

OKLAHOMA STATE UNIVERSITY

CIVIC ACTION PLAN

DECEMBER 1, 2017



*UNIVERSITY NETWORK ON
COMMUNITY ENGAGEMENT*

Executive Summary

On October 6, 2016, V. Burns Hargis, President of Oklahoma State University (OSU), signed Campus Compact's Thirtieth Anniversary Action Statement. As part of that pledge, OSU also joined more than 450 other institutions of higher education to commit to creating a Civic Action Plan. These plans are intended to guide each sponsoring university or college's community engagement policies and actions for the next 3-5 years. We welcome this opportunity to thoughtfully build on our history and identity as a land-grant institution. Through the plan presented here, OSU embraces the language of the Campus Compact Action Statement to "move forward with a renewed sense of urgency." We take pride in the high-quality community partnerships OSU faculty, staff, and students contribute to each year, but we recognize that we can and should do more. Our plan therefore centers on how OSU as an institution and a collection of citizen-professionals can continue to develop more effective, sustainable, and equitable relationships with off-campus communities.

This document is the result of more than six months of work by an institutionally diverse task force of OSU administrators, faculty, and staff. The vast majority of task force members had extensive experience collaborating with off-campus groups and all members expressed significant interest in and commitment to community engagement. In their first meeting, task force members were charged by Provost Gary Sandefur to identify ways to shape OSU institutional policies and culture to more effectively promote community engagement at all levels and groups. The provost reminded the task force that community engagement is one of only three Core Goals in the OSU strategic plan and is an essential element of everything done at the institution. Task force members met as a large group at least monthly from May to October 2017. Smaller sub-groups also repeatedly met as needed to address topics specially related to members' expertise and/or institutional role. The final language included here represents the consensus view of participating members.

The OSU Civic Action Plan **centers on two recommendations:**

First, it calls for OSU as an institution to **continue to develop and expand mutually beneficial relationships with community partners**. This includes recognizing, honoring, and celebrating our partners' often unique expertise, experience, and perspective. Crucially, the plan emphasizes the need to explicitly integrate such commitments into university policy.

Second, the plan recommends that OSU explore ways to **create an institutional office of community engagement**. Among other responsibilities, this office would coordinate community-engaged partnerships, marketing, and fund development. We recognize that this is a significant commitment that may require securing funding external to the university. We are confident, however, that such an effort would be well rewarded. As described here, a community engagement office would both send a clear signal of OSU's commitment to partner with off-campus communities as well as fundamentally transform our ability to do so.

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Introduction

Since opening its doors in 1890, Oklahoma State University (OSU) has been committed to community engagement. As a land-grant institution, OSU recognizes its institutional obligation and opportunity to collaborate with communities in Oklahoma and beyond. The ethics, theories, and practices of community engagement are apparent throughout the institution's history, mission, and programs. Community engagement is one of three core goals prominent in OSU's strategic plan.



OSU veterinarians partner with local groups to control feral cat populations.

For more than 127 years, the faculty, administrators, staff, and students at OSU have created mutually beneficial partnerships with a variety of groups to address a variety of issues. Today, these programs are housed in each academic college and campus-wide unit. Community partnerships are an important element of the work of Oklahoma State University. OSU's partnerships are guided by the belief that communities are critical stakeholders in the work and outcomes of all aspects of academia. OSU therefore strives to co-create, design, implement, and assess mutually beneficial partnerships.

We recognize, however, that community-engaged work is successful only when it evolves with its off-campus partners. In this manner, the history of OSU's relationship with communities is marked by moments (discussed further below) in which the institution's geographic and participatory relationship with Oklahomans has grown. We therefore welcome the opportunity provided by Campus Compact to build on and renew our commitments. The following civic action plan explores how OSU's community engagement programs and structure can be expanded and strengthened over a five-year period (January 1, 2018-January 1, 2023). Doing so will allow us to better support the goals of groups both off-campus and on.

This document is also motivated by Campus Compact's five action statements related to the civic action plan initiative:

1. **We empower** our students, faculty, staff and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus – nearby and around the world
2. **We prepare** our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good
3. **We embrace** our responsibilities as place-based institutions, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically
4. **We harness** the capacity of our institutions – through research, teaching, partnerships, and institutional practice – to challenge the prevailing social and economic inequalities that threaten our democratic future
5. **We foster** an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.



The OSU chapter of Engineers Without Borders has partnered with the Honduran village of Seis de Mayo to create water filtration systems for local residents.

Key Terms

To better clarify and facilitate community partnerships, Oklahoma State University has adopted official definitions of a number of terms related to community engagement. For ease of understanding, definitions for terms that appear in this plan are included below:

- **Community.** For the purpose of university engagement, a community is a group (i.e., people, industry, entity) external to the university who are affiliated by shared characteristics such as geographical proximity, special interest, need, similar situation, or values.
- **Partnership.** Sustained collaboration between institutions of higher education and communities for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources. Examples are research, capacity building, or economic development.
- **Community Engagement.** The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
- **Community Engaged Teaching/Learning.** A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are service-learning courses or service-learning clinical practice.

A History of Engagement

Community engagement has been a central part of Oklahoma State University's mission since it was founded in 1890 under the Morrill Act of 1862. The state of Oklahoma received 30,000 acres of public land from the federal government to establish colleges to provide practical learning in applied subjects, including agriculture and mechanical/industrial arts. As a land-grant institution, OSU's founding mission was to make relevant, useful higher education more accessible to Oklahomans. The administration and faculty at OSU (then known as Oklahoma Agricultural and Mechanical College) therefore tailored classes and instruction to better recruit and support the goals of first-generation college students. In style, subject, and audience, OSU's earliest days centered on the interests and needs of off-campus communities.



In 1912, Annie Peters Hunter became the first federally appointed African American in what would become OCES.

This tradition of community engagement expanded dramatically in 1914 with the passage of the Smith-Lever Act and, less than two months later, the establishment of the Oklahoma Cooperative Extension Services (OCES). The rapid opening of OCES is not surprising given the state's pre-existing commitment to practical education. Extension agents had been traveling the region since Oklahoma's statehood in 1907, and 66 extension employees were active full-time by 1914. With federal recognition and funding, however, the agents were moved from the state capital to OSU, increasing the quality and quantity of their resources. By 1916 OCES staff had increased to nearly 90 and by 1927 the service had logged over 5 million contacts with Oklahoma residents. In 2016, OCES maintained more than 240 full-time equivalent employees offering resources and training on topics related to industrial agriculture, gardening, personal finances, nutrition, family relationships, and more. To make these resources as accessible as possible, OCES maintains offices in all 77 counties across the state and is expanding its web presence.

The reach of OSU's traditional classrooms also expanded beginning in 1946. What would become the Oklahoma State University system (in 1951) added branch campuses in Okmulgee (1946), Oklahoma City (1961), and Tulsa (1988 and 1999). Today, more than 24,000 undergraduate and graduate students are enrolled in the combined Stillwater and Tulsa campuses. These students pursue degrees in more than 180 programs, many of which require internships or other experiential, off-campus learning component. A substantial body of research has indicated the uniquely long-lasting and wide-ranging benefits of experiential learning—including service-learning classes and community-engaged research—including them in the set of "high-impact educational practices."

OSU's current community engagement efforts were recognized in 2006 and again in 2015 when the university received a Community Engagement Classification from the Carnegie Foundation. Classification places OSU among only approximately 5 percent of colleges and universities in the United States who have made such a public commitment to strengthen and expand policies, practices, and pedagogies that support community engagement. A voluntary classification, the recognition is the result of a broad effort across OSU to document existing community engagement and identify opportunities for growth. Feedback from the foundation has been an important addition to short and long-term planning, including this civic action plan.

Since 2012, the University Network on Community Engagement (UNCE) has played a key role in advancing a vision and understanding of community engagement at OSU. UNCE members include deans, directors, and other representatives from every college and campus-wide unit at OSU. Members meet regularly to share best practices and discuss potential policies to support community partnerships across OSU's instruction, scholarship, and service missions. UNCE members identify exemplary partnerships to celebrate. One of these efforts, the Solutions-based Health Innovations and Nutrition Excellence (SHINE), a collaboration between OSU and the Chickasaw Nation, was recognized as a regional winner of the 2017 W.K. Kellogg Foundation Community Engagement Scholarship Award.



Moving Forward - Recommendations

It is within this historical and institutional context that we present Oklahoma State University's Civic Action Plan. Beginning with OSU's unique heritage as the largest land-grant institution in Oklahoma, this plan embraces and builds on the university's identity and vision. Most of all, OSU is proud to recognize the many equitable, effective partnerships its faculty, staff, and students have developed and sustained over nearly 130 years, and with this plan commits to continue to refine, expand, and strengthen its collaboration with off-campus communities to enhance the lives of all Oklahomans. This plan centers on two recommendations introduced briefly here.



Recommendation: Continue to Develop and Expand Mutually Beneficial Relationships with Community Partners

The OSU Civic Action Plan represents extensive work by an institutionally diverse task force to consider these concepts and values in our institutional context. Doing so highlighted the excellent community-engaged work done by many individuals at OSU. Yet it also laid bare the isolated nature of the experience of many of these faculty, staff, and students.

This plan therefore calls for OSU to develop resources and opportunities to continue to develop and expand mutually beneficial relationships with community partners. Specifically, each element of this plan calls for

- **Educating** faculty, staff, and students on opportunities and best practices for community engagement,
- **Connecting** community-engaged scholars with one another and potential partners to foster high quality partnerships, and
- **Assessing** the impact of community-engaged projects to produce effective deliverables for campus and community partners.

Recommendation: Create an Institutional Office of Community Engagement

To be successful, many of the task force's recommendations require an institutional office of community engagement. Many of the outcomes and action items discussed below depend on centralized distribution and coordination of information and other resources related to community engagement. We are aware of multiple moments in recent years where high-quality community partnerships were avoided, abandoned, or needlessly limited primarily due to a lack of campus-level coordination, education, and/or support. OSU's founding identity as the largest land-grant institution in Oklahoma suggests that we are obligated to do better. **This plan therefore calls for OSU to begin to explore how an institutional office of community engagement may be sustainably created.**

At the same time, we recognize that establishing such an institutional office of community engagement would require a significant, new investment of financial, physical, and human resources. We are also aware that given current and projected budget uncertainty, many of the resources required for such an office may need to initially come from outside the university. Enrollment totals, tax revenues, and tuition rates can vary significantly, directly affecting the availability of the assets necessary to establish an office or center. As a result, this plan includes two sets of action items (clearly labeled as such) whose feasibility is based on whether a community engagement office or center can be created at OSU.

NOTE: Content from the OSU Strategic Plan (approved April 24, 2015) is presented in *italics*.

I. Mission

Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach, and creative activities.

II. Vision

Oklahoma State University will lead in the creation of a better Oklahoma, nation, and world by advancing the quality of life for all, and will fulfill the obligations of a first-class, land-grant educational institution.

In order to effectively and efficiently fulfill its mission and vision, OSU has created a civic action plan. Through this plan, OSU will support and expand community engagement activities, pursue additional resources for community partnerships, provide incentives for community-engaged faculty and staff, and recognize the work of faculty, staff, students, and community partners.

III. Core Values

- **Community** – *We foster a strong sense of community based on shared governance among students, faculty, staff, and administrators, which allows us to expand our intellectual and interpersonal horizons in a safe, friendly, and supportive learning environment.*
- **Excellence** – *We seek excellence in all our endeavors; we are committed to continuous improvement.*
- **Diversity** – *We respect and value the diversity of individuals, beliefs, and opinions.*
- **Integrity** – *We are committed to the principles of truth and honesty; we will be equitable, ethical, and professional.*
- **Service** – *We believe that serving others is a noble and worthy endeavor and is one of the distinguishing features of a land-grant institution.*
- **Intellectual Freedom** – *We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.*
- **Stewardship of Resources** – *We are dedicated to the efficient and effective use of resources and sustainability practices to conserve these resources. We accept responsibility of the public's trust and are accountable for our actions.*
- **Collaboration** – *We believe ideas and actions are best when they are the product of the knowledge, skills, and perspective of all stakeholders. We therefore seek to co-create and sustain mutually respectful community partnerships.*
- **Evidence-based** – *We are committed to working with community partners to co-create plans and actions based on rigorous, relevant evidence and analysis.*

- **Asset-based** – We believe university-community collaborations are most effective when they focus first on each partner's unique experience, knowledge, skills, and perspective.
- **Shared Ownership** – We recognize and value the unique knowledge and expertise of our community partners. We therefore strive to co-create adaptable partnerships that are co-owned, designed, and implemented by all stakeholders.
- **Outcomes Accountability** – We are committed to co-evaluating and documenting outcomes of our partnerships and the impacts on the community and university. We want to make a difference, together.

IV. Core Goals

1. **Academic Excellence** – Achieve academic excellence at the highest levels of teaching, research, scholarship, and creative activities through the creation, acquisition, and application of knowledge.
2. **Student Success** – Recruit, train, and graduate diverse students in a supportive environment that promotes scholarship, creativity, ethical leadership, meaningful service and civic engagement; encourages excellence and innovation; empowers health and wellbeing; prepares students for purposeful careers; enriches personal growth; and fosters discovery of knowledge.
3. **Community Engagement** – Engage external individuals and organizations through collaboration, outreach, and extension that enhances the quality of life in Oklahoma, the nation, and the world by contributing to the human, economic, and cultural development of our citizens.

Strategic and Tactical Goals in Support of Community Engagement:

- a. Continue needs assessment for the people and groups that the University serves and proceed with plans for meeting those needs.
- b. Cultivate the organizational structure to provide easy mechanisms for external partners to collaborate with and gain access to the University.
- c. Utilize the University's resources to serve Oklahoma's economic development goals.
- d. Develop, support, and promote the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
- e. Proudly message OSU achievements and innovations, as well as contributions made locally and globally through service and engagement.
- f. Expand and diversify opportunities for undergraduate and graduate students to be active, informed citizens both now and after graduation.
- g. Cultivate a campus climate that recognizes the unique value of community-engaged scholarship and instruction, and rewards faculty, staff, and students for participating in it.
- h. Increase and improve communication with community partners and identify stakeholder assets that may be applied to the benefit of everyone involved.

V. Community Engagement Outcomes

- A campus-wide office of Community Engagement coordinates, documents, and promotes community engagement to ensure transparency and efficiency among groups on and off-campus. (Supports Strategic Goals a, b, d, e, f, g, h)
- Community-engaged scholarship is recognized and rewarded among faculty, staff, students, and community partners. (Supports Strategic Goals e, d, g)
- Community Engagement opportunities, partnerships, and outcomes are consistently communicated effectively to individuals and groups on and off campus. (Supports Strategic Goals e, g)
- Opportunities for faculty, staff, and students to participate in meaningful community-engaged partnerships steadily grow. (Supports Strategic Goals b, c, d, f, h)
- Community partners and their members are recognized and valued for their knowledge and lived experiences. (Supports Strategic Goals b, d, h)



VI. Outcomes and Action Items – Overview

Note: Suggested lead office/unit to implement each action item listed in bold, parentheses.

Model 1 WITH a Community Engagement Office/Center	Model 2 WITHOUT a Community Engagement Office/Center
Outcome A: A campus-wide office of Community Engagement coordinates, documents, and promotes community engagement to ensure transparency and efficiency among groups on and off-campus. (Supports Strategic Goals a, b, d, e, f, g, h)	
A1: Create and implement a development plan to create a Community Engagement Office/Center. (Lead: University Network on Community Engagement (UNCE))	
A2: Plan and facilitate an annual community engagement celebration. (Lead: Community Engagement (CE) Office)	
A3: As part of an annual community engagement celebration, host a forum where faculty, staff, and students can present their work with community partners. (Lead: CE Office)	
A4: As part of an annual community engagement celebration, host a visiting community-engaged scholar (including at least one public lecture). (Lead: CE Office)	
A5: Increase community engagement instruction, training, and orientation opportunities for faculty, staff, and students. (Lead: CE Office)	
A6: Host monthly community engagement roundtables during the academic year. (Lead: CE Office; Colleges)	A6: Host monthly community engagement roundtables during the academic year. (Lead: Colleges)
A7: Create a university-wide database to track and monitor community-engaged partnerships, programs, requests, and courses. (Lead: CE Office)	
A8: Create a service-learning course designation to be used across the university. (Lead: CE Office)	A8: Create a service-learning course designation to be used across the university. (Lead: UNCE)
A9: Create a baseline report on OSU's impact, role, and perception in communities across Oklahoma. (Lead: CE Office)	
A10: Provide resources for student organizations to develop their own community partnerships. (Lead: CE Office)	
A11: Create university-wide standards for community-engagement MOUs. (Lead: CE Office)	A11: Create university-wide standards for community-engagement MOUs. (Lead: UNCE)
A12: Create a toolbox for evaluation data collection. (Lead: CE Office)	A12: Create a toolbox for evaluation data collection. (Lead: UNCE)

Outcome B: Community-engaged scholarship is recognized and rewarded among faculty, staff, students, and community partners. (Supports Strategic Goals e, d, g)	
B1: Provide language for department, college, and university review documents for faculty and professional staff to specifically recognize and reward community engagement. (Lead: CE Office)	B1: Provide language for department, college, and university review documents for faculty and professional staff to specifically recognize and reward community engagement. (Lead: UNCE)
B2: Recommend to each unit awards they can offer to recognize community engagement among faculty, staff, students, and community partners. (Lead: UNCE)	B2: Recommend to each unit awards they can offer to recognize community engagement among faculty, staff, students, and community partners. (Lead: UNCE)
Outcome C: Community Engagement opportunities, partnerships, and outcomes are consistently communicated effectively to individuals and groups on and off campus. (Supports Strategic Goals e, g)	
C1: Develop a marketing and communications plan to promote awareness of and support for community engagement, including success stories, among all stakeholder groups. (Lead: OSU Marketing and Communication Services; CE Office)	
C2: Create clearer communication channels (both online and offline) for community partners to connect with faculty, staff, and students. (Lead: OSU Marketing and Communication Services; CE Office)	
C3: Implement uniform community engagement language and messaging across OSU units and campuses. (Lead: OSU Marketing and Communication Services; CE Office)	C3: Implement uniform community engagement language and messaging across OSU units and campuses. (Lead: OSU Marketing and Communication Services)
C4: Create an accessible webpage that will act as a “front door” to OSU for community partners. (Lead: Institute for Teaching and Learning Excellence; CE Office)	

Outcome D: Opportunities for faculty, staff, and students to participate in meaningful community-engaged partnerships steadily grow. (Supports Strategic Goals b, c, d, f, h)	
D1: Increase the number of service-learning classes offered across the university by 25%. (Lead: CE Office; Colleges)	
D2: Integrate academic recognition of service-learning courses (e.g., as part of a minor) in at least three colleges. (Lead: CE Office; Colleges)	
D3: Strengthen and expand opportunities to create additional community-engaged research partnerships. (Lead: CE Office; Colleges)	
D4: Identify opportunities for community partnerships and experiences through on-campus housing communities. (Lead: CE Office)	
D5: Strengthen and expand opportunities to pair existing student assignments and projects with a community partner to co-create a mutually beneficial project. (Lead: CE Office; Colleges)	D5: Strengthen and expand opportunities to pair existing student assignments and projects with a community partner to co-create a mutually beneficial project. (Lead: Colleges)
D6: Identify and support proposals for external grants and funding sources to support community engagement projects. (Lead: CE Office; UNCE)	D6: Identify and support proposals for external grants and funding sources to support community engagement projects. (Lead: UNCE)
Outcome E: Community partners and their members are recognized and valued for their knowledge and lived experiences. (Supports Strategic Goals b, d, h)	
E1: Regularly invite community members to share their knowledge and lived experiences with students and faculty, including as part of a series of Partnership Panels that bring together community and university partners. (Lead: CE Office; Colleges)	E1: Regularly invite community members to share their knowledge and lived experiences with students and faculty. (Lead: Colleges)
E2: Facilitate additional learning of and interaction between university members and community partners with whom OSU has not previously partnered. (Lead: CE Office; Colleges)	E2: Facilitate additional learning of and interaction between university members and community partners OSU has not previously partnered with. (Lead: Colleges)
E3: Facilitate additional learning of and interaction between university members and members of historically minoritized groups/communities. (Lead: CE Office; Division of Institutional Diversity)	

VII. Outcomes and Action Items – 5 Year Timeline

	Model 1 WITH a Community Engagement Office/Center	Model 2 WITHOUT a Community Engagement Office/Center
Period	Outcome/Action Item	
Year 1	A1: Create and implement a development plan to create a Community Engagement Office/Center.	
	B1: Provide language for department, college, and university review documents for faculty and professional staff to specifically recognize and reward community engagement.	B1: Provide language for department, college, and university review documents for faculty and professional staff to specifically recognize and reward community engagement.
	A6: Host monthly community engagement roundtables during the academic year.	A6: Host monthly community engagement roundtables during the academic year.
Year 2	A1: Create and implement a development plan to create a Community Engagement Office/Center.	
	A12: Create a toolbox for evaluation data collection.	A12: Create a toolbox for evaluation data collection.
	D6: Identify and support proposals for external grants and funding sources to support community engagement projects.	D6: Identify and support proposals for external grants and funding sources to support community engagement projects.
Year 3	A1: Create and implement a development plan to create a Community Engagement Office/Center.	
	B2: Recommend to each unit awards they can offer to recognize community engagement among faculty, staff, students, and community partners.	B2: Recommend to each unit awards they can offer to recognize community engagement among faculty, staff, students, and community partners.
	A11: Create university-wide standards for MOUs.	A11: Create university-wide standards for MOUs.
	C3: Implement uniform community engagement language and messaging across OSU units and campuses.	C3: Implement uniform community engagement language and messaging across OSU units and campuses.
	E1: Regularly invite community members to share their knowledge and lived experiences with students and faculty, including as part of a series of Partnership Panels that bring together community and university partners.	E1: Regularly invite community members to share their knowledge and lived experiences with students and faculty, including as part of a series of Partnership Panels that bring together community and university partners.
Year 4	A5: Increase community engagement instruction, training, and orientation opportunities for faculty, staff, and students.	A8: Create a service-learning course designation to be used across the university.
	A7: Create a university-wide database to track and monitor community-engaged partnerships, programs, requests, and courses.	D5: Strengthen and expand opportunities to pair existing student assignments and projects with a community partner to co-create a mutually beneficial project.
	A8: Create a service-learning course designation to be used across the university.	
	A10: Provide resources for student organizations to develop their own community partnerships.	

Year 4	C1: Develop a marketing and communications plan to promote awareness of and support for community engagement, including success stories, among all stakeholder groups.	
	C2: Create clearer communication channels (both online and offline) for community partners to connect with faculty, staff, and students.	
	C4: Create an accessible webpage that will act as a “front door” to OSU for community partners.	
	D4: Identify opportunities for community partnerships and experiences through on-campus housing communities.	
	D5: Strengthen and expand opportunities to pair existing student assignments and projects with a community partner to co-create a mutually beneficial project.	
	E3: Facilitate additional learning of and interaction between university members and under-represented community partners.	
Year 5	A2: Plan and facilitate an annual community engagement celebration.	E2: Facilitate additional learning of and interaction between university members and community partners with whom OSU has not previously partnered.
	A3: As part of an annual community engagement celebration, host a forum where faculty, staff, and students can present their work with community partners.	
	A4: As part of an annual community engagement celebration, host a visiting community-engaged scholar (including at least one public lecture).	
	A9: Create a baseline report on OSU's impact, role, and perception in communities across Oklahoma.	
	D1: Increase the number of service-learning classes offered across the university by 25%.	
	D2: Integrate academic recognition of service-learning courses (e.g., as part of a minor) in at least three colleges.	
	D3: Strengthen and expand opportunities to create additional community-engaged research partnerships.	
	E2: Facilitate additional learning of and interaction between university members and community partners with whom OSU has not previously partnered.	
	E3: Facilitate additional learning of and interaction between university members and members of historically minoritized groups/communities.	

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Endorsements

The Oklahoma State University Civic Action Plan was reviewed and accepted by:

OSU Council of Deans
OSU Faculty Council
Provost Gary Sandefur
President Burns Hargis

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