

## **Criterion Two: Planning for the Future**

OSU's planning processes reflect those typically found in a complex organization. These processes address both external and internal competencies. External processes include departmental/professional accreditations and external departmental reviews. Internal processes include Current University-wide Strategic Plan (under development), annual plans at the department, college and university levels, budget plans, yearly A & Ds (which take place at the dept. and college levels) and university master-building plan. These processes are administered within an academic administrative structure.

### External Planning

A number colleges within OSU maintain accreditation by external accrediting groups, at both the national and international levels. For example, the College of Business Administration regularly seeks re-accreditation from the AACSB International (Association to Advance Collegiate Schools of Business). The re-accreditation process examines current curricula, internal processes and capacities. Other colleges that regularly seek re-accreditation include the College of Engineering (ABET) and the College of Education (NCATE). In addition, some accreditation is related to programs, for example, agricultural education and forestry.

In addition to college level re-accreditation, many departments within the university undergo regular external reviews. For example, the department of philosophy was reviewed in 1995 (?) and intends to be reviewed again next year. These reviews examine among other things, faculty competences and degree requirements.

### Internal Planning

Beginning at the departmental level, all tenure-track faculty and full-time staff participate in annual Appraisal and Development (A&D) processes. Annual A&D's reflect a self-assessment along with an administrative assessment. These assessments address issues related to current productivity as well future goals.

At the department/program level, annual processes include budget development. Although the processes for budget development vary among colleges, they generally include Deans' solicitations of input from department heads and directors. Department heads and directors are expected to provide evidence of current capacities and needs, focusing on research, teaching and service.

At the college level similar annual budget meetings take place. During the spring semester, Deans provide a report and meet with the Provost and relevant Vice-Presidents to discuss current capacities and needs.

There is significant evidence of planning and capacity assessment at the university level. The most comprehensive is the Current Strategic Planning Process. This system-wide process has provided interaction between all component parts of the OSU system and its constituents. The process, which is ongoing and comprehensive, requires all system programs to assess current capacities in order to establish achievable goals.

University Office of Budget and Planning holds monthly open meetings with Administrators, Deans and Faculty Representatives. At these meetings, Budget officials present information concerning current budgetary conditions and constraints in order to facilitate programmatic action. The Budget office proactively disseminates relevant

information to assist departments and programs in their planning; this information includes: current and projected enrollment data, faculty productivity data and financial information.

Recently the IT Division completed a long-range, university-wide IT plan. This plan included an assessment of current capacities and future needs. The University Research Office is currently engaged in a university-wide research capacity study. Presumably similar studies have been complete in the past.

In the 2002-2003 academic year, the university concluded a process of evaluating and assessing classroom capacity and utilization. Minutes from the meetings can be found here.

The Physical Plant maintains a Building Master Plan that is referred to when major university construction is proposed or contemplated. In addition, the Physical Plant maintains documents describing all current campus facilities as well as areas where buildings can be expanded or constructed.

The University on an annual basis solicits programmatic input regarding proposed areas of interest to solicit federal resource allocations. The input reflects perceived capabilities throughout the university and culminates in a report (The Federal Agenda) that provides direction for university activities funded through federal and state agencies.

Finally, each department/program within the University takes part in a review process that culminates in a regular report to the Oklahoma State Regents for Higher Education.

OSU's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts and globalization. As the state of

Oklahoma's land grant university, OSU has a history and tradition of embracing emerging factors relating to technology, demographic shifts and globalization. The University's current strategic planning documents emphasize the continued importance of such matters.

Reflected in the OSU-Stillwater strategic plan is a strong commitment to continued development of technology in the learning environment. This emphasis includes a recognized need for technology-assisted learning in classrooms as well as academic programs and coursework facilitated and delivered through distance learning mediums. The emphasis on technology is pervasive throughout the university community and includes the commitment of students, faculty and administration.

The OSU-Stillwater Mission Statement measures academic excellence by reference to such critical success factors as increasing the number of technology supported classrooms, increasing the number of classes and degree programs delivered by distance learning as well as an overall commitment to a "state-of-the-art technology infrastructure." The recently completed long-range university-wide IT plan also evidences a sustained interest in applying technology to the university's diverse functions.

One mission related to OSU's status as a land-grant university is providing academic programs that will prepare students to succeed in applied sciences. In the twenty-first century these programs include computer science, multiple and varied engineering programs, academic programs emphasizing technology and business, and others. Documents relating to the yearly budget-development processes demonstrate the aforementioned programs commitment to technology. In addition, OSU has developed

programs focusing on high-tech., such as the Oklahoma MESO Network, the “world’s premier network,” and the world-renowned Ground Heatsource Pump.

OSU’s emphasis on addressing demographic shifts is most strongly demonstrated by the establishment of OSU-Tulsa, a branch campus created to address the higher education needs of a large urban community. Additional evidence can be found in documents pertaining to the development of residence halls (at both the Stillwater and Tulsa campuses) and facilities to meet extracurricular needs of students (such as the renovation and expansion of the Colvin Center). In academic programs, evidence of attention to demographic shifts can be found in documents concerning course scheduling and academic programming. For example, the university offers an increasing number of evening and weekend courses and distance learning opportunities. These offerings are an attempt to meet the needs of an increasing non-traditional student population. See also, Off Campus Student Association, Native American Student Association and the International Student Association.

Throughout the university, one can find courses and/or programs that have a component related to changing national and international demographics. For example,

OSU’s commitment to address needs and issues resulting from globalization are historic and ongoing. Historic examples include the Point Four Program, the establishment of a university in Ethiopia and an attempt (in the 1980s) to establish a campus in Kyoto, Japan. Current activities include the establishment the School of International studies (an interdisciplinary program that represents the international interests of the univeristy’s colleges and departments). Other international programs include The College of Agriculture’s program associated with USAID and the Dept.of

Geography's program that trains Iraqi's in Iraq. OSU has multiple partnership agreements with universities located outside the United States and a growing number of study abroad programs both facilitated and sponsored by OSU. Implicit in the current University-wide and unit strategic plans is an emphasis on globalization; references to globalization can be found in the Mission Statement as well as objectives and critical success factors.

Ten to Twelve percent of OSU undergraduates are international students, with a higher percentage of graduate students. (See the International Student Organization.)

OSU's planning documents show careful attention to the organization's function in a multicultural society. The Centerpiece of OSU's strategic planning is a core value respecting "others, and value diversity of opinion, freedom of expression and other ethnic and cultural backgrounds. This commitment is reflected in a goal to "achieve diversity in an environment of respect for individuals." To that end, university objectives include "Educate the OSU family, Oklahoma, and society about the importance of respecting and valuing diversity; [i]ncrease the number of underrepresented groups in the student body, staff and faculty; (and) [i]nitiate, promote, and mentor diversity in employment, the curriculum, and in university programs." OSU has a documented affirmative action program (for students and) faculty/staff. In addition, there are both college and university level scholarships that aim at increasing enrollment of underrepresented groups, especially Native Americans.

Many of the courses in the general education curriculum facilitate an understanding of a multicultural society, and students are required to take coursework that enhances their understanding of the international dimension of learning.

Student organizations on campus represent students from different cultural, ethnic and religious backgrounds. (See list of Student Organizations.)

The Office of International Programs offers students a multitude of opportunities to study in different cultures. The Multicultural Student Center plays a significant role in students' cultural support and awareness. As the MSC's website states, the vision of the MSC "is to promote and enhance multicultural opportunities for the OSU campus and prepare students to live and work in an increasingly diverse society while creating a more culturally sensitive climate on the OSU and Stillwater community."

In addition, OSU has a Multicultural Affairs Office with a full Vice-President, an Academic Minority Program and a Women's Faculty Council.

OSU's planning processes include effective environmental scanning and needs analysis. Through a variety of university offices and departments, OSU vigilantly monitors (potential) changes in its political, academic, economic and social environments. This monitoring occurs in, among other offices and units, the intellectual Property Management office, the Office of Military Relations, the Compliance Office, the Research Council, EREDF (Education Research & Economic Development Foundation) and the Federal Relations Office.

As presented in a staff advisory committee meeting, "The main responsibility of the Federal Relations Office is to act as a public relations liaison between OSU and federal offices. The Federal Relations office is responsible for printing the OSU Congressional Agenda, which is an annual process. Information is solicited from Deans, Directors, Department Heads" and a final agenda is approved by the president.

In the Fall 99 Research Communicator (<http://www.vpr.okstate.edu/fall99.PDF>),  
The responsibilities of the Office of Military Relations (OMR) are described as follows:  
The OMR “identifies and pursues educational and research opportunities with the  
Department of Defense and other federal and state agencies and creates the necessary  
partnerships to implement programs for the benefit of OSU faculty and students.”

As stated in Jan. 14, 2004 Staff Advisory Council Minutes, the mission of EREDF  
is to develop economic plans for North Central Oklahoma by attracting new business and  
new industry to Oklahoma. EREDF also runs the research park West of Stillwater. A new  
2-story building is being built in which the first floor will be used to attract out of state  
companies. EREDF is coming up with innovative ways to attract businesses to Stillwater,  
preferably high tech companies.

OSU plays a large role in EDGE, an economic development group that operates  
throughout Oklahoma.

OSU’s environment is supportive of innovation and change. Innovation and  
change in OSU’s academic environment is generally manifested in types of activities  
focused on the three part mission: research, teaching and extension. In addition, change  
and innovation are manifested in the organizational infrastructure that guides OSU’s  
mission.

## Research

In recent years, numerous centers and institutes have been created at OSU. These centers, in addition to many long-standing organizational entities, provide a response to emerging social, economic and technological trends. A list of OSU sponsored research centers/institutes can be found at: <http://www.research.okstate.edu/researchcenters>

The Office of the Vice President for Research conducts seminars and training in order to assist faculty in identifying emerging areas of research.

## Teaching

On an ongoing basis, the Provost's office (working through the university curriculum committee) reviews proposals for change and innovation in academic programs. Importantly, the vast majority of these proposals originate from faculty and their related departments. These proposals range from course modification requests to new program requests. In evaluating these proposals, the university process considers the capabilities and redundancies of the university as well as emerging social and economic trends. Recently, for example, OSU developed classes in Arabic ..... (See link for a list of recently approved and/or modified courses and programs.)

OSU has consistently supported activities focused upon instructional delivery technologies. Instances of such support include: distance learning grants, IT planning documents, IT support of courseware and regular training sessions provided by IT and (educational training group?).

## Extension

OSU's extension mission consists of numerous service/outreach programs developed to respond to emerging challenges and needs of the state of Oklahoma, our society and the world. Support for service/extension activities is provided through a variety of organizational units found in departments, colleges and the university-at-large.

One of the most prominent of OSU's extension/service roles is performed through the Oklahoma Cooperative Extensive Service, the outreach arm of the Division of Agricultural Sciences and Natural Resources. The Oklahoma Cooperative has offices in every county in the state of Oklahoma. An example of the Oklahoma Cooperative's programs is the Oklahoma Community Listening Program. This program invites citizens of Oklahoma to identify, discuss, and define their community's current and future needs at forums to be held in every Oklahoma county beginning in September 2002. (For more information on this and other programs, see: <http://www1.dasnr.okstate.edu/oces/>)

Links to extension programs in other colleges can be found at:  
<http://ueied.ue.okstate.edu/central/index.htm>

OSU incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue. First and foremost, OSU embraces its historic land grant mission. This is manifest in the Current Strategic Plan which has the following mission statement: "Proud of its land grant heritage, Oklahoma State University – Stillwater advances knowledge, enriches lives, and stimulates economic development

through instruction, research, outreach, and creative activities.” In addition, the Current Strategic Plan consistently incorporates notions of instruction, research and service.

The University strives to reinforce its image and identity through such devices as: heritage hall (in the athletic center), its colors, the university mascot and an honoring of personnel and alumni of years past. The University Alumni Association regularly honors the achievements of students and alumni for exemplary accomplishments. These honors include: outstanding senior award, outstanding alumni award, alumni hall of fame and the Henry G. Bennett award. Currently the Alumni association is building an Alumni Center, which will provide a physical location for memorabilia and recognitions of the accomplishments of OSU’s history.

A stroll through the university reveals a unified architecture that is part of the heritage of the campus. The Master Building Plan, housed in the Physical Plant, serves as a guide for future construction and renovation in order to preserve this heritage.

Many historical publications, manuscripts and photographs are maintained by the Edmon Low Library. Special collections and university archives can be found at:

<http://www.library.okstate.edu/scua/index.htm>

The OSU Headline News, distributed electronically Monday through Friday, often mentions noteworthy persons, events and activities of historical relevance.

(Archive can be found at: <http://osu.okstate.edu/news/headarchives.html>)

Many current university publications, distributed to students, faculty, alumni and the public address people and events of historical significance to the university. (Link to relevant publications), including the Faculty Handbook

<http://www.okstate.edu/acadaffr/facultystaff/Faculty%20Handbook/theuniversity.htm>)

OSU clearly identifies authority for decision-making about OSU's goals. The BOARD OF REGENTS for the OKLAHOMA AGRICULTURAL & MECHANICAL COLLEGES is the governing board for Oklahoma State University

(<http://home.okstate.edu/board>)

The Board of Regents' Policies can be found at:

<http://home.okstate.edu/homepages.nsf/toc/policy.html>

See university organizational chart. (link)

See the Faculty Handbook

(<http://www.okstate.edu/acadaffr/facultystaff/Faculty%20Handbook/theuniversity.htm>) for a detailed description of offices and responsibilities within the University.

## **2.B.**

### **The Organization's Resource Base Supports Its Educational Programs and Its Plans For Maintaining and Strengthening Their Quality In The Future**

Evidence indicates that the resource base provided to Oklahoma State University has been adequate to maintain the educational quality the institution claimed to provide over the ten-year period 1996 through 2005. While defining the expected level of educational quality an institution as large and diverse as Oklahoma State University claims to provide is difficult, it is best expressed in the institution's mission statement as provided and discussed under Criterion One. Additionally, statements of the mission, role and scope of the University (cite, last statement was in the 1995 NCA Accreditation Report) further define, at the highest level, the educational quality OSU claim's to provide. At the College, department and program levels, documents including Regents Program Reviews, program accreditation self-study reports, and other internal and

external review documents provide more focused statements of educational goals and objectives, and these constitute written expressions of the level of quality colleges and individual programs claim to provide. Oklahoma State University is committed at all levels to set educational standards, goals and objectives such that we can measure progress and strengthen programs in the future.

While defining claimed educational quality is difficult, it is equally challenging to definitively measure the adequacy of resources to meet educational claims or goals. However, an examination of institutional budgets over the past ten years, the status of the University in the Oklahoma System, funding relative to other institutions in the Oklahoma State System of Higher Education, educational funding for higher education in Oklahoma relative to other states, and other well recognized indicators of educational success, indicate that resources have been adequate at the maintenance level.

Revenue trends for the period 1995 through 2004 show budget growth with a decided downturn towards the end of the period (Table ). (Discussion of budget sources and trends from Joe Weaver. See 1995 NCA Report for approach. Include a comparison of the proportion of revenues drawn from various sources, FY 1994 vs. FY 2005.) This downturn has been mitigated by a change in state statutes allowing the Board of Regents to increase tuition as need to meet budget shortfalls.

Oklahoma State University is recognized by the Oklahoma Regents for Higher Education as one of the two “flagship” institutions in Oklahoma and is Oklahoma’s 1890 Land-Grant institution. Oklahoma State University plays a prominent role in education, research, and outreach in the state and is recognized by the citizens of the state as an important and valuable resource. The commitment of **XXX%** of the states higher

educational budget to Oklahoma State University is perhaps the clearest evidence of citizen support for the institution as expressed through the legislative and appropriations process. Undergraduate enrollment growth (cite current enrollment table or data) is another clear indicator that Oklahomans value the educational product Oklahoma State University delivers and believe that the resource base provided has maintained and strengthened the quality of educational programs. Finally, Oklahoma State University was identified as one of America's top 20 "Best Values" in public education. The magazine reviewed 3,500 colleges and universities. The rankings, published in the June 2004 issue, are based on several attributes that validate or define the institutions' academic prowess balanced against the annual cost of tuition and room-and-board. Relative to other states, Oklahoma ranks 34<sup>th</sup> in total educational funding for public higher education and 24<sup>th</sup> in funding per \$1,000 of personal income. In fiscal year 2003, State and local resources for the Oklahoma Agricultural Experiment Station and Oklahoma Cooperative Extension Service, important research and outreach agencies affiliated with Oklahoma State University as a Land Grant institution, ranked 21<sup>st</sup> among all states. While Oklahoma State University continually seeks to improve the budget base for the strengthening of educational quality, comparative data suggest that Oklahoma and consequently Oklahoma State University have maintained position relative to other similar institutions.

Another indication of the adequacy of resources to achieve educational goals is the record of success at program, department, and college levels in meeting and exceeding accreditation guidelines and therefore maintaining accreditation. A listing of accredited colleges and program-level are provided (cite). Accrediting agencies are

increasing moving towards outcomes-based processes of evaluations. The Accreditation Board for Engineering and Technology (ABET), for example, has established an excellent set of outcomes-based “standards” and measures. Outcomes-based accreditation standards are far more effective than traditional input-based accreditation standards in helping to insure that programs meet their self-established educational goals and objectives.

While resources are adequate for the achievement of the institutions broad educational goals, there are areas in which additional resources would result in significant improvements. More seriously, a ten-year upward trend in enrollment, with very rapid growth in certain academic programs and colleges, have been met with flat budgets over the past five years and budget cuts in FY 2002 and 2003. These conflicting trends have certainly complicated the maintenance and improvement of educational quality. A decrease in the number of tenure and tenure track faculty positions, currently estimated to be approximately 100 full-time-equivalents (FTE’s) is the most telling result of flat and declining budgets. Programs such as Journalism in the College of Arts and Sciences and the Business College are examples where enrollment increases and budget declines have caused serious stress.

Regarding the physical facilities, Oklahoma State University has enjoyed a record of success in providing new facilities in key areas and major renovations in others. Many of these additions and improvements have had a direct positive impact on academic programs and the student experience. The renovation of the Classroom Building and Willard Hall are excellent examples of major projects that directly improved teaching and learning. The complete renovation and addition to the Colvin Center will enhance certain

academic programs and provide an outstanding facility for student, faculty and staff fitness and health. Major new facilities include Engineering's Advanced Technology and Research Center, Agriculture's Oklahoma Food and Agricultural Products Research and Technology Center, and the Student Services Center. The first two improve OSU's research capabilities tremendously while the Student Services Center has improved overall recruitment, enrollment, financial services, and associated academic and business services for all OSU students.

Finally, student housing has been a priority of the University and major improvements have been realized. The university has partnered with a private firm to build and manage **XXXX** new apartment-style residence buildings. Over 4,700 students call the OSU campus home and this is up by more than a quarter in the last five years. Twenty-one residence halls, over 30 dining options, and seven family apartment neighborhoods provide alternatives to fit the diverse student population. Residential Life has utilized outside consultants to assist with assessing facility needs for housing, food and programs. Campus housing is supervised by Residential Life and this unit is self funded and has maintained noteworthy quality over the years.

As on other campuses, problems associated with the physical facilities can be found. We have at least one department assigned to an older dormitory and another using a building slated for demolition. There remain substantial large-classroom scheduling problems in prime time. Several buildings that were constructed in the 1950's such as Agriculture Hall, the Physical Sciences Building, and Life Sciences East, are in need of renovation or expansion. However, even older buildings needing renovation are generally serviceable and provide a good, if dated and cramped, working environment.

(Paragraph about the physical facilities on the OSU Tulsa Campus and the School of Osteopathic Medicine)

OSU was slow to provide for the widespread use of new technology in classrooms and laboratories, but major improvements have been made in the past several years. Student Technology Fees, imposed in 1994, have provided for a limited number of excellent and modern computer classrooms and laboratories at the University level. In some colleges such as Veterinary Medicine, Engineering, and Business, higher fees have afforded significant improvements since 1995. Other Colleges lagged behind due to limited resources, but Increases in college-level Technology Fees in 2001 have allowed all colleges to improve classroom technology. Student technology fees have also provided for the regular replacement of dated technology and computer labs, for example, are now re-outfitted on a three-year cycle. Fees for classroom renovation coupled with technology-fee income promise to provide for major improvements in the classroom in FY 2005 and beyond.

In certain areas, plans for resource development and allocation document an organized commitment to support and strengthen the quality of education. However, overall the development and documentation of comprehensive plans regarding resource development at the University level and below have been lacking until recently.

Regarding budgets to support academic programs, Deans and other unit heads have the responsibility to develop annual budget proposals. Guidelines for the preparation of budget proposals are provided by the President, Provost and Vice Presidents and are based on probable legislative actions and subsequent allocations from the State Regents. Deans and unit heads seek input from departments and respective faculty and staff to

build their budget proposals. While college-level initiatives and plans may influence college-level budget proposals, there has not been a concerted effort to show how budget proposals are directly linked to the improvement of educational quality.

Subsequent budget appropriations are initiated at OSU upon receiving a lump sum allocation of funds from the State Regents. Central Administration allocates to the major administrative budgets and to the colleges. Each dean and down to the department head is responsible for allocating, administering and managing respective budgets.

Outcomes Assessment, as addressed section three of the Accreditation Report, is one primary means for programs, departments, colleges and the University to measure and improve educational quality. Outcomes Assessment is administered by University Assessment under the Provost and Senior Vice President for Academic Affairs such that academic programs are inspired to methodically assess and improve educational quality. It is noteworthy and encouraging that OSU faculty members embrace Outcomes Assessment and that it has become a part of the culture at OSU. Unfortunately, it is not apparent how Outcomes Assessment is directly linked to the budget process (resources) that supports academic programs.

Two groups that directly address issues affecting academic quality are Instruction Council and the Directors of Student Academic Services. Instruction Council members are the academic associate deans of the colleges and the Chair is the Associate Vice President for Academic Affairs. Directors of Student Academic Services membership includes the directors of academic services for the colleges and the administrative heads of the various academic services units and is chaired by the Assistant Vice President for Enrollment Management and Marketing. While these groups make decision concerning

academic quality, there is no clearly defined link between their priorities and actions and the budgeting process.

In 2003 the Vice President for Enrollment Management and Marketing formed the Enrollment Management Council. The charge to the Council is to review and recommend policies, programs, and procedures that influence undergraduate and graduate student recruitment, retention, and performance. The first task of the Council is to develop a strategic enrollment plan for the University. It would appear that this planning process will be an important step towards better linkage between the quality of education we hope to provide and resource development and allocation.

In 2003, the President of the OSU System initiated a System-wide Strategic Planning process. This process, when it is completed, will result in OSU's first system-wide strategic plan (cite strategic plan). Included in the plan, down to the college and unit levels, are measurable critical success factors (outcomes) associated with the goals and objectives for teaching research and outreach. This comprehensive planning process represents an opportunity, if properly administered, to better link the resource development and allocation processes with our priority educational goals and objectives.

Private funds donated by alumni, friends, foundations, and corporations will be increasingly important to OSU. To be successful the university administration is working the OSU Foundation and Alumni Association. Both of these groups have been actively involved with the University-wide strategic planning efforts. This activity has already had tangible success. A private donor has made a gift of \$70 million to the University Athletics and scholarships.

The immediate past president of OSU emphasized educational excellence. The “Bringing Dreams to Life” campaign was the institutional hallmark of the 1990s. Through this rubric excellence in teaching was encouraged and rewarded through the increased merit pay to excellent teachers and the institutionalizing of several instructional awards.

OSU has a history of using human resources effectively. OSU hires good people and provides good initial direction. We have an Appraisal and Development system that is participated in by all faculty and staff. It is well documented [\*\*LINK\*\*]. Yearly, each faculty and staff member must document his/her achievements and, where possible, their quality. The final portion of the documentation relates to plans for the upcoming year; this portion is freeform and includes developmental issues. Each employee meets with his/her direct supervisor to discuss the appraisal and development document. That document is passed to the unit head and (for faculty) to the college dean. The yearly Appraisal and Development documents are part of a faculty member’s record at the time of promotion or tenure. That is, the candidate has some foreknowledge as to his/her status vis-à-vis the Reappointment, Promotion, and Tenure (RPT) process. The OSU RPT process is respected and reinforces the values the institution hopes to achieve. Each college has its own document (for example [\*\*LINK\*\*] and [\*LINK\*\*] that are suited to the units in that college. The RPT process includes an elected committee advisory to the unit head, the unit head, outside referees, a college advisory committee, the dean, and the Provost. The consensual wisdom is quite powerful and little is arbitrary.

In the OSU system an absolute check on inappropriate use of human resources works through the system’s ability to eliminate units and programs that are no longer

viable or necessary. This has not happened often but does happen. For instance, in Arts & Sciences, the speech communications program was eliminated when the program became unviable in the context of other educational programs in the college. To the credit of the OSU system, the elimination of programs has not been tied to sudden downturns in state funds. Although tenured faculty and staff have tended to be redistributed in such circumstances, there is no documentation explaining how this can be achieved in terms of effective use of human resources.

Human resources are developed to meet future changes and needs. In the past several years, the institution has centralized and streamlined its personnel services into a Human Resources operation. This has aided the use of the institution's human resources by greatly increasing the flow of information about human resources issues. OSU has made major inroads into staff development. OSU maintains Human Resources Training Services and this organization provides an impressive array of opportunities for developing and adapting human resources for the future of the institution. Its services include leadership programs, performance appraisal training, etc. A full description of this operation can be found at [www.okstate.edu/osu\\_per/](http://www.okstate.edu/osu_per/). It should be noted that these programs are largely aimed at staff functions. Faculty members certainly can and do participate, but faculty development receives comparatively little attention under the aegis of the central administration.

The OSU system will pay for six months of a sabbatical every seventh year, and, until recently, has insisted that these be taken out of town. For two-income families with children, sabbatical leaves are problematical if not impossible. OSU will not guarantee a spouse special leave (unpaid or paid) to accompany out-of-town sabbaticals. In a

developmental sense, sabbatical leaves could be very useful for retooling tenured faculty into priority and cutting-edge areas of knowledge, yet the institution will not accept retooling as the main purpose of a sabbatical. Likewise, faculty pursuit of national reputation is limited by generally meager travel allowances quite unequal between units. Such expenditures are part of a unit's maintenance budget and the amounts sometime have more to do with departmental history than an individual's abilities or needs. Some academic units do not have any budget to support trips to professional meetings. Such anecdotes are evidence that the institution needs to have better top to bottom development of its human capital. The present president has publicly committed to human resource development: "Oklahoma State University may be facing a time of financial challenges, but it is rich in human capital. I am a strong advocate of programs to develop and attract high performing team members including faculty, students, staff, alumni and friends" ([http://system.okstate.edu/ceo\\_vii.htm](http://system.okstate.edu/ceo_vii.htm)). It is apparent that the new strategic plans will provide an avenue of developing human capital

OSU's planning processes are decidedly mixed in their flexibility to handle unanticipated needs for program reallocation, downsizing, and growth. Revenue trends for the period 1995 through 2004 show budget growth with a decided downturn towards the end of the period (Table ). [[[Discussion of budget sources and trends from Joe Weaver.]]] See 1995 NCA Report for approach. Include a comparison of the proportion of revenues drawn from various sources, FY 1994 vs. FY 2005.)

In certain areas, plans for resource development and allocation document an organized commitment to supporting and strengthening the quality of education, but overall the development of plans at the University Level has been lacking.

The university has worked diligently in two arenas to prepare for the future. First, OSU has been legally unable to control its tuition structure. The university participated in a successful lobbying effort to revamp that law. Since the fall of 2003, OSU has been able to charge tuitions that have been able to offset a significant proportion of the budget reversion. Additionally, the Central Administration is evaluating alternative tuition structures, such as block tuition, that might provide the institution with greater flexibility in the source of income while providing students an incentive to graduate earlier and save money.

The second proactive stance in terms of possible shortfalls in state appropriations has been triggered the announcement of a new policy by the OSU Board of Regents: across-the-board funding cuts will not be acceptable. Therefore, the university has started to develop contingency plans in the event of further reductions in state funding. While no state appropriation shortfalls are envisioned in the next couple of fiscal years, this exercise gives additional impetus to the strategic planning; one goal of the strategic planning process is to set university priorities and align funding with the priorities.

OSU has been hard-pressed by shortfalls in state appropriation and an outfall of these hard times is the almost universal desire to self-control the institutional destiny. The University is not insulated from economic downturns and future reductions in state funding. To continue push the university forward, will required focus on the university's priorities. President Schmidly has expressed commitment that resources will be distributed based on progress towards meeting goals in strategic planning ([http://system.okstate.edu/ceo\\_ii.htm](http://system.okstate.edu/ceo_ii.htm)).

President Schmidly's "Achieving Greatness" vision statement ([http://system.okstate.edu/ceo\\_vi.htm](http://system.okstate.edu/ceo_vi.htm)) states "We must resist the natural efforts at every level to protect individual units and prevent the strategic management of budgetary resources". To wit, the university is finishing the first top-to-bottom strategic planning and each university unit has been asked to state its priorities.

The university has thorough budget development process and makes yearly decisions about resource allocation for priority positions in teaching and educational facilities. These, typically, are developed at the academic department level and made part of the budget planning process at the department and then at the university level. It is clear that the university has a procedure for "bottom up" requests. Historically opaque is how the central administration rationalized and prioritized college budget requests. It is appropriate to note that the now-completed strategic plans are intended to make this process rational.

Overall OSU has a history of achieving its planning goals. While system-wide comprehensive planning is a new concept at OSU, it is clear in many areas that plans have been developed and presented, resources developed and allocated, and major advances made. There is no doubt that Oklahoma State University has evolved to become more proactive with its environment over the last decade. All institutional levels have pursued planning goals. Although, there is no overall metric to judge achievement, there is ample evidence to suggest that planning goals have been largely met when proposed and many of these have been detailed above.

At a basic level, each faculty and staff member undergoes an annual Appraisal and Development process. The Development portion of the process requires planning for

the next year and this planning is done in consultation with the cooperation of the faculty or staff member's line supervisor. Reporting of accomplishments against the plan is a requirement of the process.

At the unit level, each unit head has a yearly budget and planning meeting with the respective dean's office or supervisory vice president. It is as a result of this meeting that basic unit efforts are directed, goals set, and, to the extent possible, resources allocated.

Each college dean meets and plans with the central administration. As detailed above, historically there does not seem to have been significant coordination between the individual colleges in this activity. It has been unclear as to what processes were involved in initializing and directing planning but there are some outstanding examples of planning at the college level.

Over various presidencies, the central administrative level has had a history of mixed signals in terms of planning. However, our planning must be viewed in context of a history that has included funding cuts mandated by statewide budget emergencies. These cuts, in the early 1980's and the early 2000's, have had negative impacts upon planning. In Oklahoma, state universities are constitutionally state agencies and, as such, must bear the full brunt of state budget retrenchments. Such budget cuts have been large and mandated to be implemented in a very few months if not weeks. Institutional attention had to be applied to preserving things already in place. After these two budget shortfall periods, the central administration of OSU has been cautious when venturing into the planning arena.

OSU was successful in the planning and execution of a major private funding campaign, “Bringing Dreams to Life”. This success was instrumental in the realization of component planning goals and objectives including facility improvements, buildings, new technology, professorships and endowed faculty Chair positions.

Many excellent examples of planning and achieving important goals by the central administration have been noted earlier. Many of these successes are the result of excellent leadership and salesmanship in particular areas, opportunities presented through special bond issues or other special funding opportunities, the accumulation of revenue through special fees and charges, or special legislative initiatives at the state and federal levels. In a largely decentralized system, Oklahoma State University has been able to see the future through various concerted and cooperative efforts, though not always institution wide.

## **2.C.**

As the strategic plan document demonstrates, Oklahoma State University, with its land-grant mandate, is committed to “continuous improvement” in all its endeavors. The University fulfills this part of its mission through well established ongoing evaluation and assessment processes, which provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Throughout the past decade, OSU has engaged in a number of activities that have made evaluation and assessment processes increasingly important in the University culture. The University community has come to appreciate the value of assessment to program improvement, student learning, and overall institutional effectiveness.

Assessment and evaluation initiatives are conducted both internally and externally in several ways. Evaluation and assessment processes are fundamental processes in determining progress toward established goals. For the University, assessment is a natural

part of the strategic planning process, human resource programs, and resource allocation decisions. The strategic planning process and reporting mechanisms provide for the identification of institutional, college, and departmental goals and measurement of progress toward those goals. Performance goals, objectives, and critical success factors are included in the OSU System Strategic Planning Documents (\*\*Link to strategic plans\*\*).

Evaluation processes require timely and reliable assessment data. The Office of Institutional Research maintains a data warehouse of information that is summarized and published in various documents (e.g., Student Profile, Faculty Salary Survey). These data are obtained principally from administrative databases such as the Student Information System (SIS) and the Human Resources System (HRS). Online access to these data is available to all colleges and units and the data are used for program review and decision-making purposes.

The University requires annual assessments of all employees. For faculty and other eligible academic appointees, a peer-review process at the department, college, and university levels is a pre-requisite for promotion, tenure, and continuing appointment. The post-tenure review process evaluates tenured faculty annually based upon teaching, research, and service accomplishments. Employees who receive satisfactory performance ratings may be eligible for rewards and/or merit raise increases available for that review period.

Assessment and evaluation processes are also in place in the various human and support services of the University. The institution undergoes periodic evaluation by financial rating organizations, and maintaining specific bond ratings. Oklahoma State University's credit rating is regularly monitored by Moody's Investor Services and Standard and Poor's, Inc. An in depth ratings analysis is performed by these companies when the University issues bonded debt. For the most recent debt issuance in March, 2004, the University received credit ratings of A1 and A+ by Moody's and Standard and Poor's, respectively.

Programs offered by the OSU Outreach units, both credit and noncredit, are evaluated using instruments developed within each unit. Participants are asked to not only evaluate content but also physical facilities, amenities, and service rendered by Outreach staff.

Because of the diversity of Outreach programs offered by the various units, instruments are generally tailored to specific programs and input is used for future planning purposes. In some cases, evaluative information is also sought from various advisory boards in order to meet specific needs.

Finally, a number of other measures are taken to ensure that space is effectively assigned, classrooms are appropriately scheduled, and facilities are maintained in the condition necessary to provide long-term support for the programs. These assessments directly affect the University's ability to finance, plan, build, and maintain new facilities.

Oklahoma State University enjoys a substantial physical plant that supports its mission of teaching, research, and extension. As with other flagship state universities throughout the United States, the duties of plant operations, maintenance, and capital improvements are delegated to a centralized unit operating under the chief business officer of the system. The Assistant Vice President for Physical Plant Services serves as both the Stillwater Campus operations officer plus the capital development officer for the OSU and A&M Colleges throughout Oklahoma. External review of the physical plant operations is conducted on nearly a continuous basis ranging from subjective reviews (the AVP serves as an ex officio member of Faculty Council's Facility and Safety Subcommittee) to a more rigorous reviews conducted by both internal and external auditing committees and groups. Each year, the physical plant undergoes a routine audit of its business functions concerning labor and material matters. These include a thorough review of stores operations, systematic review of labor costs and utilization, equipment inventories, space inventories, etc. Additionally, the physical plant is critically reviewed in one-time auditing review as well. Currently, the physical plant is being audited in its Small Job Contracting program plus a critical review of jobs performed by force account labor and purchase orders. It is anticipated that we will begin a systematic review of our equipment salvaging and surplus methods and procedures. This review could begin as soon as July 2005. In total, the operations of the physical plant functions are routinely and systematically reviewed by many, many levels within the University. Furthermore, the management of the physical plant embraces all reviews for the purpose of achieving continuous improvement its services."

OSU has a well established program review process which reviews academic programs on a rolling 5-year basis. Programs are typically evaluated on 5 criteria (\*\*list of criteria\*\*), and reviews are conducted by internal (\*\*Academic Affairs\*\*) and external (\*\*Oklahoma State Regents for Higher Education\*\*) constituencies. Special reviews are also conducted for provisional and low enrollment programs. Beginning in the fall of 2004, academic units will be assessed by a 'report card' which includes a variety of faculty productivity measures (e.g., number of faculty, credit hours, and faculty salaries). In addition, a variety of standing committees (\*\*link to lists\*\*) and ad-hoc committees with administrative and faculty representation are in place to make recommendations about campus issues ranging from space planning (e.g., Space Committee) to student grades (e.g., Faculty Council Academic Standards Standing Committee). This review process is directly tied to budgeting of academic units.

A variety of OSU programs are also externally accredited by their respective accreditation agencies such as NCATE, ABET, AACSB, **add others** (\*\*link to program accreditation reports\*\*). Accreditation is a process for assessing and enhancing academic and educational quality through voluntary peer review. Several programs within colleges and departments at OSU are proud of their status as fully accredited by both national and state accreditation organizations. For instance, the National Council for Association of Teacher Education (NCATE) accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality.

The OSU Office of University Assessment—OSU has a well-established assessment program **link to website** that includes four components: entry-level assessment; general education assessment; program outcomes assessment; and assessment of student satisfaction. The OSU Assessment Council (**link to membership**), with faculty representation from each college, reviews assessment plans for academic programs and makes recommendations for improvement.

Many assessments are conducted at the course level as a part of the overall assessment of student learning outcomes within degree programs. Examples of course level assessment include: capstone courses; internships or practicum; and course-embedded assessments such as projects, assignments or exam questions that directly link

to program-level expected outcomes and are scored using established criteria. At the program level, degree programs use additional multiple methods to assess students' achievement of the expected learning outcomes for a specific program. Documentation of course and program level assessment is provided through program assessment plans and annual reports; these documents include statements of expected student learning outcomes, description of methods used to evaluate students' achievement of expected outcomes, results of assessment with interpretation relative to the expected outcomes, and documentation of changes made as a result of assessment, for program development. Institutional level assessment - alumni surveys and university-wide surveys such as the National Survey of Student Engagement and the College Student Survey also provide data that is used to assess students' achievement of expected outcomes.

The primary responsible assessment entity on campus is the Office of University Assessment. During the period since the last accreditation (1995), outcomes assessment has become an important, campus-wide activity with all educational programs required to submit and regularly update assessment plans, perform assessment activities and write summary reports annually, and strive to implement curricular and programmatic changes based on assessment results and findings.

Based on the reporting structure specified by the Oklahoma State Regents for Higher Education, assessment at OSU is usually described in four categories:

- Program Outcomes Assessment—Evaluation of student achievement of expected outcomes in the major. All academic departments and degree programs must have an approved assessment plan on file with the Office of University Assessment, and regular reviews and updates are recommended. Each department's assessment plan and annual assessment reports are available on the Office of University Assessment website. The OSU Assessment Council oversees the assessment program on campus, and works with the Director of University Assessment in an advisory capacity with respect to setting policy, using assessment fee money, and reviewing program assessment plans.
- General Education Assessment—Evaluation of student achievement of basic skills competencies and general education learner goals. OSU has also instituted a

general education assessment program in the last few years, focused on gathering random, anonymous artifacts of student work from various disciplines and courses across campus. These artifacts are evaluated based on rubrics that have been designed to permit standardized scoring of diverse examples of student work. General education assessment has been most successful with respect to writing skills. Math and science rubrics are newer, having experienced several modifications, and OSU is just beginning to accumulate enough useable artifacts from science and math classes to implement the rubrics and obtain meaningful results. The General Education Assessment Task Group was formed in 2000 to perform annual maintenance and updating of artifact collection methods and evaluation rubrics, as well as summarizing the annual and long-term results of general education assessment data collection.

- Entry-Level Assessment—Evaluation of student preparation for the purpose of course placement. OSU makes heavy use of the ACT exam for admissions decisions as well as remedial placement. ACT scores are also correlated with the general education assessment results to determine if prior preparation affects writing, math, and science skills.
- Assessment of Student and Alumni Satisfaction—Evaluation of students' perceptions of educational experiences including satisfaction with support services, academic curriculum, and the faculty. Every year, the Office of University Assessment conducts alumni surveys. In even numbered years alumni of undergraduate programs are surveyed; in odd numbered years, alumni of graduate programs are surveyed. This telephone survey targets alumni who received their OSU degree 1 and 5 years prior to the year of survey administration. The survey provides data on alumni careers, continued education, perceived adequacy of educational preparation for a career, and general satisfaction; many academic programs add program-specific questions for their alumni. Results are reported for the entire institution and for each participating academic unit.

OSU maintains effective systems for collecting, analyzing, and using organizational information. Program Outcomes Assessment Plans are available for almost all OSU degree programs. These include statements regarding the expected student learning outcomes for the degree program(s) and planned methods of evaluating student achievement of those outcomes. A few of these could be highlighted as 'case studies' or 'good practices' examples for program outcomes assessment. All of these are available as PDF files and can easily be posted to the web.

Program Outcomes Assessment Annual Reports are also available for almost all OSU degree programs. These annual reports (ideally) describe what assessments were conducted in the current year and how faculty members have used assessment information to make curricular or other program changes. A few of these could be highlighted as 'case studies' or 'good practices' examples for program outcomes assessment. All of these are available as PDF files and can easily be posted to the web.

Assessment Council reviews of outcomes assessment programs demonstrate how the institution values assessment and provides peer review and feedback to programs so they are doing effective assessment. Documents could describe process, summarize results, and include the OSU paper presented at the 2003 HLC-NCA annual meeting.

Funding for program outcomes assessment. Financial records are available from the assessment office that show how the institution has provided financial resources for program outcomes assessment and, hence, values and supports assessment as part of continuous quality improvement in academic programs. This information will need to be summarized from OUA records.

The Assessment Council Policy Statement on Program Outcomes Assessment documents the university's expectations for program outcomes assessment in all degree programs as part of efforts to develop and improve academic programs and enhance student learning. The OSU Assessment website is a general source of information about OSU's assessment activity at the university-, college-, and program-levels ([www.okstate.edu/assess](http://www.okstate.edu/assess)).

Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement. Every OSU degree program, undergraduate and graduate, is required to have an assessment plan that describes

expected student learning outcomes and the methods used to evaluate student achievement of those outcomes. Each plan should include statements about how assessment results will be acted on to improve academic and student programs. Additionally, each degree program is required to submit an annual assessment report that describes the methods used to evaluate student achievement of the expected learning outcomes for the degree program, the number of individuals assessed (in each method), the results or findings from the assessments and how results are interpreted relative to the program's expected student outcomes, and finally, specific examples of how assessment results have been or will be used for program development. Assessment plans and annual reports for degree programs are available on the University Assessment and Testing website.

Every three years, each degree program's assessment activities, as described in their assessment plan and annual reports, are reviewed by the University Assessment Council. The Council provides feedback to the degree program area about ways to strengthen their assessment activities to improve student learning. The Academic Program Review is the method by which the State Regents and institutions of higher education in Oklahoma evaluate proposed and existing programs, as mandated by the Oklahoma Legislature. Informed decisions related to program initiation, expansion, contraction, consolidation, and termination, as well as reallocation of resources, are among those that may result from information and developed through analysis and assessment (from Policy Statement on Program Review).

OSU's academic program review process reviews each degree program every five years. As one component of the review process, each degree program is required to state expected student outcomes, describe methods used to evaluate student achievement of program outcomes, summarize the results of program outcomes assessment and describe how the findings have been interpreted relative to student achievement of expected program outcomes, and describe feedback from program alumni and documented achievements of program graduates. This information is available from each degree program's Student Outcomes Assessment Plan and Annual Reports.

Periodic reviews of academic and administrative sub-units contribute to improvement of the organization. Financial records are available from the assessment office that show

how the institution has provided financial resources for program outcomes assessment and, hence, values and supports assessment as part of continuous quality improvement in academic programs.

Over the past decade, OSU has made significant progress in developing a culture that understands and values potential gains from assessment activities. These activities have contributed a great deal to the University's commitment to continuous improvement in the areas of curriculum, teaching, and learning. However, implementing assessment recommendations across campuses of a large research university has not been an easy task. The University's goals for the future remain focused on (a) expanding the number of academic programs that use assessment of knowledge, skills, and competencies to improve student learning, (b) building on initial efforts to systematically assess the effectiveness of the University's general program, and (c) establishing a system-wide commitment to the value of assessment for continuous improvement in student learning and satisfaction.

## **2.D.**

With the recent development of the new strategic planning process at Oklahoma State University, it is intended that all levels of planning align with OSU's mission, thereby enhancing its capacity to fulfill that mission. At Oklahoma State University, coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for OSU. OSU's planning processes reflect those typically found in a complex organization. In the past our planning and budget process was an annual process, which was loosely linked to the overall strategic planning process. Although there was not a strong focus on a system wide strategic plan, some colleges and or divisions developed strategic plans, which were used to direct programs in teaching, research and outreach. For example, the College of Agriculture and Natural Resources developed a strategic plan in 1989, published in 1992 that provided five year

programmatic planning for the division and its units. Progress against that strategic plan was documented in a strategic plan report in 1996. An update of the division strategic plan was developed in 1999. The 1999 division strategic plan and the component plans of the units of the division provided primary input to the current system-wide strategic planning process. **(Check other colleges for strategic planning).**

The current strategic plans for the various colleges have been carefully developed to align with the university strategic plan. Each department within the colleges also has developed a strategic plan that aligns with the colleges' and OSU's missions. In order to link the operational planning process with the central mission of the university a system-wide process was initiated in the spring of 2003. This process was designed to

“address changing conditions; capitalize on new opportunities; increase the capacity for innovation in an era of limited financial means; and achieve alignment of key constituencies. The entire OSU community: faculty, staff, administrators, Regents, alumni, friends and the citizens of Oklahoma engaged in a mutually beneficial planning approach that reached beyond organizational boundaries to achieve common purposes. The planning process was interactive and engaged the OSU community in a broad, deliberate process of examining and defining a unified direction for the future. The strategic planning clarified the system's strategic direction and made each member of the Oklahoma State University community accountable for the system's success.” (System Plan Introduction document, June 9, 2004, Mary Chicoine).

As indicated earlier planning processes have been linked to budget development processes on an annual basis. However with the new strategic plan it is envisioned both short and long term plans will be linked. At the department/program level, annual processes include budget development. Although the processes for budget

development vary among colleges, they generally include Deans' solicitations of input from department heads and directors, who are expected to provide evidence of current capacities and needs, focusing on research, teaching and service. Similar annual budget meetings take place at the college level during the spring semester, when Deans provide a report and meet with the Provost and relevant Vice-Presidents to discuss current capacities and needs.

The University Office of Budget and Planning holds monthly open meetings with Administrators, Deans and Faculty Representatives. At these meetings, budget officials present information concerning current budgetary conditions and constraints in order to facilitate programmatic action. The Budget office proactively disseminates relevant information to assist departments and programs in their planning. This information includes current and projected enrollment data, faculty productivity data and financial information.

Implementation of the organization's planning is evident in its operations. At the aforementioned annual spring semester meetings among deans, provost and vice presidents, the deans provide performance planning documents, which contain historical data such as research productivity, retention and graduation rates, and student credit hours. In addition, the deans provide similar data projected two years into the future. One primary function of these documents is to generate discussion in order to ascertain whether units are heading in the right direction. The budget requests are evaluated in light of the information provided in the documents and the resulting discussions.

Although historically, OSU has responded to such changes on an annual basis, OSU's current long-range strategic planning processes have been developed in such a way as to allow for reprioritization of goals when necessary because of changing environments. Recent decreases in state funding and increases in enrollment forced OSU to respond by reallocating money and downsizing to shift resources to meet student learning and research needs. For example, \$2 million was removed from the UEIED budget and some staff were laid off this spring so money could be reallocated for student learning and research needs.

In order to encourage reprioritization, the current strategic planning process involves the development and implementation of a Strategic Planning Council. This council is expected to consist of 14 members representing faculty, administrators and students from across the system. The function of the council is to ensure that units are meeting plan goals and modifying plans when appropriate. Importantly, *the current process will require that plans be reviewed each and every year.* The strategic planning council will issue a report assessing whether the units are meeting their goals, and making recommendations for appropriate actions. During the first year of implementation (2004-2005 academic year), the council will develop assessment guidelines for reviewing plans and the evaluating the degree to which they have been met. The president has expressed commitment that resources be distributed based on progress towards meeting goals in strategic plan [http://system.okstate.edu/ceo\\_ii.htm](http://system.okstate.edu/ceo_ii.htm). These assessment guidelines will be publicized and posted on the OSU website. Bylaws of the strategic planning council and a list of priorities is currently being developed.

OSU's planning documents give evidence of OSU's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. As stated in the vision of the OSU Stillwater strategic plan "OSU will educate students to be life-long learners, intellectually, and ethically prepared to serve and lead in an increasingly complex, global society." In addition, the vision statement states "OSU's culture will support diversity, academic freedom, high aspirations, and mutual respect." The OSU Stillwater strategic plan as well as the strategic plans of the various units within the system contain strategic goals, critical success factors, and objectives for addressing educational quality in a diverse, complex, and technological world (See linked IT Stillwater strategic plan, and a selection of departmental strategic plans.)

Do planning processes involve internal constituents and, where appropriate, external constituents. During the current strategic planning process, a series of town hall meetings were held for stakeholders including community organizations and members of the community at large. At these meetings, which took place throughout the state, the president of the university presented the vision for the future success of Oklahoma State University and solicited input from those attending (Link to Website). This vision is articulated in key documents such as "[Achieving Greatness \(October 2003\)](#)". The vision addresses such issues as strategic planning, transformational culture, funding for the future, linking performance and budgeting, and marketing and messaging. One example of how the university involves its off-campus constituents is the development of the Educational Research and Economic

Development Foundation (EREDF). As previously stated, the mission of EREDF is to develop economic plans for North Central Oklahoma by attracting new business and new industry to Oklahoma. EREDF is developing innovative ways to attract businesses to Stillwater, preferably high tech companies. In addition, OSU plays a large role in Governor Henry's Economic Development Generating Excellence (EDGE) program, an economic development group that operates throughout Oklahoma. The EDGE initiative developed four recommendations to move Oklahoma forward economically. The recommendations focus on (a) generating funds (\$1 billion) to attract outside companies to Oklahoma, (b) making Oklahoma a healthier state, (c) improving Oklahoma schools, and (d) improving Oklahoma's business climate ([www.okedge.org](http://www.okedge.org)).