and engagement scholarship is a significant and unique quality of our institution. The spirit of our land-grant heritage remains vibrant and alive, and it is that spirit that will continue to sustain our status as an “Engaged University” in the 21st century and beyond.

Sincerely,

Valerie B. Lee
Vice President for Outreach and Engagement



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**Headings adapted from re-classification questions established by the Carnegie Foundation.*

Photos not included in re-classification document submitted to the Carnegie Foundation

On the cover (from left): Outreach and Engagement Recognition Awards (L-R: Provost Joseph Steinmetz, Vice President Valerie Lee, C. Peter Magrath, Tom Worley and Ryan Mapes); Language Lab at COSI; Moms2B; Volunteer Income Tax Assistance program



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I. Foundational Indicators

A. Presidential Affirmation of Commitment to Engagement

A.1 Welcome Message Online

“Each and every day, I am reminded of the incomparable power and promise of higher education and the pivotal role played by Ohio State. To provide the fundamental energy to change lives and enrich communities is truly a meaningful and noble mission. I believe the grand challenges of today and tomorrow will be confronted and resolved here at Ohio State by our faculty, staff, students, and our alumni.”

<http://president.osu.edu>

A.2 Remarks at the 2013 ESS/SAES/ARD Annual Meeting of the Association of Public and Land Grant Universities, Experiment Station Section (ESS), State Agricultural Experiment Stations (SAES) and Agricultural Research Directors (ARD) of 1890 Land Grants, September 25, 2013

“Ohio State and other public land-grant institutions possess the unique ability to bring disciplines and special areas of inquiry together and to connect with one another. In the process, we must explore and develop comprehensive solutions through holistic approaches to societal problems. And we must remember that our outreach efforts are to test the efficacy of such ideas.”

http://www.oardc.ohio-state.edu/ess2013/t08_pageview3/Agenda.htm

A.3 Published Editorials

**“Ohio State’s research is solving society’s confounding challenges,”
Interim President Joseph A. Alutto, January 1, 2014**

“When the Orange Bowl ends Friday night, the transformative work of two land-grant universities will continue off the field. Inside Sun Life Stadium, The Ohio State University and Clemson University will be fierce opponents. Off the field, both universities share a common mission to improve the quality of life in communities across America.”

<http://www.miamiherald.com/2014/01/01/3846481/ohio-states-research-is-solving.html>

A.4 Campus Publications

“Young Scholars Program Wins C. Peter Magrath University Community Engagement Award,” November 13, 2013

“Ohio State takes great pride in partnering with our communities across the state. The Young Scholars Program is a clear example of the outstanding things that can happen when universities and communities work together to give young people an opportunity to succeed,” said Interim President Joseph A. Alutto.

<http://outreach.osu.edu/newslist-items/young-scholars-program-wins-c.-peter-magrath-university-community-engagement-award.html>

A.5 Other Media

Notes from the Road: My Summer State Tour of Ohio, Then-President E. Gordon Gee

***Huffington Post*, September 5, 2012**

Touring the state is a way to celebrate our roots as a public land-grant university and also rise to confront new 21st century challenges. While many students today still arrive from the farms and the fields, they are now returning home to vastly different economic and cultural landscapes. Family farms require new knowledge and skills to become more sustainable and scalable than ever before. Towns once known for manufacturing dominance are now reinventing themselves for the competitive information economy. Everywhere you look, new construction and infrastructure projects demand the complex skill sets gained by our engineers and business students. The state of Ohio is not only our campus, but also our laboratory. We innovate and explore new ways to help Ohioans live better, happier, and healthier lives. In turn, we help to confront some of the world's largest challenges. From world-class cancer research to meeting tomorrow's energy demands, this university makes a profound difference. Morrill's wisdom and legacy live on in the people and beloved institutions of Ohio. <http://president.osu.edu/presidents/gee-2007/fromwhereistand/notes-from-the-road-my-summer-state-tour-of-ohio>



The Young Scholars Program is a comprehensive pre-collegiate and collegiate program that enhances the academic, personal, and career development skills of students from low-income families to prepare them for college success. Founded in 1988, YSP identifies academically talented middle and high school students from Ohio's nine largest urban school districts. The Young Scholars Program has supported more than 1,000 Ohio State graduates with its programming and financial aid support.

B. Institutional Identity and Culture

B.1 Defining Community Engagement

The rich history of Cooperative Extension Service at Ohio State provided the foundation for the establishment of a central Office of Outreach and Engagement. A renewed emphasis on being an “engaged university” began in 1994 when then-President E. Gordon Gee and Provost Richard Sisson charged an ad hoc committee to set a vision for the university’s outreach mission.

In 1996 the President’s Council for Outreach and Engagement, chaired by Vice President and Dean Bobby Moser, defined outreach and engagement broadly as:

“That aspect of teaching that enables learning beyond the campus walls; that aspect of research that makes what we discover useful beyond the academic community; and that aspect of service that directly benefits the public.”

<http://outreach.osu.edu/>

<http://oaa.osu.edu/assets/files/strategicPlanning/2012-Strategic-Plans/OE%20Strategic%20Plan%20FINAL.pdf>

This definition, which remains as a university-wide institutional benchmark inherent to fulfilling its land-grant role, is clearly nested within the university mission statement:

“We exist to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.”

The definition is intended to align and integrate outreach and engagement with the academic core of teaching, research, and service across the breadth and scope of the university. It stands as a testament of the university’s commitment to continue building on the land-grant legacy by fostering a culture of scholarly engagement that generates more meaningful and mutually-beneficial collaborations between the university and partners across the public/private sector, including education, industry, government, and public and social services.

<http://oaa.osu.edu/vision-mission-values-goals.html>

B.2 Mission and Strategic Direction

Mission

The mission, vision and values of The Ohio State University clearly identify outreach and engagement as an integral component of a relevant and effective 21st century academic institution. These core philosophies reflect an outward-looking spirit that leverages resources through teaching, research, and service to export knowledge in ways that have a direct impact on myriad challenging global issues.

<http://oaa.osu.edu/vision-mission-values-goals.html>

Strategic Plan

The guiding philosophy underpinning strategic planning at Ohio State includes among its principles “reaffirming our commitment to outreach and collaboration.” Strategic planning engages all members of the university community integrating their efforts around four common goals – teaching and learning; research and innovation; outreach and engagement; and resource stewardship.

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>.

<http://oaa.osu.edu/vision-mission-values-goals.html>

Every college and support unit, developed in collaboration with its respective constituents, has a strategic plan to prioritize objectives and guide decision-making. Each plan adheres to the principles of the university’s vision, mission, values, and goals and includes outreach and engagement as an integral component.

Because Ohio State’s vision, mission, and values are touchstones for all strategic plans, and since they are shaped by the same guiding principles, each college and academic support unit plan supports and sustains all others. This integration underlies a commitment by all to a more integrated and engaged “One University” ethic.

In that same “One University” spirit, Ohio State’s central administration empowers and facilitates implementation of strategic plans. To do so, central administration has committed to strategic investment over the coming 10 years in faculty, students, and facilities to support their success.

To guide planning, the Office of Academic Affairs provides an “Academic Unit Review Guide.” This academic unit review is a constructive, data driven, analytic, improvement-oriented effort to identify unit-level patterns, issues, and steps to advance strategic goals. Reviews are conducted on a seven-year cycle and are a collaboration of the unit, the college, and the Office of Academic Affairs. The scope of the review includes all academic program areas: undergraduate; graduate and professional academic programs.

<http://oaa.osu.edu/assets/files/documents/AcademicUnitReviewGuide.pdf>

Accreditation

The Ohio State University “Re-accreditation Self-Study Report for the Higher Learning Commission of the North Central Association of Colleges and Schools,” submitted in the spring of 2007, established a framework to integrate outreach into the planning processes of colleges and units, and also into the work of administrative, academic, and academic support units. This ensures the Office of Academic Affairs will embed engagement in teaching and research, thus providing opportunities to broaden academic curricula and prepare students to be better leaders and citizens of a global community.

<http://oaa.osu.edu/programreview.html>

B.3 Organizational and Resource Re-alignment

The university mission statement was re-calibrated in 2012 to underscore Ohio State's outreach and engagement compact with local, state, national, and global communities.

All strategic plans at the university—those of the colleges and academic support units alike—call for the establishment of goals and measurable outcomes for outreach and engagement.

<http://oaa.osu.edu/strategicplanning.html>

Recent significant institutional changes to address engagement in key areas include:

Office of Military and Veterans Services

To meet the needs of its growing veteran student and family member populations, Ohio State opened the Office of Military and Veteran Services in 2012, aligned under the Office of Undergraduate Education and the Office of Academic Affairs.

<http://veterans.osu.edu>

Discovery Themes

This is a 10-year initiative to add 500 new tenure-track and tenured faculty to the university. Implemented in 2012, it is based on special, broad and deep expertise across the university in three critical areas: Health and Wellness, Food Production and Security, and Energy and Environment. These themes focus resources and activities on finding durable solutions to issues of global as well as regional importance. <http://discovery.osu.edu>

Global Gateways

Identified by the President's and Provost's Council on Strategic Internationalization as a strategic priority, the Global Gateways initiative is designed to create opportunities for Ohio State stakeholders to collaborate with academic, government, and business institutions, extending its teaching and learning, research and innovation, and outreach and engagement efforts beyond our borders.

<http://oia.osu.edu/gateways-overview.html>

“One Health” Partnership in Ethiopia

Developed in 2012 by all seven of Ohio State's health sciences deans, the “One Health” Partnership in Ethiopia is designed to create sustainable and mutually beneficial collaborations primarily in the areas of teaching, research and outreach. This initiative represents the first time the university's health sciences colleges have teamed for an international project of this scope.

<http://www.osu.edu/news/newsitem3731>

Ohio State Subsurface Energy Resource Center (SERC)

Established in 2011, the center facilitates research, education and engagement within Ohio State, provides a link among industry, government agencies, NGOs, and universities throughout the state, and serves as a forum to facilitate discussion about shale resources. The center is a coordinated effort of five colleges.

www.SERC.osu.edu

www.shalegas.osu.eduhttp://serc.osu.edu/extension

Industry Liaison Office

Established in 2008, this initiative fosters economic development opportunities by connecting business and industry to Ohio State discoveries, groundbreaking research, and experts in targeted research areas.

<http://cfaes.osu.edu/about-cfaes/industry-liaison-office>

Second-year Transformational Experience Program (STEP)

Developed as a continuation of the university's effort to redefine the student experience with a focus on student success and development, this program provides students with the opportunity to engage in activities by exploring unique education-enriching experiences, including artistic and creative endeavors, internships, leadership, service-learning and community service, study abroad, and undergraduate research.

<http://step.osu.edu/program-overview>

<http://whatsgrowingon.osu.edu/second-year-transformational-experience-program>

Office of Distance Education and eLearning (ODEE)

Formed in 2013, ODEE brought distance education, extended education, eLearning, academic technology and academic systems together into a department with a shared mission. This mission provides students on and off campus with an enriched educational experience for a lifetime of learning through technology-ready classrooms, centralized learning systems, innovations in technological pedagogy, and distance education opportunities.

<http://odee.osu.edu>

B.4 Leadership Changes – Since Last Classification in 2008

President E. Gordon Gee retired on July 1, 2013.

Provost Joseph A. Alutto became Interim President on July 1, 2013. He served until June 30, 2014.

Michael V. Drake assumed duties as President on July 1, 2014.

Joseph E. Steinmetz became Executive Vice President and Provost on July 1, 2013.

Throughout these changes in university leadership, outreach and engagement remains embedded as an integral component of the institutional vision and mission. As the architect of the “One University” approach to strategic planning, Interim President Alutto established momentum for an institutional culture that values the role of higher education to change lives and enrich communities through engagement.

<http://president.osu.edu>

Additionally, the top priority of new Provost Steinmetz is to enhance undergraduate and graduate student experiences. This includes a number of educational and developmental experiential learning opportunities with service-learning as a key component. The purpose of such opportunities is to create a more meaningful educational experience that develops self-aware citizens who understand the importance of being engaged as members of a broader global community.

<http://oaa.osu.edu/priorities.html>

<http://whatsgrowingon.osu.edu/second-year-transformational-experience-program>

Additional senior level appointments that impact engagement include the following:

Valerie B. Lee was appointed in March 2012 as the Vice President for Outreach and Engagement. Her appointment, and the subsequent restructuring of the Office of Outreach and Engagement, clearly underscores university leadership’s commitment to integrate engagement as an integral component of the academic core.

<http://outreach.osu.edu/about-us/office-staff.html>

Stephen C. Myers was appointed as Associate Provost for Outreach and Engagement in 2012 when Dr. Lee assumed her responsibilities as Vice President, further underscoring the importance of engagement at Ohio State.

<http://outreach.osu.edu/about-us/office-staff.html>

Michael C. Eicher, appointed as Senior Vice President for Advancement in 2012, is responsible for implementing a university-wide advancement model that integrates the engagement activities of alumni relations, communications and marketing, and fundraising to best serve Ohio State’s vision of “One University.”

<http://www.osu.edu/giving/about-the-foundation/board-of-directors/foundationpresident.html#sthash.uU33KagC.dpuf>

Michael B. Hofherr became Vice President and Chief Information Officer in 2014. In that capacity he is leader of the Office of Distance Education and eLearning, which integrates distance education and eLearning efforts to maximize capacity and deliver university services to broad and far-reaching audiences.

<http://odee.osu.edu/innovate/users/michael-hofherr>

Bruce A. McPheron became Vice President for Agricultural Administration and Dean of the College of Food, Agricultural, and Environmental Sciences in 2012. OSU Extension is a major component of his portfolio, and he has brought renewed focus to engagement as an institutional priority.

<http://cfaes.osu.edu>

<http://www.oaa.osu.edu/brucemcpheron.html>



Million Hearts Initiative

The Ohio State University **College of Nursing** has led an intensive university-wide effort to be the first educational partner to assist the U.S. Department of Health and Human Services launch Million Hearts®—a national initiative to prevent one million heart attacks and strokes by 2017 by screening and educating the public on the “ABCs” of cardiovascular health.

C. Institutional Commitment

C.1 Infrastructure and Support

Mission and Strategic Planning

In 2012 the Vice President for Outreach and Engagement conducted a re-visioning process of the office’s mission and scope. This included listening sessions with deans, vice presidents, outreach and engagement representatives, and faculty leaders. The outcome identified three areas where a central office for outreach and engagement could support university engagement:

- Create a culture of interactive collaboration to ensure greater program integration
- Increase outcomes through deliberative planning and coordination
- Promote value in faculty scholarship that contributes to outreach and engagement

The Office of Outreach and Engagement also reviewed college strategic plans with a particular focus on outreach and engagement. This review, and previous feedback, became the foundation of its strategic plan - three focus areas to add value to student, faculty, and staff activities across research, teaching and service:

- Capacity Building. Support programs that increase individual and program capabilities that empower engagement efforts.
- Coordination and Facilitation. Build strong interdisciplinary, mutually-beneficial university and community partnerships based on shared interests.
- Communication and Advocacy. Generate broader awareness of and recognize excellence in community engagement.

<http://oaa.osu.edu/assets/files/strategicPlanning/2012-Strategic-Plans/OE%20Strategic%20Plan%20FINAL.pdf>

Reporting and Staffing

Vice President Lee reports to the Provost and sits on Senior Management Council with other Vice Presidents and Vice Provosts across the university. Associate Provost Stephen Myers reports to Vice President Lee.

Funding and Facilities

Funding for the Office of Outreach and Engagement is provided centrally. (2.a.). In 2013, the Office of Outreach and Engagement moved into the newly renovated Hale Hall, located in the central campus area. The building provides a portfolio of assets in support of students, faculty, staff, and external partners.

Mission Support and Program Infrastructure

Because of the decentralized nature of the breadth and scope of programs across the campus, the central Office of Outreach and Engagement has taken a strategic approach in developing infrastructure and program initiatives by developing coordination and collaborations with colleges and other central offices. Some examples in each of the three focus areas are described below.

<http://outreach.osu.edu/programs>

Capacity Building

A number of grants programs are coordinated with OSU Cares and Service-Learning.

<http://outreach.osu.edu/for-faculty-and-staff/oegrants.html>

Coordination and Facilitation

A bi-monthly series of Outreach and Engagement Coordinator Meetings brings together the outreach and engagement coordinators from across the university. These meetings build a community of practice, facilitate information exchange among practitioners, and generate awareness of the breadth and scope of outreach across the university.

Communication and Advocacy

During AY 2012-13, the Office of Outreach and Engagement launched an annual Outreach and Engagement Forum to promote engagement programs and initiatives. The inaugural event featured more than 80 programs from across the university, covering the breadth and scope of every college and academic support unit.

<http://outreach.osu.edu/for-faculty-and-staff/forum.html>

In collaboration with the Offices of International Affairs, Undergraduate Education, and Student Life and the Service-Learning Initiative, the Office of Outreach and Engagement established a new University Outreach and Engagement Recognition Awards Program in 2013. Awards are now given annually to the top partnerships in International Engagement, Community Engagement and Service-Learning categories.

<http://outreach.osu.edu/for-faculty-and-staff/awards.html>

C.2 Budget – Internal Funding

Office of Outreach and Engagement

The Office of Outreach and Engagement has an annual budget of \$1.5 million dedicated to operations and infrastructure to support the breadth and scope of institutional engagement. Noteworthy for the Office of Outreach and Engagement beginning in FY 2012-13 was a permanent \$200,000 line item, which was added to its annual budget in support of its Engagement Impact Grants Program. In FY 2012-13 and 2013-14, the office acquired an additional \$100,000 in funding for a total of \$300,000 in grant funds.

<http://outreach.osu.edu/for-faculty-and-staff/oegrants.html>

Industry Liaison Office

Annual support of \$1.3 to \$1.4 million through 2016 represents a collaborative investment in industry outreach among the Office of Research and Colleges of Medicine, Food Agricultural and Environmental Sciences, and Engineering.

<http://ilo.osu.edu>

Discovery Themes

The resources being provided to the Discovery Themes will allow Ohio State to recruit some 500 tenure-track and tenured faculty over a 10-year period to enhance knowledge in Discovery Themes areas of Health and Wellness, Energy and Environment and Food Production and Security.

<http://discovery.osu.edu>

Second Year Transformational Experience Program (STEP)

Piloted in 2013-14, this program has allocated up to \$2 million annually to provide 1,000 second-year students opportunities for engagement and leadership through internships, service-learning, community service, study abroad and undergraduate research.

<http://step.osu.edu/program-overview>

College and Academic Support Units

Each college and academic support unit provides internal resources and funding for faculty and staff to lead and implement community engagement.

C.3 Budget – External Allocation

OSU Extension, College of Food, Agricultural, and Environmental Sciences

State funding for extension remains relatively flat and slightly below the levels experienced in FY 2007 (amounts reported in original 2008 certification). Annual: State appropriations; \$22,220,910; Federal appropriations, \$6,588,824; Local/other appropriations, \$15,388,363; Gifts to development funds, \$1,240,195.

<http://cfaes.osu.edu>

<http://extension.osu.edu>

Health Sciences

State funding for clinical activities remains relatively flat and slightly below the levels experienced in FY 2007 (amounts reported in original 2008 certification). Health Care Assurance Program (State of Ohio) to partially cover costs of charity care, \$21,463,000. Dental Clinic: Corporate grants/gifts, \$3,109,872. Veterinary Medicine Clinic: State grants, \$1,132,628.

Translational Research Funding for Industry Engagement

State funding for industry focused research (through the Ohio Third Frontier Program) continues to grow, thanks to a 2010 bond issue that will provide an additional \$700M in funding from 2011-2015. Funding received from industry-related federal grant programs and direct funding from industry remains strong. This includes \$111 million in industry-sponsored research in fiscal year 2013. In 2014, Ohio State was involved in seven Industry/University Cooperative Research (I/UCRC) Programs supported by the National Science Foundation. Ohio Third Frontier funding for targeted innovation and technology, \$7,371,622. Transportation Research Center: Federal revenues, \$7,333,179; Private revenues; \$17,586,731.

<http://research.osu.edu/osu-research/profile>

<http://www.nsf.gov/eng/iip/iucrc/about.jsp>

<http://research.osu.edu/osu-research/third-frontier-program>

Funding for Urban Community Engagement

A notable example of urban community engagement is the university's support for the Weinland Park Collaborative. From 2008-13, philanthropic investments total \$15,228,347 with public investments of \$34,243,783. This includes selection by the Annie E. Casey Foundation as one of three neighborhood revitalization projects in the nation to receive Casey's Family-Centered Community Change Investment Strategy (FCCC). This investment includes a readiness phase to be funded at up to \$150,000 annually followed by implementation of the initiatives with funding provided by the Annie E. Casey Foundation in the amount of \$750,000 to \$1 million per year for a five to seven year period.

http://columbusfoundation.org/wp-content/uploads/WPC_progress_report.pdf

<http://campuspartners.osu.edu/whats-new/latest-news/news-archive/weinland-park-collaborative-selected-to-receive-a-grant-from-the-annie-e-casey-foundation!.html>

C.4 Budget – Fundraising

In 2012, Ohio State developed an Advancement Framework Plan to provide greater direction in how fundraising supports multiple endeavors across the university, including community engagement. The Advancement Framework Plan provides Ohio State with three key building blocks for Advancement implementation: institutional position; market segmentation; and organizational design. Ohio State's institutional position statement clearly articulates what the university stands for and guides messaging, outreach activities, and decision-making. Marketing segmentation helps the university to understand what stakeholders want and need from it so it can deliver on those expectations.

<http://advancement.osu.edu/about1/about4.html>

At Ohio State's core is a belief in education for citizenship, and Advancement serves this belief by engaging our own local community and the global community every day. Leadership must broaden and deepen constituent participation in activities that are sponsored by or on behalf of Ohio State with the aim of growing lasting and beneficial relationships that contribute to mutual success. Alumni, friends, and other key stakeholders can expect Advancement to deliver coordinated outreach, tailored attention, and increased opportunities to connect.

http://advancement.osu.edu/assets/files/ADV_StrategicPlan_2013.pdf

C.5 Budget – External Investment

OSU Extension, College of Food, Agricultural, and Environmental Sciences (CFAES)

OSU Extension (OSUE) is the outreach and engagement arm of the CFAES. Academic programs across the university are supported by outreach efforts through OSUE which has a presence in all 88 Ohio counties. The university combines state and federal appropriations leveraged with local county appropriations and development gift funds to implement outreach and engagement programs statewide. Extension helps fulfill the land-grant mission of Ohio State by interpreting knowledge and research developed by Extension and other faculty and staff at the OSU Columbus campus and other land-grant universities. Through OSUE funding, CFAES has 93 tenure-track faculty with extension appointments across 10 Departments and one School. OSUE is part of the broader U.S. Extension system which is the world's largest non-formal educational system. Extension's hallmark is programming delivered by professionals to address the needs of local communities while also addressing state, national, and global issues. Practical educational programs address the needs of local citizens and communities, bringing them new research and technical information in four major OSU Extension program areas: family and consumer sciences, 4-H youth development, community development, and agriculture and natural resources.

<http://cfaes.osu.edu>

<http://extension.osu.edu>

<http://extension.osu.edu/about-osu-extension>



A collaboration between the **Center for Automotive Research** and the **John Glenn School of Public Affairs**, **FleetCalc** will be the first online tool to provide accurate information on alternatives for fleet vehicles based on real vehicle performance data and use patterns. A 2012 Engagement Impact Grant from the Office of Outreach and Engagement has helped to fund the collaboration.

Translational Research Funding for Industry Engagement

Industry-specific research is an institutional priority, encouraging the forming of new industry clusters, creating job growth, and forging new relationships between educational institutions and private industry. Ohio State provides institutional support for fostering these relationships through the Industry Liaison Office and through its support for core research facilities across campus. Funding from industry remained strong with \$111 million industry-sponsored research in FY 2013. In 2014, Ohio State was involved in seven Industry/University Cooperative Research (I/UCRC) Programs supported by the National Science Foundation.

<http://research.osu.edu/osu-research/profile>

<http://www.nsf.gov/enq/iip/iucrc/about.jsp>

Funding for Urban Community Engagement

Ohio State is a major collaborator in the Weinland Park Collaborative. From 2008-2013, philanthropic investments total \$15,228,347, with public investments of \$34,243,783. Of this Ohio State's investment includes \$1,235,000 from Ohio State's Campus Partners for purchase and renovation of homes, support for the Weinland Park Home Repair Program, and architectural and engineering work related to properties; and \$500,000 from Ohio State University Extension to support staffing and programming.

http://columbusfoundation.org/wp-content/uploads/WPC_progress_report.pdf

C.6 Tracking and Documentation of Engagement

Engagement scholarship and community outreach is an integral part of Ohio State's 14 colleges, four regional campuses, and 15 academic support units. With myriad engagement programs and initiatives, centralized awareness with decentralized implementation and tracking provides greater freedom of activity and a more effective use of resources.

Outreach and engagement is one of the four core university goals and is an integral component of strategic planning for each college and academic support unit. Each college and unit must develop a strategic plan with goals and measurable outcomes to track community engagement.

Centralized monitoring and documentation systems also include a systemic process for tracking progress and submitting annual reports on metrics to the Office of Academic Affairs (OAA). Once OAA receives these reports, data then is sent to the Office of Institutional Research and Planning (IRP) for assessment and tracking, including data for outreach and engagement.

In addition, colleges and units maintain active websites that document outreach and engagement. Below are several examples.

- Office of Outreach and Engagement: <http://outreach.osu.edu>
- Fisher College of Business: <https://fisher.osu.edu/centers/innovation/outreach>
- College of Dentistry: <http://dent.osu.edu/Outreach>
- College of Education and Human Ecology: <https://ehe.osu.edu/human-sciences/outreach>
- College of Engineering: <http://engineering.osu.edu/programs>
- OSU Extension: <http://extension.osu.edu>
- College of Medicine: <http://medicine.osu.edu/orgs/outreach/pages/index.aspx>
- College of Nursing: <http://nursing.osu.edu/about-the-college/outreach-and-engagement.html>
- College of Pharmacy: <http://pharmacy.osu.edu/outreach/outreach>
- College of Public Health: <http://cph.osu.edu/outreach>
- College of Veterinary Medicine: <http://vet.osu.edu/cvm/outreach-and-engagement>
- Ohio State Lima: <http://lima.osu.edu/academics/outreach>
- Ohio State Marion: <http://osumarion.osu.edu/outreach>
- Ohio State Newark:
<http://www.newark.osu.edu/outreachengagement/Pages/default.aspx>
- Office of Student Life:
http://payitforward.osu.edu/search_opportunities?orgid=334
- Wexner Center for the Arts: <http://wexarts.org/public-programs>

A university-wide strategic planning process requiring colleges and units to establish goals and track progress for teaching and learning, research and innovation, outreach and engagement, and resource stewardship was implemented at the start of AY 2012-13. Strategic plans were due in November 2012.

Each college and academic support unit gathers data, including data on outreach and engagement, which informs resource allocations to support their engagement. <http://oaa.osu.edu/guiding-principles.html>

The new system was implemented in AY 2012-13. Initial data was due to the Office of Academic Affairs in June 2014. The data will be assessed and maintained by the Office of Institutional Research and Planning, and will be used to inform decisions.

Mechanisms that still need to be developed include:

- Capturing the breadth and scope of all feedback on engagement programs
- Measuring impact of programs at the college/unit level
- Capturing impact of individual program impacts campus-wide

The Office of Outreach and Engagement is developing a prototype database to track and document university engagement. Data are being gathered from an online story search, institutional-wide feedback on existing programs, and program information from the Outreach and Engagement Forum.

When completed, this database will be a centralized repository for programs, projects and resources to facilitate integration of university outreach and engagement activities.

C.7 Assessment and Measurement of Engagement

A university-wide strategic planning process requiring colleges and units to establish goals and track progress for teaching and learning, research and innovation, outreach and engagement, and resource stewardship was implemented at the start of AY 2012-13. Strategic plans were due in November 2012. The process calls for colleges and support units to measure what matters most in each of these areas. The result is expected to provide a richer picture of our engagement efforts across the university.

Each college and academic support unit is responsible for gathering data, including data on outreach and engagement. These data will inform resource allocations to support engagement programs in each individual college and academic support unit. <http://oaa.osu.edu/guiding-principles.html>

Mechanisms that need further development include:

- Capturing the breadth and scope of all feedback on engagement programs
- Measuring impact of programs at the college/unit level
- Capturing impact of individual program impacts campus-wide

The Office of Outreach and Engagement participated in the review of college strategic plans with a particular focus on Outreach and Engagement elements. This review, along with previously outlined feedback, became the foundation of a strategic plan for the Office of Outreach and Engagement with three focus areas designed to add value to student, faculty, and staff activities across research, teaching, and service activities.

Because the university-wide strategic planning process was implemented at the start of AY 2012-13, no data have been submitted to date. Submitted to the Office of Academic Affairs in June 2014, the data will be assessed and maintained by the Office of Institutional Research and Planning. Assessment data will be leveraged to inform decisions.

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>

C.8 Impact of Engagement – On Students

The Office of Institutional Research and Planning supports Ohio State University's participation in the annual National Survey of Student Engagement (NSSE). Responses from the 2013 NSSE indicate that Ohio State undergraduates' self-reported levels of involvement in service-learning and community service are positively correlated with a variety of indicators of institutional effectiveness in student learning. This includes critical thinking ability, communication skills, relationships with other students and faculty, and overall satisfaction. These same data indicate that 48 percent of Ohio State undergraduate students perform volunteer work each week.

<http://oaa.osu.edu/irp/nsse2013/nsse2013reports.php>

C.9 Impact of Engagement – On Faculty

The review of strategic plans across the breadth and scope of academic programs including outreach and engagement suggests that Ohio State will be a leading force of innovation and change – locally, nationally, and globally. Ohio State's nearly 64,000 students, 3,900 faculty, and 23,000 staff members are engaged in a variety of research and discovery, teaching and learning, and outreach and engagement activities that are truly astounding.

Led by Ohio State faculty, new discoveries and innovations are everywhere and the enthusiasm of the Ohio State research community is palpable. Ohio State researchers are helping to solve some of society's biggest challenges. The Discovery Themes will catalyze transformational solutions in health and wellness, energy and environment, and food production and security.

Activities are emerging from departmental and college silos and occurring across collaborative networks that span traditional boundaries both within and outside the university. Collaboration and partnership are the watchwords for the future, finding transformational solutions to our most compelling challenges.

In FY 2012, Ohio State ranked third nationally in research and development expenditures.

In FY 2013, Ohio State spent \$967 million in total research and development (R&D) expenditures; \$481 million in Federal research and development expenditures; and \$111 million in industry-sponsored research. Ohio State and its faculty are national leaders in NSF's Industry/University Cooperative Research (I/UCRC) Program with 7 in 2014.

<http://research.osu.edu/osu-research/profile>

<http://ncesdata.nsf.gov/edst/api/esas?program=/Shared%20Data/ETABLES/HERD2012/HERD2012%20DST%2026>

<http://www.nsf.gov/eng/iip/iucrc/about.jsp>

Ohio State's partnership with the Center for Science and Industry (COSI) in Columbus, Ohio, is a robust example of a reciprocal partnership between Ohio State researchers and COSI to develop novel programs that include translational research development use of the COSI venue for data collection and outreach educational programs to advance the importance of STEM education and careers.

<http://research.osu.edu/2014/02/research-outreach-or-the-intersection-of-the-two-celebrate-the-ohio-statecosi-partnership>

C.10 Impact of Engagement – On Community

The breadth and scope of university-wide engagement programs provide tangible evidence of impact in local communities, across Ohio, regionally, and internationally. Examples of the many programs making an impact in the community since the last classification include:

ServCorps (648 students, 22,750 hours of service, est. 10,000 community members served)

<http://service-learning.osu.edu/2012-honor-roll.html>

Optometry Clinic at Faith Mission (60 students, 2,800 hours of service, 3,200 community members served)

<http://outreach.osu.edu/newslist-items/the-faith-mission-outreach-eye-clinic.html>

College of Pharmacy Patient Care Projects (150 students, 390 hours of service, 8,649 served)

<http://www.pharmacy.ohio-state.edu/current-students/student-organizations>

Women in Engineering (WiE) Summer Camps (130 students, 552 service hours, 136 community members served)

<https://wie.osu.edu>

The Girls Circle Project (45 students, 3,600 hours, 240 community members served)

<http://girlscircleproject.org.ohio-state.edu>

The Nationwide & Ohio Farm Bureau 4-H Center (28 students, 138 service hours, 169 community members served)

<http://www.ohio4-hcenter.org>

Volunteer Income Tax Assistance Program (100 students, 800 service hours, 600 community members served)

<http://fisher.osu.edu/departments/accounting-and-mis/tax-clinic>

<http://moritzlaw.osu.edu/students/groups/vita>

<http://oncampus.osu.edu/students-provide-free-tax-prep>

C.11 Impact of Engagement – On Institution

The initiatives, programs and events outlined in to 3.d., e., and f. that involve students, faculty, and the community are synonymous with impact collectively on the institution.

It is expected that the impact of these programs will be measured by the university's colleges and support units. Those data, submitted to the Office of Academic Affairs in June 2014, will be assessed and maintained by the Office of Institutional Research and Planning. Assessment data will be leveraged to inform decisions.

C.12 Professional Development for Engagement

In May 2013, the Office of Outreach and Engagement submitted its strategic plan to the Office of Academic Affairs for review and approval.

<http://oaa.osu.edu/assets/files/strategicPlanning/2012-Strategic-Plans/OE%20Strategic%20Plan%20FINAL.pdf>

This strategic plan implements a vision to promote a culture of engagement as an integral component of the university's academic core - teaching, research and service. Central to this vision is the Office of Outreach and Engagement's commitment to add value to faculty and staff engagement efforts through three strategic focus areas – capacity building, coordination and facilitation, and communication and advocacy. A key component of capacity building is professional development.

During AY 2012-13, Ohio State implemented new programs and improved existing ones to support professional development for faculty and staff involved in campus-community engagement. The following are examples of these programs.

Outreach and Engagement Staff Workshop. In partnership with the Engagement Scholarship Consortium, Ohio State was the first-ever university to host this same pre-conference event of the Engagement Scholarship Consortium Annual Conference on its campus. The workshop also partnered with Ohio State's Staff Advisory Council. This one-day workshop, tailored to meet the needs of Ohio State staff members, focused on network and community-of-practice development, current research and best practices in outreach and engagement, and professional reflection and goal setting. This workshop returned to Ohio State during AY 2013-14, and included faculty members together with staff.

<http://engagementscholarship.org/conference/esc-2013-meeting/preconference-sessions>

<http://engagementscholarship.org/initiatives/outreach-and-community-engagement-staff-network>

Roads Scholars Tour. This annual two-day traveling seminar involves approximately 50 newer faculty and administrators to explore a region of the state of Ohio. The participants are exposed to Ohio State's existing partnerships and outreach efforts and explore the potential for future scholarly engagement with faculty they meet at regional campuses, alumni, students, and leaders of the region's corporations. Participants have the opportunity to experience the adventure together, which results in greater camaraderie and future collaboration among themselves. In 2014, this event partnered with the Office of Advancement.

<http://outreach.osu.edu/for-faculty-and-staff/roads-scholars-tour.html>



An initiative through the **Department of Theater and the Nisonger Center**, the **Shakespeare and Autism Program** is a longitudinal study, seeking to determine if using Shakespeare will break through the communicative blocks of autism and if this intervention will have long-term benefits.

D. Institutional Policy and Practice - Faculty

D.1 Search and Recruitment

The university has created a broad framework for search and recruitment policies intended to assist colleges and departments by providing guidelines for search, recruitment, and hiring that guide the development of criteria that are consistent with established university policies, yet flexible enough to meet the requirements of each unique college and department. This framework enables colleges and academic departments to integrate engagement scholarship into their own rules and procedures for search, recruitment, and hiring.

<http://oaa.osu.edu/assets/files/documents/facultyrecruitment.pdf>

City Road Trips – This recent initiative of the Office of Outreach and Engagement and the Office of Academic Affairs provides new faculty opportunities to network with current junior faculty and learn about opportunities that include engagement scholarship. The City Road Trips concept, beginning in AY 2013-14, welcomes newly hired faculty members and introduces them to each other. The trips also introduce new faculty to the city of Columbus during their first semester, with the hope of increasing retention and reinforcing their decision to join the faculty at Ohio State. New faculty are introduced to an existing junior faculty group that also provides advice, fellowship, a social network, and academic partnering opportunities among existing and new faculty.

D.2 Policy for Promotion and Tenure

The university has created a broad framework for promotion and tenure rules and procedures to assist tenure initiating units (TIU) in developing criteria that are consistent with established university policies, yet flexible enough to meet the requirements of each unique college and department. This framework enables colleges and academic departments to integrate engagement scholarship into their rules and procedures for tenure and promotion as it relates to and supports their own unique missions.

<http://oaa.osu.edu/policiesprocedureshandbook.html>

Additionally, Board of Trustees Rule 6-02, section 3335, paragraph(C), states that

“The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university. Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.”

Rule 6-02, section 3335, paragraph (E) states further that

“Each tenure initiating unit shall have an appointments, promotion, and tenure document. The document shall describe, in qualitative terms, the unit’s criteria for appointments, promotion, and tenure and evidence to be provided to support a case within the context of the unit’s mission and the standards set forth in this rule as well as the mission and standards of the college. The document should indicate with some specificity how the quality and effectiveness of teaching, the quality and significance of scholarship, and the quality and effectiveness of service are to be documented and assessed.”

<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

Re Accreditation Self-Study Report

<http://oaa.osu.edu/assets/files/documents/OhioStateSelfStudyReport.pdf>

D.3 Defining Community Engagement

The Board of Trustees Rule 6-02, section 3335-6-02 stipulates that the university will be recognized worldwide for the quality and impact of its research, teaching, and service.

To that end, it defines research, teaching, and service activities as follows:

“Research” is broadly defined to include discovery, scholarly and creative work, applied research, and the scholarship of pedagogy.

“Teaching” is broadly defined to include didactic classroom, non-classroom and distance instruction, extension and continuing education, advising, and supervising or mentoring students or postdoctoral scholars.

“Service” is broadly defined to include providing administrative service to the university, professional service to the faculty member’s discipline, and disciplinary expertise to public or private entities beyond the university.
<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

Inherent to the Board of Trustees definition of these three critical components of academic work is the university-wide definition of outreach and engagement as specified in question 1.a. Embedded in the Board of Trustees definitions of research, teaching and service is the notion that each of these three areas is best served if the discoveries therein are applied outside the university to enrich the lives of students and external communities.

D.4 Rewards for Scholarly Work

The University has a broad framework for promotion and tenure rules and procedures to assist tenure initiating units (TIU) in developing criteria that are consistent with established university policies, yet flexible enough to meet the requirements of each unique college and department. This framework, implemented across all academic and tenure initiating units (TIU), enables colleges and academic departments to integrate engagement scholarship into their rules and procedures for tenure and promotion as it relates to and supports their own unique missions.
<http://oaa.osu.edu/policiesprocedureshandbook.html>
<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

The Ohio State University Board of Trustees defines teaching broadly, to include non-classroom engagement, ensuring that tenure initiating units (TIU) consider community engagement in teaching and learning as critical to tenure and promotion.

“Teaching” is broadly defined to include didactic classroom, non-classroom and distance instruction, extension and continuing education, advising, and supervising or mentoring students or postdoctoral scholars.
<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

Outreach and community engagement is a critical part of the Office of Academic Affairs’ guidance for academic unit review conducted every seven years. This is a comprehensive evaluation of each academic unit’s research, undergraduate,

graduate and professional academic programs, and outreach and engagement efforts (p.3). As each academic unit reviews its current pattern of outreach and engagement activities, it is required to assess how outreach is integrated into research and learning experiences to create a coherent system of knowledge creation and dissemination (p. 10).

<http://oaa.osu.edu/assets/files/documents/AcademicUnitReviewGuide.pdf>

This is exemplified by the Service-Learning Initiative at Ohio State. Managed within the Office of Undergraduate Education, it supports development, implementation, and evaluation of sustainable courses that encourage community-based scholarship across the curricula.

<http://service-learning.osu.edu/about-the-service-learning-initiative.html>

D.5 Community Engagement in Scholarship

One of the four core goals in Ohio State's strategic plan is research and innovation, "designed to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship, and to solutions of the world's pressing problems."

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>

This core goal supports The Ohio State University Board of Trustees definition of research, which includes non-classroom engagement. This ensures that tenure initiating units (TIU) consider the application of scholarship in the community as critical to tenure and promotion.

"Research" is broadly defined to include discovery, scholarly and creative work, applied research, and the scholarship of pedagogy.

<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

Research is integral to the overall mission of the university. To enhance research, outreach and engagement activities, and fuel Ohio State's commitment to economic development and the well-being of our community, top priorities for the Office of Research include increasing Ohio State's participation in large-scale funding initiatives, improving the competitiveness of our researchers in their efforts to secure funding, and fostering economic development through enhanced industry-sponsored research and commercialization.

<http://research.osu.edu/about>

D.6 Community Engagement as Scholarship

The Ohio State University Board of Trustees defines service broadly, identifying the application of knowledge and disciplinary expertise outside the university as a critical component of overall scholarship, ensuring tenure initiating units (TIU) consider engagement through service as critical to tenure and promotion.

"Service" is broadly defined to include providing administrative service to the university, professional service to the faculty member's discipline, and disciplinary expertise to public or private entities beyond the university.

<http://trustees.osu.edu/rules/university-rules/rules6/ru6-02.html>

D.7 College, School, and Department Policy

The university has 116 tenure initiating units (TIUs): 14 colleges, 96 departments, the John Glenn School of Public Affairs and University Libraries. While the specifics of promotion and tenure guidelines vary across TIUs because of diverse disciplines and missions, each TIU has guidelines that include community engagement across teaching, research, and service activities as essential components.

<http://oaa.osu.edu/governance.html>

For example, the preamble in the College of Arts and Sciences promotion and tenure guidelines reads as follows:

“The mission of the College of Arts and Sciences is to achieve excellence in scholarship, teaching, and service. Excellence in scholarship, which includes research, scholarly and creative works, can be measured by attainment of national and international recognition, as evidenced by publications, citations, external funding, presentations, and performances, creation of original art, awards, and honors. Excellence in teaching can be measured by the attainment of local, national, and international recognition, as evidenced by pedagogical publications, awards, honors, and critical student outcomes. Excellence in service involves making available a high level of professional expertise, engagement, and experience to the public, including the university, the Columbus community, the State of Ohio, and the nation, as well as to scholarly professional organizations.”

<http://www.oaa.osu.edu/assets/files/documents/ASC-APT.pdf>, p. 4.

In the College of Food, Agricultural, and Environmental Sciences (CFAES), the scholarship of engagement is central to the College’s mission. That centrality of mission is evidenced by OSU Extension (OSUE). Through OSUE funding, the college has 93 tenure-track faculty with extension appointments across 10 departments and one school.

Appendix A of CFAES’s Appointment, Promotion, and Tenure (APT) document, “Faculty Reward System Guidelines for Annual Performance Review, Promotion and Tenure,” states that

“[w]e are committed to valuing and rewarding excellence in performance of assigned responsibilities. Important in identifying the role of every faculty member is the presence of appropriate evidence of scholarly productivity. The amount and nature of this scholarly productivity will vary according to the nature of the specific appointment. For every appointment sufficient scholarly productivity must be present. We value a wide spectrum of types of scholarship. The faculty activities of teaching, research and/or creative work, outreach, and service are vital university functions and provide a framework around which faculty build their programs, based on their individual faculty appointments. Teaching, research and/or creative work, outreach, and service are not considered to be acts of scholarship, in and of themselves. We will reward excellent performance of these activities with salary increases. For tenure and promotion in rank, we require sufficient evidence of superior scholarship.”

<http://www.oaa.osu.edu/assets/files/documents/FAES-APT.pdf>, p. 15.

<http://extension.osu.edu>

Below are links to the remaining colleges' guidelines for promotion and tenure.

- Fisher College of Business
<http://www.oaa.osu.edu/assets/files/documents/BUS-APT.pdf>
- College of Dentistry
<http://www.oaa.osu.edu/assets/files/documents/Law-APT&POA.pdf>
- College of Education and Human Ecology
<http://www.oaa.osu.edu/assets/files/documents/EHE-APT.pdf>
- College of Engineering
<http://www.oaa.osu.edu/assets/files/documents/Engineering-APT.pdf>
- College of Food, Agricultural, and Environmental Sciences:
<http://www.oaa.osu.edu/assets/files/documents/FAES-APT.pdf>
- Moritz College of Law
<http://www.oaa.osu.edu/assets/files/documents/Law-APT&POA.pdf>
- College of Medicine
<http://www.oaa.osu.edu/assets/files/documents/MED-APT.pdf>
- College of Nursing
<http://www.oaa.osu.edu/assets/files/documents/NURS-APT.pdf>
- College of Optometry
<http://www.oaa.osu.edu/assets/files/documents/Optometry-APT.pdf>
- College of Pharmacy
<http://www.oaa.osu.edu/assets/files/documents/PHARM-APT.pdf>
- College of Public Health
http://www.oaa.osu.edu/assets/files/documents/Public_Health-APT.pdf
- College of Social Work
<http://www.oaa.osu.edu/assets/files/documents/SocialWork-APT.pdf>
- College of Veterinary Medicine
<http://www.oaa.osu.edu/assets/files/documents/VETMED-APT.pdf>

D.8 Professional Development for Dossier Review

The Office of Academic Affairs conducts annual workshops on policies and procedures of promotion and tenure. It created this workshop to accommodate a broad framework of promotion and tenure guidelines and procedures to assist tenure initiating units (TIU) in developing criteria, consistent with established university policies and flexible enough to meet requirements of each unique college and department. This workshop enables academic leaders in the colleges to integrate service into their own procedures for dossier review to support their own unique mission.

<http://oaa.osu.edu/policiesprocedureshandbook.html>

D.9 Policy Revision and Review

To begin the process of effecting culture change at the unit level, the university convened a faculty committee in March 2014, led by the Office of Academic Affairs, to identify faculty activities that are in most need of special emphasis for reward and recognition. The committee will evaluate if and how these activities are represented on the core dossier for promotion and tenure reviews and create a list of best practices for documenting and rewarding these activities in annual reviews. This committee, made up of faculty both new and long-serving in the institution, as well as

chairs and other stakeholders, will seek to identify key areas that warrant increased reward and recognition.

These areas might include outreach and engagement, international activities, research across units, entrepreneurial activities, e-learning, work with students through the Second-Year Transformational Experience Program (STEP), and other activities. The committee will then develop a prioritized list of how to begin the process of communicating the importance of these activities to the university and how to document the impact areas. This list will help guide longer-term change to the core dossier, rules, governance documents and other relevant policies.

The Vice President for Outreach and Engagement and the Associate Provost for Outreach and Engagement were consulted in the design of the overall project, including questions to inform the committee. This conveyed that engagement scholarship is integrated across Ohio State in many forms as a fundamental component of the academic core.



Energize Ohio: Building Ohio's Energy Future

Energize Ohio is a multidisciplinary program through **OSU Extension** that addresses a wide range of energy education topics including shale energy, renewable energy, energy policy, on-farm energy, youth education, landowner leasing, and sustainable community planning. The ultimate goal of Energize Ohio is to enhance community leaders' and local residents' knowledge of energy drivers and development in order to promote informed decision-making and best practices.

E. Student Community Engagement

E.1 Student Leadership and Involvement

Ohio State hosts more than 100 service-oriented student-led organizations. Ohio State also continues to make targeted investments in neighboring communities, with community revitalization projects tied into academic curricula and career preparation. The Office of Student Life provides support and leadership for students across the university and recognizes community engagement and community service as integral to the student experience.

<http://studentlife.osu.edu>

http://ohiounion.osu.edu/get_involved/student_organizations

Examples of student involvement in community engagement include the following:

Pay It Forward

This initiative makes giving back easy by planning, implementing, and connecting students and organizations to service initiatives on campus and within the Columbus community.

http://ohiounion.osu.edu/get_involved/service/pay_it_forward

Buck-I-SERV

Ohio State's alternative break program, Buck-I-SERV, provides students an opportunity to participate in week-long, substance-free service trips across the country and internationally. On trips, students learn about social issues, build friendships, and enjoy life-changing experiences.

http://ohiounion.osu.edu/get_involved/service/buckiserv

Board Immersion Program

The Board Immersion program is a cohort of students who are paired with non-profit organizations in Columbus. Students serve as non-voting members of the organizations for one year, where they learn about, and get hands-on experience in, the inner workings of a non-profit.

http://ohiounion.osu.edu/get_involved/service/board_immersion

BuckeyeThon

This is the largest, student-run philanthropy at Ohio State. Its goal is ending childhood cancer. BuckeyeThon supports kids at Nationwide Children's Hospital. With its largest event, the annual Dance Marathon, more than \$760,000 was raised in 2014.

http://ohiounion.osu.edu/get_involved/service/buckeyethon

Mount Leadership Society

A scholars program for first- and second-year students, Mount Leadership Society focuses on blending leadership and service.

http://ohiounion.osu.edu/get_involved/leadership/mount_leadership_society

For the academic year ending in 2012, nearly 25,000 Ohio State students gave 756,130 hours in service to the community – earning Ohio State a spot on the 2012 President's Higher Education Community Service Honor Roll with Distinction. This is the fourth year that Ohio State has achieved the Honor Roll with Distinction, with students working on issues from health care access and student philanthropy to supporting at-risk youth.

<http://service-learning.osu.edu/2012-honor-roll.html>

In 2014, The Ohio State University was listed as fourth in the nation among large colleges and universities for the number of Peace Corps volunteers from among its students and alumni. Since 1961, 1,706 Ohio State alumni have served overseas, listing Ohio State as 10th all-time for the number of Peace Corps volunteers.

<http://cfaes.osu.edu/faculty-staff-resources/cfaes-monthly/archives/ohio-state-no-4-in-peace-corps-rankings>

<http://cfaes.osu.edu/international/peace-corps>

E.2 Recognition and Awards

On behalf of The Ohio State University, the offices of Outreach and Engagement, International Affairs, Undergraduate Education, Student Life and the Service-Learning Initiative recognize faculty, staff and students for outstanding achievement through the University Outreach and Engagement Recognition Awards program. More than \$20,000 is awarded annually to recipients across several student, faculty, staff, and community partner categories.

The top awardee receives the University Outreach and Engagement Award and serves as the university's nominee for the national C. Peter Magrath University Community Engagement Award. The awards are announced at an annual event in May which includes participation by the Provost and President.

<http://outreach.osu.edu/for-students/oeawards.html>

E.3 Academic Recognition and Credit

Student participation in internships, study abroad, and service-learning is noted on transcripts when respective activities are associated with a course or program. The availability of such courses or programs linked to these community engagement activities varies across colleges and departments. Starting in the fall of 2012, the university added a General Education Open Option requiring students to take six credit hours from any of the following categories:

- Education Abroad;
- Cross-disciplinary seminars;
- Service-Learning; or
- Other GE approved courses

While this does not require students to take a service-learning course or participate in a study abroad experience as part of their college degree, it does recognize them as relevant and important parts of the university experience.

For Service-Learning courses, the S-Designation is a suffix on course identifiers with approved service-learning content. Courses that meet the standards for Service-Learning as established by the College of Arts and Sciences and the Office of Undergraduate Education can receive an "S-Designation" where the course will appear with an "S" on student transcripts.

E.4 Diversity and Inclusion

The Ohio State University is strongly committed to creating a diverse campus community that includes undergraduate students engaged in leadership and service. The university's Office of Diversity and Inclusion (ODI) offers a number of community engagement programs as well as several leadership and service-learning courses targeted primarily to ODI Scholars (ODI Scholars include any ODI-funded students and students who are affiliated with ongoing programs). Some of these programs are listed below.

<http://odi.osu.edu>

Young Scholars Program (YSP)

YSP is a comprehensive pre-collegiate and collegiate program designed to enhance the academic, personal, and career development of its Scholars. Founded in 1988, YSP annually identifies and serves hundreds of academically talented first-generation college students from economically challenged backgrounds from nine of the largest urban school districts in Ohio: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Lorain, Toledo and Youngstown.

<http://odi.osu.edu/ysp>

Morrill Scholars Program (MSP)

As one of the premier merit-based scholarships in the United States, this program rewards academically exceptional students who are actively engaged in diversity-based leadership and service activities and eager to serve as student ambassadors and champions of academic excellence and diversity. Recipients have opportunities to participate in educational enrichment experiences like study abroad, undergraduate research, professional/graduate school preparation, career development programs, and service-learning.

<http://odi.osu.edu/scholarships/scholarship-services/morrill-scholars-program.html>

Todd Anthony Bell National Resource Center on the African American Male – Leadership Institute

This program inspires a new generation of African American male leaders on campus and beyond. It is designed to introduce students to concepts of leadership within the context of African American males' experiences by fostering cohesiveness, self-awareness, and service to community among its participants through *experiential learning* and interactive workshops.

<http://odi.osu.edu/bell-national-resource-center>

ODI Scholars

This course is an introduction to the knowledge, skills, and competencies for responsible service and leadership in diverse communities. This course prepares students for engaged, responsible, and active community involvement and leadership.

<http://odi.osu.edu/programs/odi-scholars>

E.5 Retention and Success

Community engagement is an integral component of the student experiences provided by the Second-year Transformational Experience Program (STEP). This program, implemented in 2013, was developed as a result of a study commissioned by Ohio State to identify predictors of second-year student success. This study found that student success was strongly correlated to participation in campus events, living on campus, interaction with peers and faculty, and development of a strong institutional commitment. The study also found that second-year students who live on campus have higher graduation rates (88.2 vs. 76.5 percent) and retention rates (95.7 vs. 88.6 percent) and participate in more campus extracurricular activities. STEP allows students to spend a semester exploring different experiential education opportunities with a faculty mentor and other STEP students, and then propose an activity tailored to their individual interests and personal and professional goals. Participating students receive a \$2,000 stipend to support their project. Students are actively encouraged to consider community service and service-learning, study abroad, and internships as experiential activities due to their recognition as a high-impact learning practices. <https://u.osu.edu/slstep>

The Service-Learning Initiative supports STEP and uses this program as well as existing research on the efficacy of service-learning to support retention and academic success as an element of its service-learning outreach for faculty and students. <http://service-learning.osu.edu/resources1.html>



Ohio State's alternative break program, **Buck-I-SERV**, provides students an opportunity to participate in week-long, substance-free service trips across the country and internationally. On trips, students learn about social issues, build friendships, and enjoy life-changing experiences.

II. Categories of Community Engagement

A. Service-Learning

A.1 Service-Learning Defined

Since 2008, the Service-Learning Initiative (S-LI) has continued to formalize definitions and processes regarding service-learning. The S-LI office now uses the definition put forward by Seifers and Connors for the National Service-Learning Clearinghouse, which identifies service-learning as "... a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." This has helped draw a distinction between the service-learning supported by the S-LI and other forms of campus service and has served as a mission statement to guide its office functions and outreach.

<http://service-learning.osu.edu>

In addition to this change, the Service-Learning Initiative office has spent considerable time and effort formalizing service-learning at Ohio State and establishing university standards for service-learning via the review process for the S-Designation. Over the previous academic year S-LI has significantly revised the S-Designation review process to connect it to known best practices for service-learning as well as the university's "Expected Learning Outcomes" established for service-learning courses. It has also started evaluating courses for the S+GE Designation, which allows courses to be counted as elective hours for undergraduates if they meet additional content and assessment requirements. There are currently 41 S-Designated courses and 6 S+GE courses, making up over half of the courses identified with service-learning content.

<http://service-learning.osu.edu/full-course-list.html>

A.2 Identification and Approval Process

Courses approved as service-learning courses are designated with the addition of an “S” suffix. S-designated courses are courses that are approved as service-learning offerings by the Service-Learning Initiative, and S+GE courses are courses that provide approved service-learning content that have additionally been approved as elective offerings for undergraduate students. The S-designation process has been more formalized over the past academic year, and assignment of the S-course designation is now an optional part of the regular curricular procedures available to departments when they submit a course for approval. To qualify for the S-designation, a course must meet the following key criteria:

- Connection to academic learning
- Connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support

S-designated courses must also include plans for evaluation and sustainability.

In addition, three general “Expected Learning Outcomes” are defined for students in service-learning courses.

- Students make connections between concepts and skills learned in an academic setting and community-based work.
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service-learning activity.

Courses are submitted to the Service-Learning Initiative through Ohio State’s curriculum system. To be reviewed for an S-designation, they must be accompanied by a syllabus, an S-Designation Request Form, and any supporting documentation that demonstrates how service-learning functions within the course. Once the Service-Learning Initiative receives these materials, the proposed course is reviewed by the Service-Learning S-designation committee and a three-person group of faculty with expertise in service-learning. The course is then considered on the basis of its suitability as a service-learning offering, with emphasis on the following:

- What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?
- What aspects of the course ensure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?
- How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

The review uses a rubric to assess a course proposal’s adherence to service-learning pedagogy (academic component/service component/reflection), planned service activities and analysis of impact, expectations and responsibilities for faculty, students, and community partners, and the course components and “Expected Learning Outcomes” defined above.

The rubric can be viewed at <http://service-learning.osu.edu/assets/files/S-L%20Rubric%20for%20s-designation.docx>.

To be approved for the S-designation, a course proposal must be deemed sufficient in each content area.

Courses seeking the S+GE designation go through a similar process with an additional review by the S-Designation committee in partnership with a curricular committee from the College of Arts and Sciences to determine whether the course meets GE requirements as well as the requirements for the S-designation.

For both S- and S+GE designations, if proposed courses are found not to meet requirements, detailed feedback is provided to the relevant department, which is invited to revise the submitted materials and re-apply.

A.3 Institutional Data

Number of Service Learning Courses	Change in Number of Courses Since last Application	Percentage of Total Courses	Percent Change in Courses Since Last Application
74	+10	Less than 1%	+15%

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
38	+8	36%	+26%

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
44	-23	Less than 1%	-65%

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
2,938	+1,427	5%	+82%

Data from the most recent academic year (2012-2013); and Data based on undergraduate FTE.

SOURCE: The Service-Learning Initiative, Office of Undergraduate Education

A.4 Data Collection and Assessment

The Service-Learning Initiative maintains an internal list of courses that have identified service-learning content, either through a formal channel (such as the S-designation) or an informal channel (such as a faculty request for assistance advertising a course). Specific data on course offerings is gathered on a semester basis from Ohio State's online course catalogue and double-checked with instructors based on the master list. Every semester, the Service-Learning Initiative uses this process to create a new course list, which is posted on its website. This list is used to create course listings for upcoming terms, thus allowing students and advisors to easily identify courses with the service-learning content they are seeking. This list is also used to benchmark the number and variety of course listings and track trends for service-learning courses. Lists of courses for upcoming semesters, as well as S-designated courses and service-learning courses that fulfill GE requirements are all available at the Service-Learning Initiative's website:

<http://service-learning.osu.edu/about-service-learning-courses.html>

More than one-fourth of all of website traffic comes from those seeking course information, and that number is steadily increasing as faculty, staff and students become aware of this resource. The data on how many students participate in service-learning are gathered on an annual basis from the Office of Undergraduate Education and are used for internal and external reporting, including application for the President's Higher Education Community Service Honor Roll.

A.5 Curricular Outcomes

Starting in the fall of 2012, the university added a General Education Open Option, which requires students to take six credit hours from any of the following categories:

- Education Abroad;
- Cross-disciplinary seminars;
- Service-Learning; or
- Other GE approved courses

While this does not require that students take a service-learning course as part of their college degree, it does recognize service-learning as a relevant and important part of the university experience, and it enhances the value of service-learning to students as it can become a natural part of their program, even if their major does not offer any service-learning courses.

The overall goal for the Service-Learning Open Option is that "students gain and apply academic knowledge through civic engagement with communities." This Service-Learning Open Option is broken down into the following three separate Expected Learning Outcomes: students make connections between concepts and skills learned in an academic setting and community-based work; students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working; and students evaluate the impacts of the service-learning activity.

Each service-learning course approved for General Education credit has an assessment plan that includes procedures for an end-of-course assignment that is

evaluated with a standardized scoring rubric, which can be viewed at [http://service-learning.osu.edu/assets/files/GE_Service_Learning_Final_Guidelines_11-28-12%20\(2\)\(1\).doc](http://service-learning.osu.edu/assets/files/GE_Service_Learning_Final_Guidelines_11-28-12%20(2)(1).doc).

The department offering the course is also responsible for collecting and archiving these data, using them to improve the course, and reporting the data to the Arts and Sciences Curriculum and Assessment Services, which uses the data to assess the effectiveness of the S+GE designation as a whole.

The first courses under this new assessment plan will be evaluated after the spring semester 2014.



Public Health in Action is a field-based graduate course intended to provide graduate students with real world experience in public health research and practice. The course is designed to prepare future practitioners for the realities of addressing conditions that negatively affect the health status of the most vulnerable populations.

B. Curriculum Integration - Community Engagement

B.1 Student Research

Community engagement continues to be a focus of undergraduate research at Ohio State, with students working locally, nationally, or abroad. In general, these research projects are supervised by Ohio State faculty who are engaged in service-learning activities. Students typically spend a few months to a year working on these projects. For example, many students have worked with faculty researchers in Ohio State's open labs at the nearby Center of Science and Industry, and undergraduate researchers have access to resources and funding opportunities from the campus-wide Undergraduate Research Office.

<http://www.cosi.org/exhibits/lab-spaces>

<http://www.undergraduateresearch.osu.edu>

Students who complete a research project in community engagement can present their findings at various campus-wide events, including the annual Denman Undergraduate Research Forum, the Fall Undergraduate Research Forum, and the Outreach and Engagement Forum.

<http://denman.osu.edu>

<http://outreach.osu.edu/for-students>

<http://outreach.osu.edu/for-communities/outreach-and-engagement-forum>

Selected examples of 2014 Denman Forum projects with an engagement component are listed below. Full abstracts and projects from previous years are available at <http://denman.osu.edu>.

Kerry Dibble

Major: Dance

College: Arts and Sciences

Research Project: "Multiple Intelligences and Dance Education for Young Children"

Ellen Hashiguchi

Major: Human Nutrition

College: Education and Human Ecology

Research Project: "Evaluation of Beverage Practices Among Community Organizations Participating in the Growing Healthy Kids-Columbus Coalition"

Emma Hunko-Haynack

Major: Sociology

College: Arts and Sciences

Research: "Impact of Resource Mobilization, Financial Support, and Technology on Water.org, charity: water, and Water for People"

Lexis Krivos

Major: Nursing

College: Nursing

Research: "Effects of a Cognitive-Based Intervention on Hispanic Adolescents"

Maxine Mendelson

Major: Medical Dietetics

College: Medicine

Research: "Differences in Chronic Disease Prevalence, Knowledge, Behavior, and Self-Efficacy by Perceived Health Status in Food Pantry Clients"

Tamara Monnin, Landscape

Major: Landscape Architecture

College: Food, Agricultural, and Environmental Sciences

Research Project: "Productive Economy: Addressing the Food Desert of West Louisville, Kentucky"

Thara Nagarajan

Major: Anthropological Sciences

College: Arts and Sciences

Research: "Dietary Adequacy of Maternal-Child Pairs in Poor Households in Leon, Nicaragua"

Mark Roser

Major: Exercise Science Education

College: Education and Human Ecology

Research: "Training Teachers to SKIP: Promoting Motor Competence in Young Children"

Brian Spence

Major: Social Work

College: Social Work

Research: "Social Networks and Social Support at a Clubhouse Program"

The Undergraduate Research Office (URO) was established in 2006. Each year increasing numbers of students and faculty participate in undergraduate research, including service-learning and other forms of community engagement. These trends are documented in the Annual Reports of the URO.

<http://www.undergraduateresearch.osu.edu/about/index.htm>.

In 2013, Ohio State was recognized by *US News & World Report* for its outstanding programs, including First Year Experience, Learning Communities and Undergraduate Research.

<http://www.osu.edu/news/newsitem3807>

In the spring of 2014, four Ohio State students were recognized by the Barry M. Goldwater Scholarship and Excellence in Education Program. The Goldwater is the most prestigious national award for undergraduate researchers in science, mathematics and engineering.

<http://honors-scholars.osu.edu/news/Lists/Posts/Post.aspx?ID=38>

B.2 Student Leadership Courses

Community engagement is integrated in leadership course curricula as highlighted by the following examples.

Major: Community Leadership**College of Food, Agricultural, and Environmental Sciences**

The Community Leadership major is designed to equip students with knowledge and skills needed to exert a leadership influence in a future context. This major has two areas of specialization - Community and Extension Education and Leadership.

Courses include:

COMLDR 2530 Introduction to Agricultural Communication, Education, and Leadership

COMLDR 3530 Foundations of Personal and Professional Leadership

COMLDR 4191 Internship in Community Leadership

COMLDR 4430 Leadership in Teams and Community Organizations

COMLDR 4480 Capstone in Leadership
COMLDR 5335 Volunteer and Human Resource Management
COMLDR 5430 Professional Leadership Ethics
RURLSOC 4500 Leadership in Community Development
<http://acel.osu.edu/future-students/undergraduate/majors>

Major: Non-profit Management
John Glenn School of Public Affairs

Designed for individuals who wish to pursue *leadership positions* in nonprofit organizations, the Nonprofit Management track serves as an excellent option for students who aspire to serve in the nonprofit sector, a government agency that deals extensively with nonprofits, or the philanthropy field.

http://glennschool.osu.edu/undergraduate/specialization_nonprofit.html

Major: Community Organization and Civic Engagement
John Glenn School of Public Affairs

The civic engagement specialization track explores the role of the citizen in our communities and examines a variety of ways that people can work together to influence the public policy decisions our governments make. By analyzing ideas and concepts like community, leadership, service, organization, capacity building, and social change, students in the civic engagement track will be prepared to empower members of a community and lead them in making a difference.

http://glennschool.osu.edu/undergraduate/specialization_community.html

The majors listed above have come into existence since the last classification, underscoring Ohio State's commitment to engagement by increasing its capacity to educate graduates and prepare them for increased roles in non-profit management and community leadership.

B.3 Internships/Co-ops

An integral component of the curriculum at Ohio State is providing students with experiential learning where they have opportunities to engage with myriad organizations in the community.

Each college has its own career services office that works with employers and students to connect students with internship opportunities. For example, the College of Food, Agricultural, and Environmental Sciences has an internship requirement for all majors.

Available to assist colleges with this process and coordinate internship opportunities is the Office of Student Life and its Buckeye Careers program. This program works continuously with employers, students, and career services offices across campus.

<http://careers.osu.edu>

<http://careers.osu.edu/students/buckeye-internships>

The following colleges are part of the Buckeye Career Network that is linked to the Buckeye Careers program:

- College of Arts and Sciences (FutureLink)
 - Fisher College of Business Office of Career Management (FisherConnect)
 - College of Education and Human Ecology (EHECareers)
 - College of Engineering and Knowlton School of Architecture (ECS CareerEngine)
 - College of Food, Agricultural, and Environmental Sciences (Hireabuckeye)
 - College of Nursing
 - College of Pharmacy (CareerRx)
 - College of Public Health (CPH Careers)
 - College of Social Work (CSW Careers Network)
 - John Glenn School of Public Affairs (Friendship 7)
- <http://careers.osu.edu/students/buckeye-careers-network>

Currently, the Office of Undergraduate Education has a grant from the Ohio Board of Regents through the Ohio Means Jobs and Internships program. Ohio State received this grant of just more than \$1.5 million in 2013, and the grant will continue for two more years at a cost extension of approximately \$800,000. The grant is focused exclusively on paid internships that provide students with meaningful engagement opportunities in the following industries in Ohio: advanced manufacturing, aerospace/aviation, agribusiness/food processing, automotive, bio-health, energy, financial services, information services/software, polymers/chemicals, and business functions, such as logistics, consulting, and research and development.

<https://engineering.osu.edu/news/2012/12/ohio-state-receives-1.6-million-ohio-board-regents-award-internshipco-op-programs>

<https://www.ohiohighered.org/omic/employer-partnerships>

B.4 Study Abroad

The Office of International Affairs at Ohio State offers more than 100 study abroad opportunities, several of which have a service-learning component and/or other community engagement aspects integrated into them. Most service-learning courses with a study abroad component have a semester or more of formal instruction that culminates in an experience abroad, typically over the academic year's May session.

<http://oia.osu.edu/study-abroad.html>

The following are examples of service-learning courses with an engagement component that are part of the study abroad program.

COMPSTD 5691: Topics in Comparative Studies

In May 2013, this course had a service-learning travel abroad component where the instructor and her students traveled to Nicaragua to document the Bluefields festival. This course identified a project that would allow students to have an immersive experience and to learn about ethnography by doing it. Their work was also intended to benefit the community. This project is to function as the first of a series of field schools that will take place over many years, and the initial month-long visit provided the opportunity to identify future projects of interest to CIDCA, the main host and partner, and to build relationships with local cultural activists.

ECON 3900.01S: The Economics of Immigration

This course takes a cohort of students to Tijuana to serve and learn about immigration issues. Course participants are able to use their economics background to help the members of the community understand how to best maximize their resources to achieve their own particular goals. Students have the opportunity to examine how a community makes choices pertaining to immigration, how a community uses strategies, as well as how a community uses incentives or disincentives to motivate collaboration. Students are responsible for actively participating in the planning and implementation of home-building projects that are mutually agreed upon for our week of service-learning.

ENGR 4692.01S: Service-Learning in Engineering

This is the College of Engineering's service-learning study abroad offering. There are two versions of the course. One goes to Choluteca, Honduras and one goes Delhi, India.

<https://eeic.osu.edu/course/engineer-692-service-learning-engineering>

<https://osuhe.engineering.osu.edu/abramsindia>

<http://ecos.osu.edu/international/choluteca>

ESHESA 3573: Leadership in Global Contexts

This is a service-learning cohort that travels to Ecuador to participate in English language tutoring and other projects. While the Ohio State undergraduates and graduate students will provide language tutoring and complete work on other community-defined projects, the most important work will be listening and learning from the local young people and their elders about how culture is transmitted and how community stories and knowledge are preserved and handed on to future generations.



The **Ghana Sustainable Change Program** is an interdisciplinary service-learning study abroad program. The purpose of Sustainable Change is to provide culturally sensitive, localized district planning to assist the Offinso North District in meeting the challenges of population growth.

C. Institutional Curriculum Integration – Community Engagement

C.1 Core Courses

With more than 170 different undergraduate majors, core courses are subject to degree completion requirements as established by each of Ohio State's 14 colleges. Several undergraduate academic majors and professional programs in the Colleges of Arts and Sciences; Dentistry; Education and Human Ecology; Engineering; Food, Agricultural, and Environmental Sciences; Nursing; Optometry; Public Health; and Social Work; and the John Glenn School of Public Affairs have an inherent engagement component to them. Examples include the following:

Major: City and Regional Planning

College of Engineering, Knowlton School of Architecture

The school offers a major in city and regional planning. City and regional planners are out-of-the-box thinkers who love cities, towns and regions. They are sustainable systems designers and tomorrow's innovators who care about the quality of life for everyone. They are interested in developing economies at all scales, providing affordable housing, promoting green energy, preserving threatened land, building great public transit, and developing sustainable cities and regions.

<http://engineering.osu.edu/major/city>

Major: Social Work

College of Social Work

The undergraduate major core curriculum in social work is inherently tied to community engagement. Graduates participate in coursework in a wide variety of settings, including interviewing and assessment, service planning, case management, crisis intervention, program evaluation, community outreach, community organizing, advocacy, research and networking.

<http://csw.osu.edu/degrees-programs/undergraduate>

Major: Non-Profit Management

John Glenn School of Public Affairs

The undergraduate curriculum for the major in non-profit management includes core courses focused on engagement. Students are prepared to assume leadership positions in nonprofit organizations, and the Non-profit Management track serves as an excellent option for those who aspire to serve in the non-profit sector, a government agency that deals extensively with non-profits, or the philanthropy field.

http://glennschool.osu.edu/undergraduate/specialization_nonprofit.html

Major: Community Organization and Civic Engagement

John Glenn School of Public Affairs

The civic engagement specialization track explores the role of the citizen in our communities and examines a variety of ways that people can work together to influence the public policy decisions our governments make. By analyzing ideas and concepts like community, leadership, service, organization, capacity building, and social change, students in the civic engagement track will be prepared to empower members of a community and lead them in making a difference.

http://glennschool.osu.edu/undergraduate/specialization_community.html

The majors in Non-Profit Management and Community Organization and Civic Engagement have come into existence since the last classification, underscoring Ohio State's commitment to engagement by increasing its capacity to educate graduates and prepare them for increased roles in non-profit management and community leadership.

C.2 General Education

Community engagement is integrated into General Education courses through service-learning whereby the course has connection to academic learning, includes an analysis of connection between academic content and service, and is mutually beneficial for all involved – student, teacher, community partner.

https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

Service-learning courses that fulfill one or more General Education Requirements include:

The Economics of Immigration

This is a service-learning opportunity with Esperanza International in Tijuana, Mexico. The course introduces micro and macroeconomic issues related to immigration and focuses on the opportunity costs for immigrants, the effects of the flow of money, and the loss of labor and human capital on economic growth. Students work with the immigrant community.

<http://oia.osu.edu/getting-started/search-programs.html?sasid=435>

Elements of Cartography - Community Mapping

Students produce maps on issues relevant to local community organizations. Students study the cartographic techniques of map compilation and presentation including generalization, symbolization, reproduction, and simple computer mapping with an emphasis on thematic mapping.

http://artsandsciences.osu.edu/news/neighborhood_mapping

Corrections: An Inside-Out Course

Inside-Out courses at Ohio State's Newark campus offer an innovative and transformative approach to learning. This experiential-based learning course is composed of various approaches and interdisciplinary modes of inquiry into US models of corrections, including classical debates and contemporary issues. The program brings college students and incarcerated individuals together in a classroom setting to develop a partnership between institutions of higher learning and prison systems nationally.

<http://newark.osu.edu/IntheSpotlight/Pages/Inside-Out.aspx>

Toward Cultural Proficiency

This course explores learner effectiveness in multicultural, multiracial learning environments, and develops strategies for obtaining insight into learners from varied cultures. Theory connects to practice through service-learning using cognitive, affective and psychomotor domains.

<http://service-learning.osu.edu/sge-courses.html>

C.3 First Year Experience Courses

The First Year Experience is committed to creating the conditions for success at the university for all new undergraduate students. Through diverse and relevant programs and meaningful relationships, the First Year Experience office helps new students understand how to navigate the changing world around them, enhance their capacity to engage with new people and ideas, and develop the skills and connections required to meet the challenges they face both in and out of the classroom. The office serves all new students and acquaints them with university life to ensure all undergraduate students experience a smooth transition to the university.

Below are examples of how the First Year Experience orients new students to the Columbus campus and community and helps them develop an appreciation for the spirit of service inherent to life at Ohio State.

University Orientation – Orientation helps to welcome and transition new students into life as a Buckeye. While it focuses on introducing students and their families to university expectations, it also serves to welcome new students to Columbus and offers family members an optional Columbus bus tour.

<http://orientation.osu.edu>

Summer Programs – More than a dozen summer programs focused on academics, leadership, service, and outdoor adventure support new students as they transition to college. Several take students off campus or out of state to meet with local leaders, complete service projects, or participate in outdoor adventure activities. A list of programs and their activities is available at

<http://fye.osu.edu/programs/index.html>.

Welcome Week – A week of events and activities welcomes new and returning students to campus.

<http://welcomeweek.osu.edu>

- The First-Year Student Columbus Welcome introduces new students to the sites, attractions, and opportunities students can experience in Columbus.
http://welcomeweek.osu.edu/events?event_id=2322
- Community Commitment is a day of community service that brings nearly 2,000 students to 140 volunteer sites throughout the Columbus community.
http://ohiounion.osu.edu/get_involved/cs/s/communitycommitment

Buckeye Book Community – First-year students participate in a common reading program. The experience includes a visit from the featured author and a number of campus events and programs organized around the book's themes. The community is involved as guests come to campus to lecture or present programs, or as the university takes groups of students into the community for field trips related to the text.

<http://fye.osu.edu/bbc.html>

Buck-I-SERV trips – Service trips for students are offered around the country and around the world. First Year Experience offers one such trip each year during spring break related to the Buckeye Book Community. Last year a group traveled to Washington, DC, and this year will go to New York City. http://ohiounion.osu.edu/get_involved/student_activity_fee/buckiserv

Buckeyes Beyond Ohio – First-year students from out of state engage in this program to meet other new students and get to know more about the state of Ohio and city of Columbus. Trips are taken around the city and throughout the state to introduce students to intellectual, historical, entertainment, and cultural sites.
<http://fye.osu.edu/BuckeyesbeyondOhio.html>

First Year Success Series – This series of 400+ workshops for first-year students helps address college transition topics. Presenters from the Columbus community who have expertise are invited to present sessions. The series also includes a leadership speaker series and alumni panels that feature community members.
<http://fye.osu.edu/successseries.html>

Scarlet Scramble – This is a 24-hour team adventure challenge that takes students all around campus and to several notable Columbus locations.
<http://fye.osu.edu/scarletscramble/index.html>

The Second-Year Transformational Experience Program (STEP) was launched in fall semester 2013. Central to the program is increased faculty engagement and mentorship. In addition to providing a variety of educational and developmental programs and support, faculty members mentor students through the selection of experiential educational opportunities. Funding is available for opportunities such as internships, study abroad, service-learning, teaching and research assistantships, and leadership.

To complement the faculty involvement, the program also offers individual co-curricular modules with applications for career growth, global citizenry, and general self-awareness and development. Examples include diversity training, intergroup dialogs, personal health and wellness programs, and professional development opportunities.

Living in university housing plays a vital role in student success. The experience can enhance and complement academic work, provide support and a sense of belonging, build community and engagement, help develop leadership and life skills, and create lasting friendships. One year on campus is fundamental; two years allow for deeper exploration and lead to better prepared students who can transition smoothly to the next step of their collegiate experience.
<https://step.osu.edu>

C.4 Capstone (Senior-Level Project)

Capstone senior-level projects in selected colleges underscore the university's commitment to outreach and engagement through the application of teaching, research, and service outside the classroom. The following are Capstone project requirements with a community engagement component:

College of Public Health

All undergraduate students are required to complete a capstone experience. Students can apply coursework lessons outside the classroom through a public health internship, undergraduate research in public health, or a study abroad field experience. All three alternatives adhere to the university's principles of engagement by making knowledge useful beyond the classroom.

<http://cph.osu.edu/students/undergraduate/capstone>

Ohio State Lima

Candidates for the MSW at Ohio State's campus in Lima are required to complete a Capstone experience consisting of a program or practice evaluation project that is completed in conjunction with field education experience. The project is completed over two semesters with field education of 1,008 hours of supervised practice in a setting consistent with practice area specialization.

<http://lima.osu.edu/academics/msw/>

Engineering Education Innovation Center

The EEIC Multidisciplinary Engineering Capstone Program opens a broad range of opportunities for engineering and non-engineering students. Authentic, industry-sponsored projects provide students the opportunity to apply their education and develop professional skills in real-world problem solving.

<http://eeic.osu.edu/capstone>

The Engineering Education Innovation Center was created in 2009. Initiatives like this enhance Capstone experiences for students and reaffirm the university's commitment to outreach and collaboration. These initiatives promote experiential learning and teach students the true value of engagement through the application of knowledge to address societal challenges.

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>

<http://oaa.osu.edu/vision-mission-values-goals.html>

In an effort to guide academic planning, the Office of Academic Affairs has published an "Academic Unit Review Guide." This academic unit review is a constructive, data driven, analytic, improvement-oriented effort to identify unit-level patterns, issues, and steps to advance strategic goals. Reviews are conducted on a seven-year cycle and are a collaboration of the unit, the college, and the Office of Academic Affairs. The review includes all research areas: undergraduate; graduate and professional academic programs; and outreach and engagement efforts.

<http://oaa.osu.edu/assets/files/documents/AcademicUnitReviewGuide.pdf>

C.5 In the Majors

Community engagement is integrated in majors as highlighted by the following examples:

Major: Community Leadership

College of Food, Agricultural, and Environmental Sciences

Students are prepared with knowledge and skills to exert a leadership influence in a future context. This major has two areas of specialization - Community and Extension Education and Leadership.

<http://acel.osu.edu/future-students/undergraduate/majors>

Major: Non-profit Management

John Glenn School of Public Affairs

This major is designed for individuals who wish to pursue leadership positions in nonprofit organizations. The Nonprofit Management track serves as an excellent option for students who aspire to serve in the nonprofit sector, a government agency that deals extensively with nonprofits, or the philanthropy field.

http://glennschool.osu.edu/undergraduate/specialization_nonprofit.html

Major: Community Organization and Civic Engagement

John Glenn School of Public Affairs

This specialization explores the role of the citizen in our communities and examines a variety of ways that people can work together to influence the public policy decisions our governments make. By analyzing ideas and concepts like community, leadership, service, organization, capacity building, and social change, students in the civic engagement track will be prepared to empower members of a community and lead them in making a difference.

http://glennschool.osu.edu/undergraduate/specialization_community.html

Major: Data Analytics

Interdisciplinary – Colleges of Arts and Sciences, Engineering, Medicine, and the Fisher College of Business

This new major is structured in three parts: core subject matter (mathematical, statistical, and computing foundations), discipline-specific specializations (visual analytics and sense-making, system modeling, pattern recognition, and machine learning), and an integrative experiential education component. Developed with significant input and collaboration with industry, the Data Analytics major was approved by the Ohio State Council on Academic Affairs in November, 2013 and by the Ohio Board of Regents in January, 2014.

<http://discovery.osu.edu/focus-areas/data-analytics/news/a-first-of-its-kind.html>

These majors are new since the last classification. These majors, and others like them, provide students with the opportunity to prepare for careers focused on engagement. Such initiatives reaffirm the university's commitment to outreach and collaboration. They promote experiential learning and teach students the true value of engagement through the application of knowledge to address societal challenges.

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>.

<http://oaa.osu.edu/vision-mission-values-goals.html>

In an effort to guide academic planning, the Office of Academic Affairs has published an “Academic Unit Review Guide.” This academic unit review is a constructive, data driven, analytic, improvement-oriented effort to identify unit-level patterns, issues, and steps to advance strategic goals. Reviews are conducted on a seven-year cycle and are a collaboration of the unit, the college, and the Office of Academic Affairs. The scope of the review includes all academic areas at the undergraduate; graduate and professional levels.

<http://oaa.osu.edu/assets/files/documents/AcademicUnitReviewGuide.pdf>

C.6 Graduate Studies

Several graduate and professional programs across the curriculum have an engagement component inherent to a particular field of study. Examples of curricula that include community engagement include:

Graduate Major: Agricultural and Extension Education

College: Food, Agricultural, and Environmental Sciences

The Agricultural and Extension Education (AEE) graduate program in the Department of Agricultural Communication, Education, and Leadership (ACEL) offers programs leading to MS, MEd, and PhD degrees. Students in the Community and Extension Education area gain skills and knowledge to be community outreach educators and leaders through coursework, research, and community engagement.

<http://acel.osu.edu/graduate>

Degree: Doctor of Audiology (AuD)

College of Arts and Sciences, Division of Social and Behavioral Sciences

This graduate degree is designed to prepare professionals for the clinical practice of Audiology. Graduates are actively engaged in the community through hearing screenings at elementary schools, and through hearing-aid fitting, cochlear-implant candidacy and programming, tinnitus treatment (“ringing in the ears”), and auditory processing assessment and treatment. These services are offered in a variety of settings within the community, including private and public clinics.

<http://sphs.osu.edu/academic-programs>

Degree: MS in Computer Science and Engineering

College of Engineering, Department of Computer Science and Engineering

This program is designed to develop researchers, educators and practicing professionals with advanced skills in computing. Several students in this program engage with local computing and information technology industries, an interaction facilitated through Ohio State’s National Science Foundation supported Industry/University Cooperative Research Program that provides translational research funding for industry engagement.

<http://engineering.osu.edu/graduate/computer>

Degree: MFA in Creative Writing

College of Arts and Sciences, Department of English

This program is designed to help graduate students develop to the fullest their talents and abilities as writers of poetry, fiction, and creative nonfiction. The MFA program runs a summer program for Columbus high school students (30 of which attend Columbus city high schools receive full scholarships, through a donor, to spend a week on the Ohio State Columbus campus and have an intensive writing experience). The Young Writer's Workshop is taught annually by MFA students.

<https://english.osu.edu/creative-writing/mfa-program>

Degree: Pharmaceutical Sciences - Specialization in Health System

Pharmacy

College of Pharmacy

This leadership program is integrated with pharmacy residencies at area hospital, health system and community practices. Content is delivered to assure competence in assessment, maintenance and innovations in pharmacy service to healthcare systems. Alumni have leadership positions in multiple academic medical centers and other healthcare systems. <http://pharmacy.osu.edu/future-students/ms-health-system-pharmacy-administration-combined-residency>

Launched in September 2010, the **Columbus-Athens Albert Schweitzer Fellows Program** provides a nationally-recognized engagement opportunity for graduate and professional students. The program is a growing consortium of 11 colleges at Ohio State, two colleges at Ohio University in Athens, and Trinity Lutheran Seminary in Athens. Additionally, two of Columbus' largest medical centers, OhioHealth and Nationwide Children's Hospital, are full partners. The consortium model fuels the Columbus-Athens Albert Schweitzer Fellows program with prospective Fellows, board member expertise, and funding.

<http://www.schweitzerfellowship.org/chapters/columbus>

C.7 Scholarship of Teaching and Learning (SoTL)

The following are examples of how faculty incorporated community-based teaching and learning into courses, and also turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL):

University Center for the Advancement of Teaching (UCAT) - During AY 2012-13, as a member of the University Center for the Advancement of Teaching (UCAT) Faculty Professional Learning Community on Sustainability across the Curriculum, Professor Tomas Koontz, School of Environment and Natural Resources, developed and tested a survey instrument to study student awareness and knowledge of sustainability issues. He and colleagues both at Ohio State and other institutions have used this instrument as a pre- and post-test to examine learning gains in sustainability focused classes and community activities. This work was presented at AASHE in 2013.

Linked with transnational initiatives such as Humanities for the Environment (H4E), the Environmental Citizenship initiative of Ohio State's Humanities Institute aims to develop resources and build capacity for collaborative engagement and deliberation. In past years, the initiative has hosted visiting speakers including Steven Kellert (Yale), Ursula Heise (UCLA) and David Orr (Oberlin), worked with the University Center for the Advancement of Teaching on a sustainability curriculum, and helped launch the Green Buckeyes pre-orientation program for incoming first-year students. Future programs include conferences, a film series, and an emerging partnership with the city of Columbus and the Audubon Nature Education Center.

College of Nursing - A clinical instructor in the College of Nursing, Linnea Fletcher, wrote and submitted an article for publication on helping nursing students interact with patients and their families during the intake process at the emergency room. Students used the form that she created as they worked in the ER during their clinical sessions.

School of Environmental and Natural Resources - An emeritus faculty member in the School of Environment and Natural Resources, David Johnson, together with his fisheries students, worked with local pond owners to help them address fish population and management issues. Students wrote reports on their interactions. The faculty member's teaching techniques were presented in a number of informal venues.

Center for Folklore Studies - Professor Dorothy Noyes, Director of the Ohio State Center for Folklore Studies, is actively engaged in the production of scholarship housed in the Ohio State Knowledge Bank and indexed in the OpenFolklore portal. Materials include proceedings of the conference "Culture Archives and the State," with papers on the politics of archiving folklore around the world; Working Papers of the Center for Folklore Studies; and materials from the American Folklore Society Teagle Project on Lay and Expert Knowledge, consisting of sample syllabi, assignments, and further reflections from the project.

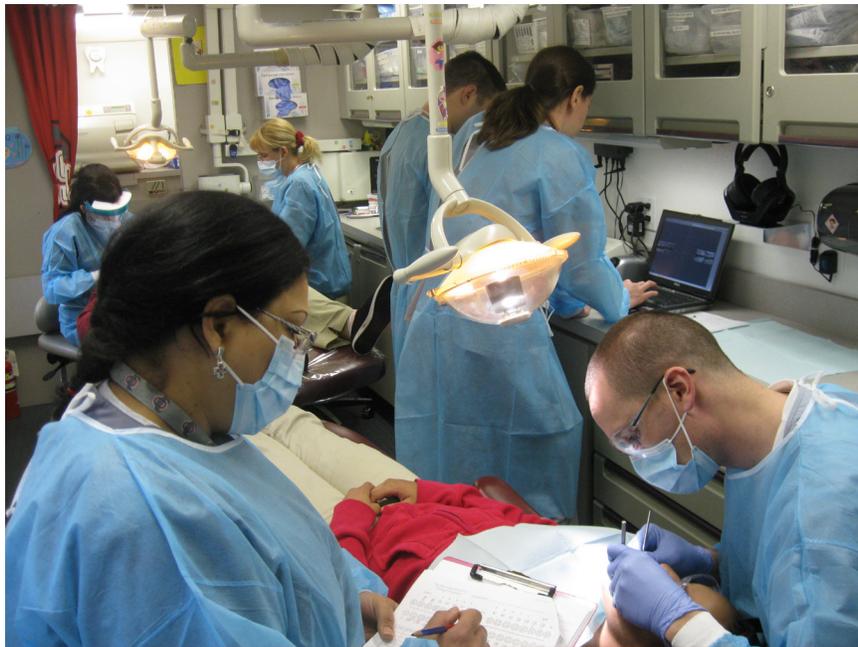
SOURCE: University Center for the Advancement of Teaching

C.8 Changes in Curricular Engagement

The following are brief examples of overall changes and trends that have occurred related to curricular engagement on campus since initial classification in 2008:

Implementation of the Second-year Transformational Experience Program (STEP) in 2013 includes increased faculty engagement and mentorship on experiential educational opportunities such as internships, study abroad, service-learning, teaching and research assistantships, and leadership. The experiential educational opportunities are expected to enhance the development of new courses that include aspects of engagement.

In support of academic planning, the Office of Academic Affairs has published an “Academic Unit Review Guide.” This academic unit review is a constructive, data driven, analytic, improvement oriented effort to identify unit-level patterns, issues, and steps to advance strategic goals across all academic undergraduate; graduate and professional academic programs including outreach and engagement efforts. <http://oaa.osu.edu/assets/files/documents/AcademicUnitReviewGuide.pdf>



The College of Dentistry’s Dental H.O.M.E. (Health Outreach Mobile Experience) Coach is a mobile dental clinic that helps to bridge this gap by providing oral health care and education to underserved children in Columbus and surrounding communities. The Dental H.O.M.E. Coach is an outreach program that strives to meet the oral health needs of Ohioans in key underserved areas.

III. Outreach and Partnerships

A. Outreach

A.1 Program Changes and Updates Since the Last Classification (2008)

The following are representative examples of changes in outreach programs and initiatives:

College of Arts and Sciences, “The STEAM Factory”

This interdisciplinary collaboration of faculty members across the areas of science, technology, engineering, arts, and mathematics was established to disseminate research, technology and pedagogy through public interaction and creative new ways to make an impact on a broader audience. Recently, this collaborative received a five-year partnership agreement for \$1.075 million with the Colleges of Arts and Sciences, Engineering, Food, Agricultural, and Environmental Sciences, the Offices of Outreach and Engagement and Research, and University Libraries.

<https://steamfactory.osu.edu>

Ohio State University Wexner Medical Center and College of Public Health, “Franklin County Health Map 2013”

A collaborative effort among The Ohio State University Wexner Medical Center, College of Public Health, and myriad community health organizations, including the Central Ohio Hospital Council, the Franklin County Health Map was designed to help hospitals and community health organizations better understand the health needs and priorities of Franklin County (OH) residents.

http://medicalcenter.osu.edu/aboutus/community_commitment/franklin-county/Pages/index.aspx

Knowlton School of Architecture and OSU Extension, “Food District @ Weinland Park”

A collaborative effort among Ohio State’s Knowlton School of Architecture, OSU Extension, and several community partners, the Food District is a proposed local-food processing plant that will generate revenue to support a job-training and placement center for unemployed residents of the revitalizing Weinland Park area and nearby neighborhoods. A planned aquaponics system, combining the production of fish and salad greens, will be incorporated into the Food District.

<http://localfoods.osu.edu/node/267>

<http://knowlton.osu.edu/news/2013/09/faculty-and-students-involved-food-district-weinland-park-project>

College of Social Work, LiFE Sports

This consortium of public/private partners, which includes the OSU Department of Athletics, supports the Learning in Fitness & Education (LiFE) through Sports as a comprehensive youth development initiative. It is the second largest of its kind in the country, with over 600 local youth served each year, and has been recognized nationally as a model youth development program.

<http://csw.osu.edu/research/life-sports>

College of Education and Human Ecology, “OSU Star House”

The house was established to provide homeless youth, ages 14-24, with a safe respite from the streets where they are able to meet their basic needs and begin reconnecting with the larger social system. It also provides access to educational, employment, health care, and housing services through working collaborations with community partners.

<http://www.osustarhouse.com>

Wexner Center for the Arts, “Education and Outreach”

The Wexner Center for the Arts serves as a multidisciplinary, international laboratory for the exploration and advancement of contemporary art. Through exhibitions, screenings, performances, artist residencies, outreach and educational programs, the center engages with local community members and enables established and emerging artists to test ideas in cultural experiences that enhance understanding of contemporary arts.

<http://wexarts.org>

<http://wexarts.org/public-programs>

College of Public Health, “Prevention Research Center”

The Prevention Research Center partners with community members and leaders to develop innovative strategies to promote health and prevent disease. Its initial projects focused on preventing childhood obesity in Columbus’s south side neighborhood. The Center is committed to supporting communities in their efforts to reduce and prevent childhood obesity through local, evidence-based approaches.

<http://cph.osu.edu/prc>

A.2 New Programs Since Last Classification (2008)

The following are examples of new programs provided as outreach to the community since initial classification in 2008:

Moritz College of Law, “Grassbaugh Veteran’s Project”

The Captain Jonathan D. Grassbaugh Veteran’s Project is an initiative designed to help veterans who may find themselves in need of legal assistance in the areas of housing and consumer issues. Assistance is provided to veterans at no cost and by volunteer lawyers and Moritz law students selected and trained to work with veterans on these issues.

<http://moritzlaw.osu.edu/grassbaugh>

Fisher College of Business and the Moritz College of Law, “Volunteer Income Tax Assistance Program (VITA)”

Together with the United Way of Central Ohio, students from the Fisher College of Business and the Moritz College of Law volunteer in VITA to prepare tax returns for moderate to low-income taxpayers.

<http://fisher.osu.edu/departments/accounting-and-mis/tax-clinic>



The university's **"One Health" initiative**, in partnership with the University of Gondar in Ethiopia and several national and international health organizations, seeks to develop plans to eliminate rabies from Gondar, Ethiopia, and enhance sustainable partnerships to make a significant global impact.

College of Social Work, "Social Services Agency Partnerships"

The college partners with more than 800 agencies statewide. These partnerships serve as training sites for undergraduate and graduate social work students who provide more than 325,000 hours of volunteer service each academic year to communities across Ohio. Agencies range from hospitals, to several Veteran's Administration clinics, state and local departments of health, mental health, community action organizations, settlement houses, community mental health centers, legislative offices and schools.

<http://www.csw.ohio-state.edu>

College of Education and Human Ecology, "P-12 Initiative"

This university-wide partnership links Ohio schools with the resources and expertise of The Ohio State University. It also connects Ohio State students, faculty and staff with Ohio schools to promote successful collaborations. The Ohio State model is unique in that P12 activities are embedded within departments and colleges across the university. This mosaic of contributions improves the academic outcomes for Ohioans of all ages and abilities. <http://p12.ehe.osu.edu>

College of Dentistry, "Dental H.O.M.E Coach"

This mobile dental clinic partners with several agencies throughout Central Ohio, providing oral health care and education to underserved children in Columbus and surrounding communities. <http://www.dent.osu.edu/ohiopproject/coach.php>

B. Partnerships

B.1 Long Standing and New Partnerships

Partnerships involving Ohio State – the university, its colleges, academic departments, academic support units, centers, and institutes – reflected on our previous application remain strong. Some of these partnerships include:

College of Dentistry, “The OHIO Project”

The College of Dentistry is the recipient of a five-year, \$1.5 million grant from the Robert Wood Johnson Foundation to become a "Pipeline Profession and Practice" program. The end result is a program titled “The OHIO Project: Oral Health Improvement through Outreach” (OHIO).

<http://dent.osu.edu/ohiopproject/about.php>

Haiti Empowerment Project

College of Education and Human Ecology; OSU Marion

This project enables Ohio State faculty and students to work in collaboration with Haitian universities, communities, and governmental/non-governmental entities to aid in empowerment through global problem solving.

<http://haiti.osu.edu>

The Honda Partnership Program

This research partnership between Ohio State and Honda of America Manufacturing supports initiatives in education, research and public service. It dates back to establishment of the Honda of America manufacturing facility in East Liberty Ohio in 1988, when an endowment for transportation research was established at the Ohio State College of Engineering in conjunction with Honda. That endowment now generates \$1.5 million in revenue annually and is invested in ground transportation programs in the College of Engineering.

<http://engineering.osu.edu/research/honda-osu-partnership>

OSU-Center of Science and Industry (COSI) Partnership

Ohio State’s partnership with COSI is broad, deep and continually expanding. The OSU@COSI Symposium Series celebrates the breadth of this unique and nationally-recognized partnership. Each installment in the series highlights one of the myriad ways in which Ohio State faculty and students bring research to life at COSI.

<http://research.osu.edu/2014/02/research-outreach-or-the-intersection-of-the-two-celebrate-the-ohio-statecosi-partnership/>

The following are examples of new partnerships created since the initial classification in 2008:

Office of Military and Veteran Services, “Operation Military Kid”

The Office of Military and Veteran Services, in partnership with the Ohio National Guard and OSU Extension, supports military children and families in Ohio and several surrounding states, by hosting one-day to two-week long camps to help families through the deployment of a loved one.

<http://www.ohio4h.org/omk>

College of Arts and Sciences, “The Arts Initiative”

This initiative supports a global community of artistic educators through collaborative alliances with state, national, and international organizations advancing the daily impact of the arts on individuals. It serves as the umbrella for multiple aspects of the arts on and off campus.

<https://artsinitiative.osu.edu>

Fisher College of Business, “Research and Business Partnership Centers”

The Research and Business Partnership Centers create the intellectual innovations that fuel business growth around the world. Many forward-thinking companies turn to Fisher faculty for new ideas and business solutions. These Research and Business Partnership Centers support teaching, research and development and provide a professional forum for exchange between faculty, students and the corporate community.

<http://fisher.osu.edu/centers>

College of Food, Agricultural, and Environmental Sciences, “Research, Business and Training Partnerships”

The Ohio Agricultural Research and Development Center and the Agricultural Technical Institute are involved in several partnerships in which outdoor labs, innovative technology, public-private partnerships and technical education are shaping Ohio's economic and environmental future.

<http://cfaes.osu.edu/gov-relations/news/research-business-partnerships-training-highlight-ohio-board-regents-chancellor>

B.2 Initiating, Sustaining, and Assessing Partnerships

The following action(s) were taken since the last classification to deepen and improve partnership relationships and practices:

As a charter land-grant institution, Ohio State continues to focus on outreach and engagement as an integral component of its teaching, research, and service activities and initiatives. The university is committed to finding new ways to include and promote engagement scholarship as something that creates meaningful and mutually beneficial collaboration with partners in education, business, industry, public, private, and social services to ensure that it “advances the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.”

<http://www.oaa.osu.edu/vision-mission-values-goals.html>

B.3 Assessing and Improving Partnerships

The following provides a brief explanation of how partnerships are assessed, and how those lessons are used to initiate and sustain new partnerships:

Strategic planning for all colleges and academic support units at Ohio State is guided by principles that “reaffirm our commitment to outreach and collaboration.” Strategic planning engages all members of the university community and it integrates their efforts around four common goals – teaching and learning; research and innovation; outreach and engagement; and resource stewardship.

Every college and support unit, in collaboration with its constituents, has developed a strategic plan, adhering to principles of the university’s vision, mission, values, and goals and including outreach and engagement as an integral component. Partnerships are essential to every unit’s success and are a key component in each strategic plan’s holistic approach to outreach and engagement.

Partnership opportunities are assessed by each individual college and unit. The goal is to identify and establish long-term, sustainable partnerships based on collaboration and reciprocity.

Partnership data are integral to each unit’s outreach and engagement strategy. They are tracked as part of the unit’s to measure progress in this area. The data are compiled and submitted to the Office of Academic Affairs for review and then sent to the Office of Institutional Research and Planning, where they are assessed and maintained.

Assessment data will be leveraged to inform future partnership opportunities.
<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>

B.4 Faculty Scholarship and Partnerships

Many faculty have collaborated with community partners to produce scholarly product of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships.

Kirwan Institute for the Study of Race and Ethnicity, “Neighborhoods and Community Development in Franklin County: Understanding our Past and Preparing for Our Future”

This collaboration in 2012 between Ohio State’s Kirwan Institute and the Moritz College of Law, in partnership with the Community Development Collaborative of Greater Columbus, the Columbus Foundation, and the Community Development Neighborhood Summit, developed an assessment of the trends that shaped community conditions and impacted development in Franklin County’s (Ohio) diverse neighborhoods.

<http://kirwaninstitute.osu.edu/my-product/neighborhoods-community-development-in-franklin-county-understanding-our-past-preparing-for-our-future>

College of Engineering, Knowlton School of Architecture, “Building Sustainable Futures for Linden Village”

This project was a partnership of Ohio State faculty in the Colleges of Engineering and Food, Agricultural, and Environmental Sciences and the Greater Linden Development Corporation. The initiative integrated urban revitalization, home rehabilitation, energy retrofit, repair, and maintenance with sustainable development goals. It was supported by a 2011 Engagement Impact Grant from the Office of Outreach and Engagement.

<http://knowlton.osu.edu/news/2012/03/sustainable-futures-linden-village>

<http://knowlton.osu.edu/news/2013/04/dr-jesus-j-lara-wins-emerging-community-engagement-award-linden-village-project>

John Glenn School of Public Affairs, “Homeownership Investment Program”

In partnership with the Ohio Housing Finance Agency (OHFA), the program expanded OFHA’s first-time homebuyer program by designing and evaluating an interactive online financial planning module (“MyMoneyPath”) and phone-based financial coaching services for new homebuyers. The tools developed for the program were designed to increase the financial and housing stability of low-income homebuyers in Ohio, thereby reducing mortgage delinquency. It was supported by a 2010 Engagement Impact Grant from the Office of Outreach and Engagement.

<http://glennschool.osu.edu/news/grant/index.html>

<http://glennschool.osu.edu/news/oahr/oahr.html>

College of Education and Human Ecology, “The Schoenbaum Family Center”

Located in the city’s urban core, the Schoenbaum Family Center provides quality early learning instruction to children in an economically challenged neighborhood. Directed by the College of Education and Human Ecology, it is the first early-childhood laboratory built in the U.S. by a university with public and private partners in a neighborhood of documented need. The center allows for collaboration across programs as well as teacher training and research. The partnership includes Columbus City Schools, the Child Development Council of Franklin County Headstart/Early Head Start, the City of Columbus and Campus Partners. It is supported by \$450,000 from Ohio State, and an additional \$2.7 million comes from grants, contracts, tuition, gifts, and endowment funds.

<https://sfc.ehe.osu.edu>

College of Veterinary Medicine, “OSU-Ethiopia Outreach on Rabies Elimination”

As part of the university’s “One Health” initiative, the College of Veterinary Medicine, in partnership with the University of Gondar in Ethiopia and several national and international health organizations, seeks to develop plans to eliminate rabies from Gondar, Ethiopia, and enhance sustainable partnerships to make a significant global impact. The project was supported by a 2013 Engagement Impact Grant from the Office of Outreach and Engagement.

<http://researchnews.osu.edu/archive/ethiopia.htm>

B.5 Changes in Outreach and Partnerships

Since initial classification in 2008, Ohio State continues to forge new and mutually-beneficial partnerships that promote engaged scholarship and solidify its legacy as an engaged university.

External partnerships across public and private sectors continue to be an integral component of Ohio State's overall engagement strategy, as the university constantly seeks opportunities for cultivating new university-level partnerships to complement the myriad of existing ones. The system for identifying and cultivating partnerships across the breadth and scope of the institution remains decentralized within each of the colleges and academic support units – and by extension, their subordinate departments, centers, and institutes. The internal collaboration of these units and the external partnerships they have developed are fundamental to the university's core missions of teaching, research, and service. Partnerships enhance student academic experiences and support faculty by providing opportunities for engagement scholarship that complement their teaching and research activities.

Ohio State's strategic vision promotes a more interdisciplinary, collaborative environment for teaching, research, and service, and so, brings renewed emphasis to the importance of the scholarship of engagement.

<http://oaa.osu.edu/provost-strategic-plan-board-presentation.html>

Promoting the culture of engagement scholarship also encourages the development of additional mutually beneficial partnerships with the community. The university's compact with its community partners is to serve as a catalyst for change such that communities are empowered to assume the lead in maintaining sustainable outcomes.

<http://oaa.osu.edu/strategicplanning.html>

As Ohio State continues its move toward eminence as a 21st century engaged university, it is focused on a model of assessment for evaluating and identifying collaborative opportunities and partnerships. More and more, partnerships need to fit strategically with the university's strategic vision, provide a relatively high probability of success, and also provide an acceptable and mutually beneficial rate of return for both the university and its partners. This puts Ohio State in the best possible position to meet the needs of students, faculty, the citizens of Ohio and the greater global community.



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UNIVERSITY**

Learn more about how Ohio State is engaging with our communities at outreach.osu.edu.