

## GERONTOLOGY INSTITUTE

### Mission

The Gerontology Institute sponsors a multidisciplinary Gerontology program committed to promoting academic excellence in the study of aging throughout the life course, through scientific research, education, and service.

### Vision

The Gerontology Institute will be recognized as a national and international leader in providing aging services for professionals seeking continuing education courses, students seeking professional and or advanced degrees in Aging, and in providing technical, community, and research expertise in Gerontology.

### Core Values

**Excellence** – We seek excellence in all our endeavors, and we are committed to continuous improvement.

**Intellectual Freedom** – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

**Integrity** – We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

**Service** – We believe that serving others is a noble and worthy endeavor.

**Diversity** – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

**Stewardship of Resources** – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.

## **Goals, Critical Success Factors, Objectives, and Strategies**

**Goal One: Create a collegial environment that encourages excellence, prepares for professional careers, enriches personal growth, fosters discovery of knowledge, and promotes leadership development in Gerontology.**

### **Critical Success Factors**

- Increase graduate enrollment by 50%.
- Involve all M.S. gerontology graduate students in research activities.
- Expand gerontology distance learning by developing an on-line Certificate in Gerontology program.

### ***Objectives:***

**Objective 1.1:** Recruit and retain outstanding graduate students from diverse backgrounds.

### **Strategies**

- Develop and market Gerontology promotional resources.
- Review and update Gerontology website quarterly.
- Market program via Internet search engines on and off campus.
- Add a counter to the website to determine interest.
- Develop a brief questionnaire for prospective and new students to determine awareness of the program.
- Market Gerontology program at the annual Oklahoma Minority Aging Conference.
- Develop new flyers and posters to be used annually by the Graduate College at recruiting events, and by the Institute of Gerontology at 2 state Gerontology conferences and 2 national conferences.
- Establish 2 annual recruiting days on OSU campus and OSU Tulsa campuses.
- Work closely with faculty in the College of Education, College of Arts and Sciences, College of Human Environmental Sciences, and the Health Science Center OSU-Tulsa, to contact and advise Gerontology students via bi-annual Gerontology meetings.
- Expand University wide efforts to recruit students in all colleges on campus.
- Develop new collaborative efforts with private and public sectors (i.e., Governor's Office, Chambers of Commerce, Department of Health and Human Services, Department of Labor, hospitals, and other healthcare organizations) to recruit and retain nontraditional students.

- Recruit and retain nontraditional students via customized course offerings that link Gerontology education, training, and workforce development. Establish one new course offering per year.
- Create an annual task force of Gerontology students and alumni, business, and community leaders for development of Gerontology ideas and activities.
- Establish biannual recruitment meetings with the Graduate Advisor at OSU-Tulsa.
- Market the Great Plains Gerontology Master's on-line program to working and distance-located students via the Gerontology website, 2 national conferences, 2 state conferences, and by an annual mail out of 1,000 items.
- List distance learning Gerontology courses in University course schedule.
- Apply and obtain Gerontology prefixes for course offerings.
- Develop an undergraduate minor/option in Gerontology.
- Increase enrollments in the certificate program by 10% per year.
- Conduct an exit interview with each Gerontology graduate; use data to enhance programs.
- Develop Gerontology alumni relations through bi-annual newsletters.
- Create Gerontology alumni association; host one annual meeting in conjunction with Ethics and Aging Conference.

**Objective 1.2:** Strengthen students' educational and leadership experiences.

#### Strategies

- Increase multidisciplinary course options in the Certificate program by adding Gerontology courses through out the University, beginning with one course per year, i.e., 6 new courses.
- Offer the Certificate program at OSU-Tulsa.
- Develop Gerontology health sciences educational experiences, i.e., research, education, training and clinical experiences at OSU-Tulsa that lead to high demand healthcare and aging jobs.
- Offer one new research or educational experience in aging at OSU-Tulsa every 2 years.
- Enhance the experiential component of the curriculum through more structured internships with agencies and private and public sector groups, with one new internship site added per year.
- Work closely with departments to offer Gerontology courses on a 2 year cycle.
- In order to increase the quality of the Gerontology program and retention of students, develop a mentoring program. (Each Gerontology student will work with a major professor and business/community leader in addressing a specific Gerontological theory and/or practice.)
- Obtain and offer Gerontology student research scholarships for participating in research presentations at state/ national meetings. (Begin with 2 annual scholarships; 2 annual meetings.)

- Annually seek external funding for enhancing faculty and student research participation, i.e., publications, presentations, creative component research experiences.
- Continue to incorporate the highest standards and guidelines for Gerontology programs as set forth from the Association of Gerontology in Higher Education.
- Continue plans toward a Doctorate in Philosophy in Gerontology.

**Objective 1.3:** Enhance learning through discovery and application of new knowledge.

#### Strategies

- Work toward an active program in collaborative and applied research between students and faculty, i.e. at least one research team project per year.
- Encourage and assist student participation in conferences such as Ethics and Aging, PartnerShips for Aging, Association of Gerontology in Higher Education (Oklahoma City - in 2005) with at least 5 students in attendance.
- Use educational technology to strengthen distance education opportunities.
- Enhance academic course development and course offerings in the Great Plains – Interactive Distance Education Alliance for the Human Sciences - Gerontology program of study through collaborations with sister-institution faculty associated with the Great Plains consortium and by assessing student feedback on an annual basis.
- Work toward preparation of more of the present courses to be offered online or by video to Tulsa, Oklahoma City, and other regions such as the Elder Law course to be offered in Oklahoma City Summer 2004, Preventive Healthcare and Aging Summer 2005, Retirement Planning 2006.

**Objective 1.4:** Collaborate with professional and industry partners for effective engagement in Gerontology.

#### Strategies

- Continue close affiliation between University Extension International Economic Development and Gerontology in programs and outreach (weekly).
- Continue to strengthen ties with the Advisory Council as a valuable resource for recruitment, placement, career opportunities, and collaborative outreach efforts. This includes biannual meetings with Gerontology leaders in the community, the inclusion of Council members in ongoing Aging programs, and services such as Senior University meetings and the Ethics and Aging Conference.

**Objective 1.5:** Establish career placement opportunities for Gerontology graduates.

Strategies

- Annual meetings with OSU Career Placement.
- Participation in OSU annual career fairs.
- Establish employment networking opportunities for Gerontology students at the PartnerShips for Aging and Ethics and Aging conferences, i.e., position announcement displays, interview schedules, and network meetings.

**Goal Two: Develop a learning environment for faculty, staff, and students that fosters research creativity, critical thinking, and problem solving through the discovery, dissemination, and application of knowledge.**

**Critical Success Factors**

- Develop the Gerontology Institute as the Research and Professional Development entity for the University in Aging studies, research, and outreach by revising and updating gerontology curricula, offer 2 annual professional development meetings, and offering one multidisciplinary research and offering one multidisciplinary research project per year.
- Receive external support for expanding gerontology research and development (funded gerontology scholarships, endowed professorships, and program support).
- Involve all M.S. gerontology graduate students in research activities (no baseline).
- Expand gerontology distance learning by developing an on-line Certificate in Gerontology program.

***Objectives:***

**Objective 2.1:** Strengthen and develop human and economic resources to enhance scientific, outreach, and instructional capabilities of Gerontology Institute.

Strategies

- Transition administration of the Institute to the new Director.
- Hire and orient two new Gerontology faculty members in the College of Human Environmental Sciences.
- New faculty members will teach and conduct Gerontological research in nutrition and family sciences. This will result in at least 2 new Gerontology courses in each subject matter area and a Gerontological research publication/presentation per year.
- Continue working closely with faculty in other colleges and with College of Human Environmental Sciences department representatives for increased awareness of Gerontology relevance as an academic imperative in both the curricula and in professional development planning, resulting in one annual collaborative Gerontological project.
- Provide professional development opportunities for the new Gerontology Director, Administrative Assistant, and faculty members by providing support for in-house training and a minimum of 2 professional development meetings or conferences per year.

- Seek external funding for faculty in-service training (summer 2005) to develop distance learning Gerontology courses.
- Seek external funding for one endowed professorship in Gerontology.
- Seek external funding for one endowed chair in Gerontology.

**Objective 2.2:** Increase knowledge discovery.

Strategies

- Biennially seek collaborative research and project opportunities (i.e., grants, programs, and publications) for multidisciplinary Gerontology faculty and students.
- Expand Gerontology distance learning courses to enable more professionals to seek a Certificate in Gerontology on-line.
- Establish a yearly professional seminar in Aging for faculty across campus and at OSU-Tulsa.
- Conduct diabetes study with Elder Black Women in Tulsa resulting in 2 publications and 5 presentations.
- Initiate workforce development and educational opportunities for aging workforces, one grant, 2 publications, and 6 presentations.
- Involve Gerontology faculty and students in the research and design of the Sigma Phi Omega (Gerontology honors/3.5 GPA student publication) national bulletin published 4 times a year.
- Initiate faculty and student team involvement in publishing an article in the PartnerShips for Aging journal on an annual basis.
- Assure high quality theses and dissertations through assisted research via academic mentoring and in securing financial resources to conduct significant research.
- Promote Gerontology application and research from a global perspective, i.e., participation at international and national Gerontological meetings, addition of an international aging course, internship experiences, recruitment efforts of international students and faculty.

**Goal Three: Generate resources in support of Gerontology mission through sponsored programs, fundraising, and engagement to expand academic programs, outreach, and service.**

**Critical Success Factors**

- Obtain university/graduate school financial support for Gerontology multidisciplinary programs. (no baseline outside of CHES)
- Initiate and receive at least one workforce development gerontology training grant.
- Offer at least 5 gerontology outreach programs for CEU—distance learning/or correspondence course credits nationwide.

***Objectives:***

**Objective 3.1:** Ensure adequate funding for Gerontology programs and services offered through the Gerontology Institute.

**Strategies**

- Hire Administrative Staff, Graduate, and Undergraduate Students within the Gerontology Institute.
- Explore and secure assistance from the University and each College/Academic Unit to support multidisciplinary faculty across campus who engage in Gerontological research, teaching, and services. (This includes financial support, academic support in scheduling courses and time, and in meeting faculty tenure and promotion criteria.)
- Meet with Academic Deans and University Administrative Team in establishing an Administrative Gerontology Taskforce.
- Secure University support to hire Aging consultants from Association for Gerontology in Higher Education to evaluate the gerontology academic programs at OSU and introduce recommendations.
- Annually seek external funding—work closely with University Extension and Office of Research and Graduate Studies in seeking Gerontology grants to support academic programs, outreach, and service.
- Seek University support and commitment for the Gerontology Institute, i.e., initiate meeting with Dean in acquiring priority funding for multidisciplinary Gerontology program from other Academic Deans and Administrative Officers.

**Objective 3.2:** Begin process within the College of Human Environmental Sciences in developing a Department of Gerontology, with its own budget, personnel, and degree programs.

**Objective 3.3:** Establish internship opportunities for Gerontology students within the public and private sectors, i.e., healthcare and long-term care centers, Aging Network, OSU Technology Park, governmental offices, business, and industry.

**Objective 3.4:** Continue the Sedona Continued Learning Center plans toward activation Fall 2004 with one new course offering per year.

**Objective 3.5:** Develop contracts within the long-term care, healthcare, governmental, and business communities for Gerontology students to develop academic practices and service to the community (at least one practicum experience per student).

**Objective 3.6:** Continue and complete the Borchard Foundation Diabetes study in 2004.

**Objective 3.7:** Work toward increased support from state agencies in aging. (Initiate meetings with Governor's Office, State Mental Health Agency, Department of Education, and Department of Labor.)

**Objective 3.8:** Continue the Sigma Phi Omega newsletter annual contract.

**Objective 3.9:** Activate Sigma Phi Omega Chapter in 2005.

**Goal Four: Strengthen community engagement for the enhancement of human & economic impact.**

**Critical Success Factors**

- Pilot at least one senior learning program/grant to be offered on OSU campus such as the “Senior Lifelong Learning University”.
- Receive at least one multidisciplinary research and/or outreach grant to assist minority/disadvantaged senior adults.
- Establish collaborations with business and industry through Workforce Development committees and Chambers of Commerce in addressing labor shortages and the retraining of midlife and older workers with competitive job skills to fill new positions (2004 and annually).

**Objectives:**

**Objective 4.1:** Extension of aging programs, research, and services beyond campus walls.

Strategies

- Annually market the Institute of Gerontology’s Certificate Program and Gerontology’s newest distance learning degree program, the Great Plains Gerontology Distance Learning Master’s Degree within the private and public employment sectors.
- Marketing the flexibility of the program to address the needs of professionals interested in aging. Beginning 2004 market program throughout the OSU system, i.e., Graduate College, Gerontology Institute website, catalog, academic deans, multidisciplinary Gerontology advising faculty.
- Marketing to new clientele such as the Department of Labor: Workforce Development Initiatives and Rural Healthcare Agencies, Long-term Care and Assisted Living Facilities (2004 begin personal contacts).
- Beginning 2004 provide Gerontological leadership (through personal contacts with interested parties) to provide professional development opportunities for lifelong learning programs for aging populations.
- Offer customized credit and noncredit courses on and off campus, i.e., for Senior Adult Learners through the Senior Lifelong Learning University and Elderhostel Courses.
- Provide workforce development training for assisted living, nursing home personnel, and other healthcare employees.
- Initiate competitive job skills training for midlife and older encumbered and laid-off workers through the development of partnerships between industry, Departments of Labor and Education to retrain workers.

- Apply for annual Senior Employment Program grant to assist disadvantaged persons 55+ with education, training and employment (2004).
- Seek additional financial support from *The International Institute for Continuing Education, LLC* to initiate and promote OSU Gerontology programs in Sedona, Arizona (2004).
- Apply for grant assistance to develop retirement planning distance learning courses for aging workforces such as public school teachers and governmental sector employees, minority elders such as midlife and older females with limited resources, and Native American elders (2005).

**Objective 4.2:** Plan toward a Senior Learning University (partnership between University Extension International Economic Development, the Emeriti Association, and Gerontology Institute) 2004 until developed.

#### Strategies

- Lifelong learning educational programs for senior adults (lunch and learn programs).
- Customized credit courses for senior adults.
- Intergenerational educational and research projects between Senior University students and Gerontology students.
- Senior Advocacy.

**Objective 4.3:** Work closely with Gerontology Institute's Advisory Board, University, and CHES in promoting and administering conferences, workshops and further outreach activities.

#### Strategies

- *PartnerShips for Aging* Conference and Administration (annually).
- *Ethics and Aging* Conference and Administration (annually).
- *Association of Gerontology in Higher Education* Conference (2005).
- *Sigma Phi Omega National* newsletter (annually).
- Pursue expanding *Replenishing the Caregiver* outreach programs to underserved locales such as the Indian Nations (2004 and annually).
- Continue annually updating and promoting *Alzheimer's Association - Senior Living Model of Excellence* through Gerontology Institute's website, newsletters, and publications.
- *Minority Aging Conference* (annually).
- Beginning 2004, initiate and Promote *Healthy Aging* information on Gerontology Institute Website.
- Expand Medicare Educational Seminars to southeastern Oklahoma and partnerships with Area Agencies on Aging, Indian Nations, AARP, Oklahoma Insurance Department (2004-2006).

**Objective 4.4:** Leverage resources to continue and expand operations of the Gerontology Institute outreach programs. These include but are not limited to the following:

Strategies

- Administration of *PartnerShips for Aging* professional association, professional conference, journal, newsletters, and state-wide seminars.
- *Sigma Phi Omega* National Newsletter contract.
- *Ethics in Aging* Conference Administration.
- Participation in the *Minority Aging* Conference.
- Elderhostel program participation.
- *Replenishing the Caregiver* grant.
- Development of the *Emeriti Senior Learning University*.
- Development of the *White Woods Retirement Community*, Inc. affiliated with OSU Gerontology Institute. (Site will provide clinical Gerontological research, internships, intergenerational learning, teaching, and learning opportunities.
- Acquire space for Gerontology Institute and resource center, mentoring programs, conference area, and senior adult educational program staff.