🏠 | **Group2-Shared Docs**

Group2-Shared Docs

Group 2

Michele Campbell, Facilitator
Kyle Stafford, Facilitator

Susan Dodson, Recorder
Bryon Clark
Austin Harman
Kasidy Kinkade
Kristie Luke
Jane McMillan
Robin Plumb
Tim Smith
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Structure and function of the University Council for Engagement (working copy)

Enabled: Statistics Tracking

Attached Files: 📄 File Univ.council.engage.service.docx   (14.138 KB)

Per Dr. Bryon Clark:

Attached is a working copy of the structure and function of the University Council for Engagement and Service (UCES) that was set up to address Criterion 5—Engagement and Service of the Higher Learning Commission's criteria for accreditation. The criteria for accreditation have since been modified and there no longer is a specific criterion for engagement and service; however, the concepts of engagement and service are found as subcomponents embedded in the revised criteria that will be used during our next visit.   The yellow highlighted area was the definition of engagement and service used by UCES. The document below could be used for discussion and tweaked (or radically modified) to guide the effort of our group.

Group2 Engagement status report june2012 (2).docx

Enabled: Statistics Tracking

Group 2 Progress Report - July 2012

University Council for Engagement and Service

Vision

The University Council for Engagement and Service will foster a community of collaborative learners who value civic responsibility and strive to improve the quality of life for both internal and external constituents of Southeastern Oklahoma State University.

Mission

The University Council for Engagement and Service will promote engagement of students, faculty, staff, and community members in sustained collaborative partnerships. To help realize these relationships, the University Council for Engagement and Service will provide leadership in promoting, evaluating, and developing the philosophy, curriculum, activities, and policies that support and encourage engagement and service by faculty, staff, students, and community members.

Goals

Engagement and service are defined by Southeastern Oklahoma State University as active collaborations between members of the University and community in ways that are mutually beneficial and consistent with the University's mission of "providing excellent teaching, challenging academic programs, and extracurricular experiences," and "promoting values for career preparation, responsible citizenship, and lifelong learning." The goals of the University Council for Engagement and Service are:

- To foster a curriculum that provides students with the knowledge and skills to be engaged citizens.
- To enhance the educational experience of students by reinforcing course content with opportunities to apply what they are learning outside the classroom.
- To develop future generations of engaged citizens that embrace civic responsibility by preparing students for life beyond college.
- To provide students, faculty, staff, and community members an opportunity to interact with diverse populations and communities.
- To allow the University a means to engage in mutually beneficial relationships with community partners that serve their common good.
- To strengthen the bonds between the University and its constituencies by identifying and addressing needs of the community.

Objectives

The objectives of the University Council for Engagement and Service are to:

- Provide leadership and support to students, faculty, staff, and community members involved in engagement and service activities.
- Coordinate, expand, and leverage engagement and service activities.

- Foster new engagement and service partnerships.
- Celebrate outstanding programs and individuals that promote engagement and service.
- Assess and evaluate the University's engagement and service activities.
- Publicize the impact of the University's engagement and service activities.

Membership

The Chief Academic Officer will appoint a chair to lead the Council. The chair will be non-voting member except in the instance to break a tie vote. The composition of the membership is:

- Nine faculty members will be appointed to Council. The chair, in consultation with the respective academic deans, will select three faculty members from the School of Arts and Sciences, School of Education and Behavioral Sciences, and the John Massey School of Business to serve on the Council. No two faculty members may be from the same academic department.
- One representative from each of the following areas will be appointed to the Council: Athletics, Business Affairs, Center for Regional Economic Development, Continuing Education, Dean of Students (or representative from unit), Director of Residence Life (or representative from unit), President's Office, Director of Diversity, Southeastern Staff Association, Immediate Past Chair of Faculty Senate, Henry G. Bennett Library, University Development, and President of the Student Government Association (or representative from unit). Unit representatives will be selected by the chair of the Council after consulting with the head of each respective area.
- Initial appointments to the Council will be for three years except for those in elected offices. Membership on the Council will coincide with the term of their respective offices for the President of the Student Government Association, Immediate Past Chair of the Faculty Senate, and the President of the Staff Association. After the initial appointment, faculty and staff members will serve three-year staggered terms. If a position becomes vacant, the protocols described above will be used to fill the vacancies for the remainder of the existing term. Faculty and staff members may be reappointed to the Council.

Authority and Function

The University Council for Engagement and Service reports to the Chief Academic Officer of the University; the Council has the authority to interact/collaborate with individual faculty and staff, committees/councils, organizational units, student organizations, and/or administrative offices to develop an assessment plan, collect data, and prepare assessment reports concerning engagement and service. The chair will notify unit heads prior to meeting with individuals in their respective areas except for regularly-scheduled events of the Council. The chair and Council will work with the Coordinator for Higher Learning Commission Accreditation to assist the University to meet the standards for reaccreditation with respect to Criterion 5.

Any recommendations made by the Council concerning the curriculum will be submitted to the Academic Council for consideration.

Southeastern Professional Development Program

Group 2 Action Plan Report - Engagement

June 26, 2012

Objective: Transform SE Culture by Promoting Responsible Citizens within SE Family

Group 2 is currently working on the following activities:

- Draft of document to reconstitute University Council for Engagement and Service to provide vision, mission, goals, objectives, membership, authority, and function (all in accordance with HLC criteria) (Bryon, Tim, and Kristie)
- Development of concept/slogan/logo for SE engagement activities with purpose of providing identification of SE service and uniformity in presence at service activities (i.e. buttons, t-shirts) (Luke)
- Draft design of user friendly survey with purpose of improved documentation of service (Luke and Bryon)
- Draft pledge drive (web-based) to promote increased number of staff/students/faculty engaged in service (Michele)
- Data collection of current volunteer opportunities/programs (Tim)
- Draft website page to promote service and highlight activities to provide heightened sense of awareness and recognition (Susan and Jane)
- Plan for a kick-off event to build sense of community and establish buy-in (Kyle)

Questions for discussion:

How will reconstituting the University Council for Engagement and Service increase documentation of service and increase the number of service hours?

Will the reconstituted University Council for Engagement and Service address HLC criteria and provide appropriate documentation?

Southeastern Professional Development Program

Group 2 Action Plan Report - Engagement

July 23, 2012

Objective: Transform SE Culture by Promoting Responsible Citizens within SE Family

Group 2 is currently working on the following activities:

- Draft of document to reconstitute University Council for Engagement and Service to provide vision, mission, goals, objectives, membership, authority, and function (all in accordance with HLC criteria) (Bryon Clark, Tim Smith, and Kristie Luke) IN PROGRESS
- Development of concept/slogan/logo for SE engagement activities with purpose of providing identification of SE service and uniformity in presence at service activities (i.e. buttons, t-shirts) (Luke Willman) – PROPOSED IDEAS, COMPLETED
- Draft design of user friendly survey with purpose of improved documentation of service (Luke Willman and Bryon Clark) COMPLETED
- Draft pledge drive (web-based) to promote increased number of staff/students/faculty engaged in service (Michele Campbell) COMPLETED
- Data collection of current volunteer opportunities/programs (Tim Smith) IN PROGRESS
- Draft website page to promote service and highlight activities to provide heightened sense of awareness and recognition (Susan Dodson and Jane McMillan) IN PROGRESS
- Plan for a kick-off event to build sense of community and establish buy-in (Kyle Stafford and Robin Plumb) IN PROGRESS

Questions for discussion:

Where do our plans and other Action Plans overlap (besides Group 3 – I am SE)?

How can we better document community engagement activities without diminishing the true spirit of service?

Group3-Shared Docs

Group 3

Liz McCraw, Facilitator
Claire Stubblefield, Facilitator

April Lehrling - Recorder
Paul Buntz
Richard Crow
Rozanna May
Dell McLain
Doug McMillan
Kris Simpson
Kyle Thomas
Kalleigh Whitley
Wayne Williamson

Group 3 - I AM SE - Logic Model Draft

Attached Files: 📄 File Logic Model Draft_I Am SE.docx (21.316 KB)

This is the Action Planning Logic Model created by Paul Buntz for the "I AM SE" project.

Group 3 - Narrative for I AM SE Action Plan

Attached Files: 📄 File TEAM 3 Action Plan - I AM SE.docx (13.958 KB)

This is a copy of the Action Plan that we submitted back in the Fall. It is for reference purposes.

July 2012 Progress Report

Attached Files: 📄 File I AM SE - 7-23-2012 Progress Report.docx (13.62 KB)

Attached is Team 3's progress report that will be presented at Administrative Council on July 23.

DRAFT LOGIC MODEL

Logic Model: *I Am* SE   Southeastern Oklahoma State University

Assumption: Empowering Students, Faculty, and Staff to initiate projects to improve the campus will:

- Result in an engaged community that continuously seeks to make campus improvements
- Provide tangible benefits and improvements to the campus at minimal cost
- Improve the physical appearance and function of campus buildings and grounds
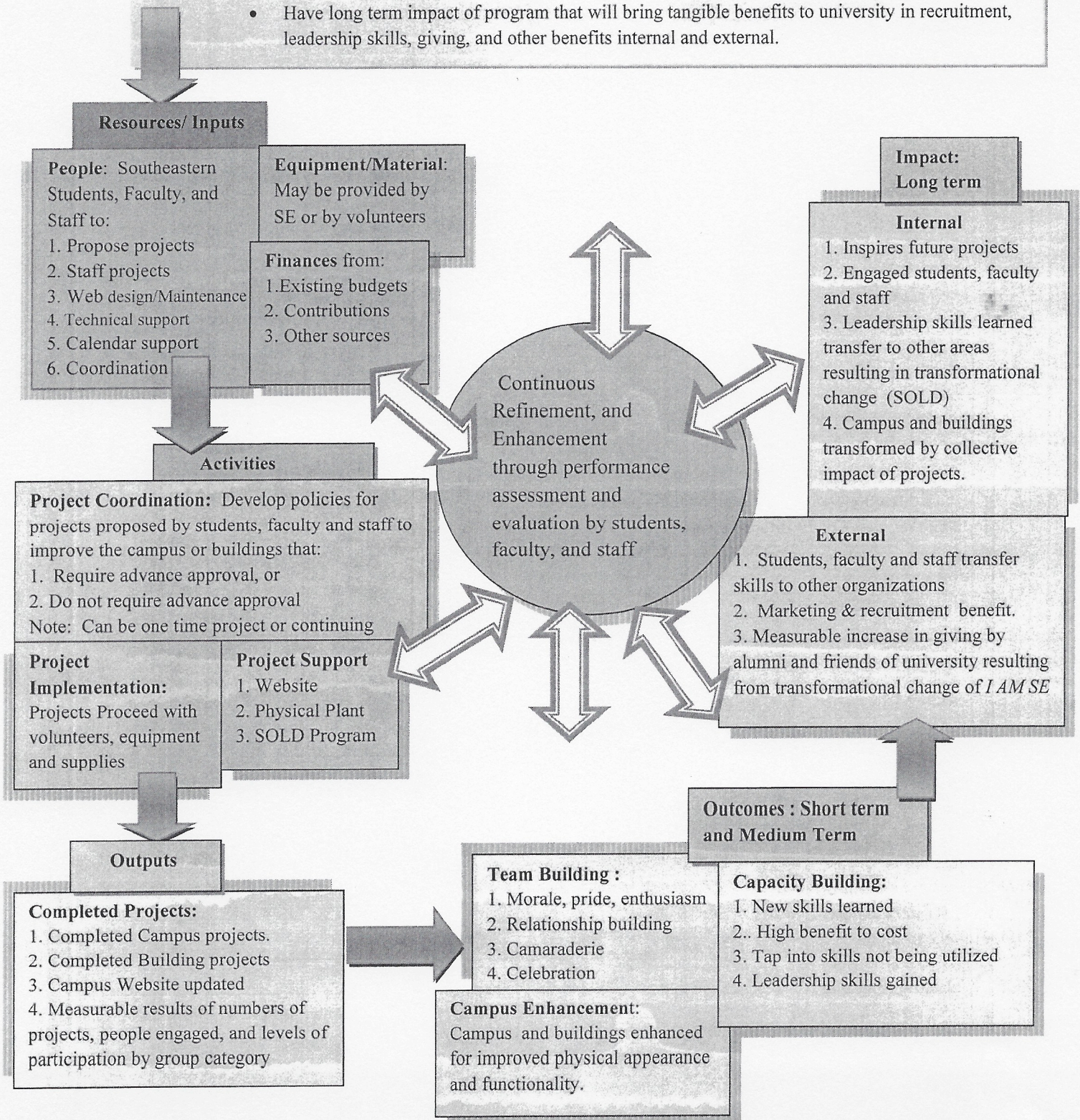- Result in increased pride and a sense of ownership within the university community
- Have long term impact of program that will bring tangible benefits to university in recruitment, leadership skills, giving, and other benefits internal and external.

Resources/ Inputs

People: Southeastern Students, Faculty, and Staff to:
1. Propose projects
2. Staff projects
3. Web design/Maintenance
4. Technical support
5. Calendar support
6. Coordination

Equipment/Material: May be provided by SE or by volunteers

Finances from:
1. Existing budgets
2. Contributions
3. Other sources

Activities

Project Coordination: Develop policies for projects proposed by students, faculty and staff to improve the campus or buildings that:
1. Require advance approval, or
2. Do not require advance approval
Note: Can be one time project or continuing

Project Implementation: Projects Proceed with volunteers, equipment and supplies

Project Support
1. Website
2. Physical Plant
3. SOLD Program

Continuous Refinement, and Enhancement through performance assessment and evaluation by students, faculty, and staff

Impact: Long term

Internal
1. Inspires future projects
2. Engaged students, faculty and staff
3. Leadership skills learned transfer to other areas resulting in transformational change (SOLD)
4. Campus and buildings transformed by collective impact of projects.

External
1. Students, faculty and staff transfer skills to other organizations
2. Marketing & recruitment benefit.
3. Measurable increase in giving by alumni and friends of university resulting from transformational change of *I AM SE*

Outputs

Completed Projects:
1. Completed Campus projects.
2. Completed Building projects
3. Campus Website updated
4. Measurable results of numbers of projects, people engaged, and levels of participation by group category

Outcomes : Short term and Medium Term

Team Building :
1. Morale, pride, enthusiasm
2. Relationship building
3. Camaraderie
4. Celebration

Campus Enhancement: Campus and buildings enhanced for improved physical appearance and functionality.

Capacity Building:
1. New skills learned
2.. High benefit to cost
3. Tap into skills not being utilized
4. Leadership skills gained

TEAM 3 – Action Plan
I AM SE, IT'S MY STORY, IT'S MY CAMPUS

Subject: COMMUNICATION AND CAMPUS BEAUTIFICATION – A Starting Point

Objective: To establish an environment that encourages, expects and celebrates ownership and accountability for our individual and collective work and that enables "us" to share our stories first with each other, and then with others.

Goals:
1) To foster ownership of the campus facilities and space through creative stakeholder interaction (by floor, building, department or division.)
2) To create a common narrative (I AM SE) by sharing the ownership of our physical space.
3) To actively encourage and celebrate the work of our colleagues and students INTERNALLY.
4) To tell OUR story through ACTION – and then through creating a narrative of ownership and accountability.
5) To build identity, pride, campus ownership

Problems:
1) Current culture of "That's not my job."
2) Possible Red Tape – "Can't do that, because."
3) Territorialism
4) Lack of communication vehicle to share the story of this project.
5) Lack of understanding of possible barriers – campus master plan, ADA accessibility, life-safety measures.
6) Potential need for resources/equipment.

Solutions
1a) Public Notification/Announcement of value of this work by the President and encouraged by the Executive Team that reinforces the I AM SE themes of ownership and accountability.

1b) Solicit for interest for an exploratory team (stakeholders from across campus) to brainstorm ideas.

Solutions Continued.

2) Create initial exploration group to ASK "HOW" Questions so that stakeholders know and understand possible boundaries.

3) Break down boundaries by inviting participation across structural lines. INCLUDE STUDENTS!

4) Create an I AM SE Webpage to share stories, videos and photographs of the project work being accomplished.

5) Work with the people who deal with this area to assist in figuring it HOW we can do the projects.

6) Include others in our vision to explore possible funding mechanisms, etc.

RESOURCES:

1) Time – Expectation that this work is important and that participants can use work time to participate in this sort of activity.

2) Funding – To be determined as projects are created. At the initial onset – minimal funding will be required.

TIMELINE:

1) Immediate – Ask for volunteers at this session to call an exploratory "question-generating" meeting.

2) Immediate – Solicit volunteers who are interested in thinking big thoughts and taking ownership of their physical space.

IT IS OUR HOPE THAT THE ENTHUSIASM GENERATED FROM THIS PROJECT WILL TAKE HOLD IN OTHER WORK THAT WE DO -- THAT THE SHARING OF STORIES THAT WILL OCCUR NATURALLY WHEN PEOPLE WORK TOGETHER HELP US TO CRYSTALIZE THE STORY OF OUR UNIVERSITY – THAT BY TAKING OWNERSHIP IN OUR PHYSICAL SPACE WILL ALSO ENCOURAGE AND SUPPORT ACCOUNTABILTY IN THE OTHER WORK THAT WE DO.

I AM SE – Progress Report   **July 23 , 2012**

We have been working on a 2-prong approach to moving the **I AM SE** project forward. We have been focusing on the Resources and Inputs into the project.

1) **Departmental/Unit participation**
   We are working with departments and units to identify a project hero that will be the point person. Team 3 will meet with these folks to identify potential projects and facilitate the work. (Tentative Kickoff – State of SE Meeting)

2) **Identifying synergies with other programs or projects and tying them back to the overall action planning process.**
   a) We are auditing those campus projects that exemplify the **"I AM SE"** spirit and would like to encourage those projects to be part of the umbrella.
   b) We have linked the **I AM SE** project to work being done with Teams 4, 6 and 8, along with the Marketing Team.
   c) Collaboration with Team 2 Engagement has been requested.

Internal Committee work is underway. Working teams of 2-3 members have been formed to move the implementation forward. The areas of work include:
Reporting/Logistics (April Lehrling, Kyle Thomas)
      Completed: Registration/Reporting Documents to website and approval patterns.
      Ongoing: Project list creation/survey
Communication (Rozanna May, Dell McLain)
      In process: Development of Communication Plan
Website (Paul Buntz)
      Completed: Website content
      In process: Actual changes to the site
Development of Unit Coordination (Claire Stubblefield, Dell McLain)
      In process
University Wide Projects (Liz McCraw, Wayne Williamson)
      Completed: Roll out for inclusion of campus community
      In process: Identification of project (small/large)

Coordination of current projects (Full Team)

The team has met twice in June and is scheduled to meet in July. Tentative campus-wide launch is scheduled for 3rd week of August.

Questions for Discussion:
1) Where do our plans and other Action Plans Overlap?
2) How do we create buy-in at the University and departmental levels?