Project Manager: Becky Johnson, Dean of Undergraduate Studies
Coordinator, Technical Writer: Terry Zambon, Graduate Student
# INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Profile of Oklahoma State University</td>
<td>2</td>
</tr>
<tr>
<td>Student Profile</td>
<td>3</td>
</tr>
<tr>
<td>Decade Update</td>
<td>3</td>
</tr>
<tr>
<td>Self-Study Process</td>
<td>4</td>
</tr>
<tr>
<td>Structure of the Report</td>
<td>5</td>
</tr>
<tr>
<td>The Report at a Glance</td>
<td>6</td>
</tr>
<tr>
<td>Administrative Overview</td>
<td>6</td>
</tr>
<tr>
<td>Instruction and Research</td>
<td>6</td>
</tr>
<tr>
<td>Honors Program</td>
<td>7</td>
</tr>
<tr>
<td>Improving Academic Program Quality</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Education</td>
<td>7</td>
</tr>
<tr>
<td>Research and Scholarship</td>
<td>7</td>
</tr>
<tr>
<td>Extension and Outreach</td>
<td>8</td>
</tr>
<tr>
<td>University Extension</td>
<td>8</td>
</tr>
<tr>
<td>University Relations and Public Affairs</td>
<td>8</td>
</tr>
<tr>
<td>The OSU Foundation</td>
<td>8</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>8</td>
</tr>
<tr>
<td>Academic Resources and Experiences</td>
<td>9</td>
</tr>
<tr>
<td>University Library</td>
<td>9</td>
</tr>
<tr>
<td>Information Technology</td>
<td>9</td>
</tr>
<tr>
<td>Academic Support Systems and Services</td>
<td>9</td>
</tr>
<tr>
<td>Student Services and Students</td>
<td>10</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>10</td>
</tr>
<tr>
<td>Athletics</td>
<td>10</td>
</tr>
<tr>
<td>Financial and Physical Resources</td>
<td>10</td>
</tr>
</tbody>
</table>

# INSTITUTIONAL RESPONSES TO THE LAST ACCREDITATION REPORT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiculturalism</td>
<td>12</td>
</tr>
<tr>
<td>Campus Technology</td>
<td>13</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>13</td>
</tr>
<tr>
<td>Student Services and Students</td>
<td>14</td>
</tr>
<tr>
<td>Research Issues</td>
<td>15</td>
</tr>
<tr>
<td>Governance and Administration</td>
<td>16</td>
</tr>
<tr>
<td>Fiscal</td>
<td>16</td>
</tr>
<tr>
<td>OSU Foundation</td>
<td>17</td>
</tr>
<tr>
<td>The Library</td>
<td>18</td>
</tr>
<tr>
<td>Athletics</td>
<td>19</td>
</tr>
<tr>
<td>Comments on Individual Colleges</td>
<td>19</td>
</tr>
</tbody>
</table>

# ADMINISTRATIVE OVERVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNANCE AND ADMINISTRATION</td>
<td>24</td>
</tr>
<tr>
<td>Introduction</td>
<td>24</td>
</tr>
<tr>
<td>The Oklahoma System of Higher Education</td>
<td>24</td>
</tr>
<tr>
<td>Organization</td>
<td>24</td>
</tr>
<tr>
<td>Budgets and Appropriations</td>
<td>24</td>
</tr>
<tr>
<td>The Chancellor and Staff</td>
<td>25</td>
</tr>
<tr>
<td>Governing Boards of Regents</td>
<td>25</td>
</tr>
<tr>
<td>The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges</td>
<td>26</td>
</tr>
<tr>
<td>Authorization and General Functions</td>
<td>26</td>
</tr>
<tr>
<td>Organization of the Board</td>
<td>26</td>
</tr>
<tr>
<td>Meetings</td>
<td>27</td>
</tr>
<tr>
<td>Institutions Governed</td>
<td>27</td>
</tr>
<tr>
<td>Mission Statement of the Board</td>
<td>27</td>
</tr>
<tr>
<td>Statement of OSU’s Affiliation with North Central Association</td>
<td>28</td>
</tr>
</tbody>
</table>
The Mission, Role, Scope of Oklahoma State University ................................................................. 25
Oklahoma State University's Mission Statement ............................................................................. 28
Role of the University .......................................................................................................................... 28
Scope of the University ....................................................................................................................... 28
Organization of OSU Administration .................................................................................................. 29
The Interrelationships of the Administration of Oklahoma State University ..................................... 29
Academic Standards and Curricula ...................................................................................................... 29
Budgets ............................................................................................................................................... 30
Staffing .............................................................................................................................................. 30
Frameworks for Input to the Governance and Administration of the University .................................. 30
Degree Programs and Degrees Conferred ............................................................................................ 34
Degree Programs ................................................................................................................................. 34
Degrees Conferred .............................................................................................................................. 34
Full Time Faculty ............................................................................................................................... 54
Concerns of the 1985 NCA Review Team in Regard to Governance .................................................. 34
ADMINISTRATIVE REVIEW ................................................................................................................. 36

INSTRUCTION AND RESEARCH ........................................................................................................... 37

COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES ...................................... 38
Enrollment ........................................................................................................................................... 38
Changes in Academic Programs .......................................................................................................... 40
Faculty Profile ..................................................................................................................................... 42
Student Quality ................................................................................................................................... 43
Student Placement/Alumni ................................................................................................................... 45
Evaluation of Instruction and Programs ............................................................................................ 46
Facilities and Equipment ..................................................................................................................... 46
Summary of Strengths and Concerns ................................................................................................... 47
Concerns .............................................................................................................................................. 48
Conclusion ......................................................................................................................................... 48

THE COLLEGE OF ARTS AND SCIENCES ......................................................................................... 49
Enrollment Trends .............................................................................................................................. 49
Changes in Academic Programs .......................................................................................................... 50
Changes in Departmental Organization ............................................................................................ 50
Degree Changes ................................................................................................................................... 50
Educational Initiatives .......................................................................................................................... 51
College Contributions to General Education ...................................................................................... 51
Advising ............................................................................................................................................... 51
Pre-law/Pre-med ................................................................................................................................. 51
Foreign Language Requirements ........................................................................................................ 52
A&S Orientation Courses .................................................................................................................... 52
Study Abroad ...................................................................................................................................... 52
Department Internship Programs ........................................................................................................ 52
University Center at Tulsa ................................................................................................................... 53
Faculty Profile ..................................................................................................................................... 53
Student Quality ................................................................................................................................... 53
A&S Student Council Activities ......................................................................................................... 54
College Scholarship Program ............................................................................................................... 54
Programs Recognizing Student Achievements and Awards .............................................................. 55
A/u/int .................................................................................................................................................. 55
A&S Alumni Board .............................................................................................................................. 55
Careers of A&S Graduates ................................................................................................................... 55
College Alumni Awards ...................................................................................................................... 55
Department Based Alumni Newsletters ............................................................................................. 56
Evaluation of Programs and Instruction ............................................................................................ 56
Outcomes Assessment ........................................................................................................................ 56
Student Evaluations ............................................................................................................................. 56
Faculty Involved in Assessment of Curriculum .................................................................................. 56
Program Reviews ............................................................................................................................... 57
The Role of Distance Education in Graduate Education .................................................. 162
Conses to Degrees........................................................................................................... 162
Contributions by OSU Colleges.................................................................................. 163
Issues Resolved & Under Study.................................................................................. 163
Issues of the Present and Future................................................................................ 164
Next Steps.................................................................................................................... 164
2004: OSU’s Future in Distance Education ................................................................. 165

RESEARCH AND SCHOLARSHIP................................................................................. 166
Introduction.................................................................................................................. 166
Historical Perspective: 1985-Present......................................................................... 166
Decreased Faculty....................................................................................................... 166
Research Productivity............................................................................................... 167
Organizational Changes......................................................................................... 167
Graduate Student Enrollment.................................................................................. 167
Multidisciplinary Research...................................................................................... 167
Research Infrastructure......................................................................................... 168
Oklahoma Center for Laser Development and Applications................................. 168
EPSCoR History......................................................................................................... 169
University Center for Water Research.................................................................. 170
University Center for Energy Research................................................................. 171
Environmental Institute......................................................................................... 171
Office of University Research Services.................................................................... 172
Edmon Low Library................................................................................................. 172
Wellness Center........................................................................................................ 173
Future of Research and Scholarship........................................................................ 173

EXTENSION AND OUTREACH.................................................................................... 177

UNIVERSITY EXTENSION ......................................................................................... 178
Mission....................................................................................................................... 178
Planning Principles................................................................................................. 178
Goals and Objectives............................................................................................... 178
Programs and Audiences Served.......................................................................... 180
Trends and Changes............................................................................................... 181
Organization........................................................................................................... 181
Structure................................................................................................................... 182
Central Office........................................................................................................ 182
University Extension Council................................................................................ 182
Trends and Changes............................................................................................... 182
Funding Trends and Changes................................................................................ 183
Future Opportunities.............................................................................................. 184
Future Challenges................................................................................................. 184

Arts and Sciences Extension .................................................................................... 184
Audiences Served.................................................................................................... 185
Programs Currently Offered.................................................................................. 185
Changes in Program Offerings............................................................................. 185
Organization of A&S Extension.............................................................................. 186
Future Plans and Challenges................................................................................ 187

Business Extension.................................................................................................. 189
Program Changes Since 1985................................................................................. 189
Resources to Accomplish Goals and Objectives.................................................. 190
Future Plans and Challenges................................................................................ 190

Education Extension................................................................................................ 191
Changes in Education Extension Since 1985 NCA Report.................................... 191
Resources to Accomplish Goals and Objectives.................................................. 192
Plans For 2005....................................................................................................... 192

Engineering, Architecture & Technology Extension ............................................ 193
Center For Local Government Technology......................................................... 193
Future Goals.......................................................................................................... 193
Engineering Extension.......................................................................................... 194
Future Goals.......................................................................................................... 194
Planned Giving Program................................................................. 221
Athletic Gift Program.................................................................... 221
Research....................................................................................... 221
Future Plans.................................................................................. 222
Conclusion.................................................................................... 223

OSU ALUMNI ASSOCIATION................................................................. 224
Introduction................................................................................... 224
Background................................................................................... 224
Structure and Governance .............................................................. 224
Programs and Services.................................................................. 225
Financial and Fiduciary Responsibility........................................ 225
Development of Young Alumni.................................................... 226
Service to Alumni........................................................................ 226
Service to OSU............................................................................ 227
Publications and Communications ............................................. 227
Membership.................................................................................. 228
Future Plans.................................................................................. 228
Financial and Fiduciary Responsibility........................................ 228
Development of Young Alumni.................................................... 228
Service to Alumni........................................................................ 229
Service to OSU............................................................................ 229
Publications and Communications ............................................. 230
Membership.................................................................................. 230
Summary....................................................................................... 230

ACADEMIC RESOURCES AND EXPERIENCES................................. 231

THE UNIVERSITY LIBRARY.............................................................. 232
Introduction................................................................................... 232
Overview of Progress Since the 1986 NCA Accreditation Visit ....... 232
Administration.............................................................................. 232
Dean of Libraries Title Established.............................................. 232
New Library Administrative Positions Created......................... 232
Advisory Groups.......................................................................... 233
Library Staff Association.............................................................. 234
Organization................................................................................ 234
Salaries and Personnel................................................................. 235
Librarians..................................................................................... 235
Support Staff............................................................................... 236
Planning and Communications.................................................... 236
Funding and Development............................................................ 239
State Support.............................................................................. 239
Development.............................................................................. 239
Computerization and Networking .............................................. 242
Computerization: The On-line System........................................ 242
Networking................................................................................ 243
Public Services and Collections................................................... 245
Overview of Public Services....................................................... 245
Collection Development............................................................. 247
Facilities..................................................................................... 249
Membership in the Association of Research Libraries................. 251
Assessment of the Major Challenges and Priorities..................... 252
Major Challenges....................................................................... 252
Proliferation of Information, New Technologies and Inflation........ 252
Library Facilities......................................................................... 252
ARL Membership and Salaries.................................................... 253
Priorities..................................................................................... 253
Computerization and Networking.............................................. 253
Satellite Facility and Renovation.................................................. 254
Development............................................................................. 255
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fee Assessment</td>
<td>288</td>
</tr>
<tr>
<td>Strengths of the Registrar's Office</td>
<td>288</td>
</tr>
<tr>
<td>Future Goals and Concerns</td>
<td>289</td>
</tr>
<tr>
<td>University Scholarships</td>
<td>289</td>
</tr>
<tr>
<td>Current Responsibilities</td>
<td>290</td>
</tr>
<tr>
<td>Major Accomplishments</td>
<td>291</td>
</tr>
<tr>
<td>Concerns and Issues</td>
<td>292</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>292</td>
</tr>
<tr>
<td>Organization of Advising at Oklahoma State University</td>
<td>293</td>
</tr>
<tr>
<td>University Academic Services</td>
<td>293</td>
</tr>
<tr>
<td>Honors Program Advising</td>
<td>293</td>
</tr>
<tr>
<td>Areas of Concern and Future Directions</td>
<td>294</td>
</tr>
<tr>
<td>Office of Academic Services for Student-Athletes</td>
<td>294</td>
</tr>
<tr>
<td>Student Services</td>
<td>294</td>
</tr>
<tr>
<td>Academic Support</td>
<td>295</td>
</tr>
<tr>
<td>Retention and Promotion</td>
<td>296</td>
</tr>
<tr>
<td>Career Planning and Placement</td>
<td>296</td>
</tr>
<tr>
<td>Student-Athlete Graduation Rates</td>
<td>297</td>
</tr>
<tr>
<td>Recommendations</td>
<td>297</td>
</tr>
<tr>
<td>Concerns</td>
<td>297</td>
</tr>
<tr>
<td>The Audio Visual Center</td>
<td>298</td>
</tr>
<tr>
<td>Organization of the Center</td>
<td>298</td>
</tr>
<tr>
<td>Use of the Center</td>
<td>298</td>
</tr>
<tr>
<td>Planning and Evaluation</td>
<td>299</td>
</tr>
<tr>
<td>Future Goals</td>
<td>299</td>
</tr>
<tr>
<td>Areas of Concern</td>
<td>299</td>
</tr>
<tr>
<td>Office of International Programs</td>
<td>300</td>
</tr>
<tr>
<td>Sponsored International Students</td>
<td>300</td>
</tr>
<tr>
<td>International Student Recruitment</td>
<td>301</td>
</tr>
<tr>
<td>Special Academic Programs Abroad</td>
<td>301</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>302</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>302</td>
</tr>
<tr>
<td>Future Objectives</td>
<td>302</td>
</tr>
<tr>
<td>Summary of Accomplishments, Concerns, and Future Directions</td>
<td>303</td>
</tr>
<tr>
<td>Accomplishments</td>
<td>303</td>
</tr>
<tr>
<td>Concerns</td>
<td>303</td>
</tr>
<tr>
<td>Future Directions</td>
<td>303</td>
</tr>
<tr>
<td>STUDENT SERVICES AND STUDENTS</td>
<td>305</td>
</tr>
<tr>
<td>Division of Student Services</td>
<td>305</td>
</tr>
<tr>
<td>Mission</td>
<td>305</td>
</tr>
<tr>
<td>Overview</td>
<td>305</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>306</td>
</tr>
<tr>
<td>Mission</td>
<td>306</td>
</tr>
<tr>
<td>Overview</td>
<td>306</td>
</tr>
<tr>
<td>Future Issues</td>
<td>306</td>
</tr>
<tr>
<td>Office of Student Financial Aid</td>
<td>307</td>
</tr>
<tr>
<td>Mission</td>
<td>307</td>
</tr>
<tr>
<td>Overview</td>
<td>307</td>
</tr>
<tr>
<td>Future Issues</td>
<td>309</td>
</tr>
<tr>
<td>Residential Life</td>
<td>309</td>
</tr>
<tr>
<td>Mission</td>
<td>309</td>
</tr>
<tr>
<td>Overview</td>
<td>309</td>
</tr>
<tr>
<td>Future Issues</td>
<td>310</td>
</tr>
<tr>
<td>Student Health Center</td>
<td>310</td>
</tr>
<tr>
<td>Mission</td>
<td>310</td>
</tr>
<tr>
<td>Overview</td>
<td>311</td>
</tr>
<tr>
<td>Future Issues</td>
<td>311</td>
</tr>
<tr>
<td>Student Union</td>
<td>312</td>
</tr>
<tr>
<td>Mission</td>
<td>312</td>
</tr>
<tr>
<td>Overview</td>
<td>312</td>
</tr>
<tr>
<td>Future Issues</td>
<td>312</td>
</tr>
</tbody>
</table>
Future Issues .................................................................................................................. 314
University Counseling Services ..................................................................................... 314
Mission ............................................................................................................................ 314
Overview ......................................................................................................................... 314
Future Issues ................................................................................................................... 316
University Placement ..................................................................................................... 317
Mission ............................................................................................................................ 317
Overview ......................................................................................................................... 317
Future Issues ................................................................................................................... 319
Wellness Center .............................................................................................................. 319
Mission ............................................................................................................................ 319
Overview ......................................................................................................................... 319
Future Issues ................................................................................................................... 320
Division of Student Services .......................................................................................... 321
Future Issues ................................................................................................................... 321
MULTICULTURALISM ....................................................................................................... 323
Background ....................................................................................................................... 323
Affirmative Action Programs .......................................................................................... 323
The Minority Lectureship Program ............................................................................... 324
The Minority Faculty Incentive Awards Program ....................................................... 324
The Minority Incentive Fund Program ........................................................................ 324
The Oklahoma State Regents for Higher Education Post-Doctoral Fellowship Program ........................................................... 325
Minority Student Support ............................................................................................... 325
Office of the Vice President for Student Services ....................................................... 325
College of Agriculture .................................................................................................. 325
College of Arts and Sciences ......................................................................................... 325
College of Business ....................................................................................................... 326
College of Education ..................................................................................................... 326
College of Engineering, Architecture and Technology ............................................... 326
College of Human Environmental Sciences ................................................................. 327
Graduate College ......................................................................................................... 327
State Regents for Higher Education Fee-Waiver Scholarships .................................. 327
College of Veterinary Medicine ................................................................................. 327
Non-Traditional Student Profile ................................................................................... 328
Ethnic Origins ................................................................................................................ 329
Academic Information .................................................................................................... 329
Ethnic Areas and Women's Studies Program ............................................................... 330
Ethnic Area Studies ...................................................................................................... 330
Area Studies-Certificate Programs ............................................................................. 330
Background of Women's Studies at OSU .................................................................... 330
GLBCA: The Gay, Lesbian, Bisexual Community Association .................................. 332
Purpose of the Organization ......................................................................................... 332
Changes Since Its Inception ......................................................................................... 332
Meetings and Membership ......................................................................................... 332
Achievements ................................................................................................................ 332
Summary of Future Concerns ....................................................................................... 333
Future Goals .................................................................................................................... 333
INTERCOLLEGiate ATHLETICS ....................................................................................... 335
Overview and History .................................................................................................... 335
Facility Improvements Over the Last Decade ............................................................... 335
NCAA Certification ...................................................................................................... 336
Governance and Commitment to Rules ....................................................................... 336
Recent Changes ............................................................................................................ 337
Athletics Program Mission ......................................................................................... 337
Major Decisions ............................................................................................................ 337
Compliance and Rules Education .............................................................................. 338
Academic Integrity ....................................................................................................... 338
Recent Policy and Organization Changes ..................................................................... 339
Admission Policies ...................................................................................................... 339
Table of Illustrations

Figure 1. Total Undergraduate Enrollment Figures 1985-1994 ........................................ 38
Figure 2. Number of High School Graduates of Oklahoma Public Schools, 1983-1993 .......... 39
Table 1. Degrees Granted, 1984-85 AND 1992-93 ......................................................... 40
Table 2. Average ACT Score of New Students, 1989-93 .................................................. 44
Figure 3. Weighted Student Credit Hours ........................................................................ 49
Figure 4. Degrees Granted ................................................................................................. 50
Figure 5. Freshmen ACT .................................................................................................. 54
Table 3. CBA Enrollment, Fall Semesters ........................................................................ 63
Table 4. Upper-Division Student Credit Hours, Fall Semesters ....................................... 63
Table 5. Bachelors Degrees Granted .................................................................................. 63
Table 6. Average Composite ACT Scores for CBA Freshmen ........................................... 64
Table 7. Total COE Enrollment by Ethnicity and Gender ................................................ 70
Table 8. Average Composite ACT Scores for COE Freshmen ........................................... 71
Figure 6. Student Credit Hour and Weighted Student Credit Hour Production .................. 73
Table 9. Degrees Awarded ............................................................................................... 74
Figure 7. COE Faculty by Gender .................................................................................... 75
Figure 8. COE Faculty by Appointment Level ................................................................... 76
Table 10. Percentage of COE Students Passing State Curriculum Exam ......................... 77
Table 11. Entry Year Teachers Certified Through Oklahoma Entry Year Assistance Program .............................................................. 78
Table 12. CEAT Enrollment and Degrees ......................................................................... 83
Table 13. CEAT Faculty Loads ......................................................................................... 83
Table 14. FTE Breakdown, 1985 vs 1994 ......................................................................... 91
Figure 9a. Lower Division Classroom Staffing ................................................................... 95
Figure 9b. Upper Division Classroom Staffing .................................................................. 95
Table 15. Number of Faculty by Rank. 1985-1994 ............................................................. 103
Table 16. Student/Faculty Ratio ....................................................................................... 703
Table 17. University Extension Programs ......................................................................... 181
Table 18. Library Holdings Compared ............................................................................. 248
Figure 10. CIS Organizational Chart ................................................................................ 255
Figure 11. Help Desk Records, 1991-95 .......................................................................... 263
Figure 12. Training Records, 1989-94 ............................................................................. 270
Figure 13. Network Traffic, 1988-95 ................................................................................ 272
Table 19. ACT/Grade Point Averages .............................................................................. 285
Table 20. Non-traditional vs traditional undergraduates based on origin ......................... 329
Table 21. Revenue Trends ............................................................................................... 345
Table 22. Governmental Appropriations for the Period Ending June 30, 1994 ................. 348
Table 23. Percent of Other Sources of Funds to Total Sources of Funds ......................... 349
Figure 14. Proportion of Revenues Drawn from Various Services in FY85 ....................... 350
Figure 15. Proportion of Revenues Drawn from Various Services in FY94 ....................... 357
Figure 16. Routing Activity, 1990-94 ............................................................................... 356
Figure 17. Active Award Accounts, 1990-94 ................................................................... 357
Figure 18. Expenditure Trends from 1984-94 .................................................................. 357
Table 25. Indirect Cost Recoveries, 1989-94 ................................................................... 358
INTRODUCTION
INTRODUCTION

Institutional Profile of Oklahoma State University

"Oklahoma State University is a modern comprehensive land grant university that serves the state, national and international communities by providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world."

—Oklahoma State University Mission Statement, 1993

Oklahoma State University (OSU) is a comprehensive, contemporary land-grant university enrolling over 18,000 students. Its programs of instruction, research, and extension serve the people of the state of Oklahoma, the nation and the world. The University fulfills its mission for the generation and dissemination of new knowledge through its research programs, its instructional programs, and the contributions of its faculty to a variety of publications and consulting activities. Throughout its history, the University has maintained a consistent philosophy that direct service to people must always remain of central importance to accomplishing the University mission.

Oklahoma State University was founded on December 25, 1890, as Oklahoma Agricultural and Mechanical College, just 20 months after the Land Run of 1889. In 1894, two and one-half years after classes began in local churches, 144 students moved into the first academic building, currently known as Old Central, on the southeast corner of campus. In 1896, Oklahoma A&M held its first commencement with six male graduates.

On July 1, 1957, Oklahoma A&M College became Oklahoma State University. The main campus is located in Stillwater, a north central Oklahoma community with a population of more than 42,000. Technical branches were established in Okmulgee in 1946 and in Oklahoma City in 1961. (In 1990 their names were changed to OSU-Okmulgee and OSU-Oklahoma City.) In July of 1988, the Oklahoma College of Osteopathic Medicine and Surgery became the College of Osteopathic Medicine of OSU. The University is coeducational and has an enrollment of approximately 26,000 students on its four campuses. It offers bachelor's, master's and doctor's degrees in a large number of fields, as well as the professional Doctor of Osteopathy and Doctor of Veterinary Medicine degrees. Specialist in Education degrees are also offered in selected fields.

The University provides the students with a comprehensive education by supplying both educational and social opportunities. OSU has a 1.5 million volume library; modern research laboratories and equipment; excellent physical education, recreation and student union facilities; nationally-recognized residence halls programs; outstanding cultural events; and 36 nationally-affiliated fraternities and sororities, all provide a stimulating educational and social environment for the students. OSU also recognizes the growing number of non-traditional students and their needs. Accordingly, the University now
INTRODUCTION

offers evening and weekend classes from almost every academic department on campus to meet the expressed needs of these non-traditional students.

Student Profile

OSU has a diverse student body. Students come not only from Oklahoma, but from across the nation and the world. Of the approximately 18,000 students at OSU, 85 percent of the undergraduates are from Oklahoma, 8 percent are from other states in the U. S., and 7 percent are from more than 90 international countries. Of the undergraduate population, 46 percent are women and 54 percent are men. Minority students make up almost 14 percent of the undergraduate students.

The graduate enrollment makes up approximately 18 percent of the total student population. Of these students, 67 percent are from Oklahoma, 13 percent are from other states, and 20 percent are from other countries. Of the graduate students, 44 percent are women and 56 percent are men. Minority students make up approximately 11 percent of the graduate student population.

OSU also has a large number of non-traditional students. This group consists of students who work during the day and attend school at night, have enrolled in college after being out of high school for three years or more, and/or have previously dropped out of college and returned after several years. Reflecting the increasing diversity of American culture, this group makes up a growing percentage of the OSU population.

Decade Update

The decade since the last NCA institutional self-study has been one of substantial changes affecting the University. Enrollment declined from over 21,000 in the fall semester of 1985 to slightly over 18,000 in the fall of 1994. During this same period, state funding has declined in inflation adjusted dollars, so that an increasing percent of total university funds are derived from non-state sources. Unfortunately present indications are that this pattern will continue due to a sagging state economy and competing demands on state resources. The state legislature and other state leaders are committed to supporting education as a key to economic development and will attempt to maintain appropriations for education at the highest possible levels.

During the past decade the University has established a record of innovation change and accomplishment. Even as the total number of faculty declined by approximately 20%, faculty productivity in terms of degrees awarded, grants and contracts received, and publications in scholarly journals increased. While continuing to be strong in the traditional land-grant areas of Agriculture, Veterinary Medicine, Engineering and Human Environmental Sciences (formerly Home Economics) the University has expanded productive programs in Arts and Sciences, Business Administration and Education.

OSU continued its tradition of innovation, creativity and educational leadership within the past decade. Examples of such programs include opportunities for continuing education of public school and other professionals, summer programs for gifted middle and high school students, Elderhostel programs for those in their later years, and summer and regular academic year programs specifically aimed at underrepresented minority college students. For details see the sections on Multiculturalism and Academic Programs: The Colleges.
Extension and public service are central to the mission of Oklahoma State University. The University continues to be committed to the notion that knowledge has its greatest meaning when it is put to work in the service of humankind—statewide, nationally and internationally. All of OSU's colleges have been involved in programs at all three levels during the past decade. One recent development is that following the collapse of the Soviet Union, many promising contacts have been made with former Soviet Block nations.

In 1990, the University celebrated its centennial. The Centennial Program was administered by the Executive Group, consisting of the President and vice presidents. One notable accomplishment was the publication of the Centennial History Series, a project directed by President Emeritus Robert B. Kamm. The series documents the first 100 years of OSU's history and was a major undertaking. In fact, information contained within the series served as a valuable resource for many of the Task Forces compiling this report.

Self-Study Process

In the spring of 1993, a Chair was appointed to the University's self-study process. A Steering Committee, including representatives from all colleges and major administrative units of the University, was also appointed. A technical writer was also hired to coordinate the self-study process and writing of the self-study report. In the early fall of 1994, the Chair presented a plan for the institutional self-study to the Steering Committee. This plan was approved.

Twenty Task Forces were established to study specific aspects of the University. Each Task Force was chaired by a member of the Steering Committee and included faculty, administrators, administrative staff, and student representatives appointed on the basis of their ability to contribute particular knowledge. In the fall of 1994, the Steering Committee Chair and the technical writer met with each of the Task Forces to discuss its charge, the General Institutional Requirements (GIR) they were to address, the information they were to provide, and the schedule for turning in drafts of Task Force reports.

From fall 1994 through spring 1995, the Task Forces worked independently on their self-studies. As need arose, the Task Forces consulted with and sought advice from the Chair and technical writer. Nine months of Task Force work culminated in draft reports submitted during the late spring and summer of 1995. Each chapter was reviewed, revised, and returned to the appropriate Task Force. In some instances a second or third round of revision and review was necessary. Once this process was complete, a draft of the self-study document was presented to the Steering Committee and to members of the OSU A&M Regents for their comments. Suggestions were incorporated by the Chair and technical writer, followed by a final review by the appropriate Task Force, the University Executive Group, and Deans Council.

During September and early October of 1995, prior to the visit of the NCA review team, copies of the self-study report were made available at numerous locations on campus including the library, deans' offices, and various administrative offices. The Steering Committee Chair and technical writer met with numerous groups, including Staff Advisory Council, Student Government Association, and Academic Department Heads Advisory Council, to explain the self-study process and answer any questions about the process or report.
INTRODUCTION

The focus of this self-study has been a comprehensive review of the University's programs, resources and needs. This direction for the self-study was chosen because of the preceding decade's changes in enrollment trends and state funding that will present challenges for the next decade. While OSU has several campuses, including the OSU technical Branch, Oklahoma City and the OSU Technical Branch, Okmulgee as well as the Oklahoma College of Osteopathic Medicine, the latter three are accredited independently. Thus, this report addresses the main Stillwater campus and the University Center at Tulsa only.

Structure of the Report

Other than the Introduction and the The Future, the Accreditation Report consists of five chapters, each representing a specific emphasis. Within each chapter, areas of particular focus represent the 20 Task Forces involved in the self-study process.

Chapter 1: Introduction

Chapter 2: Administrative Overview
Task Forces: Governance and Administration
Administrative Review

Chapter 3: Instruction and Research
Task Forces: The Colleges
University Center at Tulsa
The Honors Program
Academic Programs
Assessment
Graduate Education
Research and Scholarship

Chapter 4: Extension and Outreach
Task Forces: University Extension
University Relations and Public Affairs
OSU Foundation
Alumni Association

Chapter 5: Academic Resources and Experiences
Task Forces: University Library
Information Technology
Academic Support Systems and Services
Student Services and Students
Multiculturalism
Athletics
The final chapter of the Accreditation Report offers President Halligan's vision for the future of Oklahoma State University, and requests continued accreditation and membership in the Association.

Throughout the Accreditation Report, strengths, weaknesses and future goals were noted by the Task Forces to ensure an evaluative component to the report. Additionally, the decision was made to include the majority of supplemental materials in files located in the Resource Room in Whitehurst Hall, rather than add to the report's bulk with numerous appendixes. Supplementary materials we feel are crucial to the report proper are included as Appendix items. These include the General Institutional Requirements included as Appendix A and the Summary of NCA Criteria found in Appendix B. Appendix C contains a full listing of the Steering Committee and Task Forces. The completed Basic Institutional Data forms are included as Appendix D.

The following offers a quick summary of the major sections contained in the report.

The Report at a Glance

**Administrative Overview**

The overall governance structure of the University has remained quite stable over the past decade. There has been more turnover in the administration of the University than had occurred in the 1975-1985 decade. In 1985, when the last self-study was conducted, Dr. Lawrence L. Boger was President of Oklahoma State University. Upon his retirement in 1988, Dr. John R. Campbell assumed the presidency. Following his resignation in 1994, Dr. Ray M. Bowen was named Interim President to be followed by Dr. Marvin Keener when Dr. Bowen accepted the presidency of Texas A&M University. In August of 1994 Dr. James Halligan, our current President, took office.

New administrative positions created within the past decade include the Associate Vice President for Planning, the Associate Vice President for Multicultural Affairs, and the Dean of Undergraduate Studies. The Vice President for Research is also Dean of the Graduate College at this time. At the present time, a number of administrative positions are filled by interim appointments. These include the Associate Vice President for Multicultural Affairs and the Vice President for Business and Finance.

**Instruction and Research**

A number of interdisciplinary instructional and research programs have been developed during the past decade. Research funding has been increased significantly due to the Experimental Program to Stimulate Competitive Research (EPSCOR) and Oklahoma
Center for the Advancement of Science and Technology (OCAST) programs. Faculty have also been very successful in competing for external research funds.

Honors Program
The Honors Program has grown from what was a college program housed in the College of Arts and Sciences to a true University Honors Program involving all colleges. This program was evaluated by the National Collegiate Honor Society last year and found to be an unusually high quality program.

Improving Academic Program Quality
All colleges have reviewed their academic programs and deleted programs for which there is no longer adequate demand. At the same time selected new programs that better meet the needs of our students and society have been put into place.

Graduate Education
A number of graduate programs have been deleted. It is anticipated that most growth in graduate education during the next decade will be in masters, rather than doctoral, programs.
Multidisciplinary programs continue to increase in importance. At present several new multidisciplinary programs are under development. A Plant Science Ph.D. has been developed by faculty from six different departments in the colleges of Agriculture and Arts and Sciences. Similarly, a Health Care Administration Program is being developed. It is anticipated that additional multidisciplinary programs will create opportunities for OSU students and faculty.

Research and Scholarship
In 1991 the position of Vice President for Research and Dean of the Graduate College was created at OSU. Units that report to this position include the Graduate College, University Center for Laser Research, Institute for Environmental Sciences, the University Center for Water Research, the University Center for Energy Research, the Oklahoma Cooperative Fish and Wildlife Research Unit and the Office of University Research Services.
Faculty size is now down by approximately 20% from what it was earlier in this decade. Although this decrease in full time tenure-track faculty has been felt university wide, it is particularly problematical in the sciences where our current inability to provide adequate start-up funds is a real concern. In spite of the decrease in faculty size, research productivity has remained high as indicated by the publication rate and success in obtaining outside funding of our faculty.
Extension and Outreach

University Extension
The role of University Extension has changed in important ways during the past decade. Distance learning, typified by compressed video instruction, is supplementing traditional extension instruction. In addition to providing workshops, conferences and seminars to enrich the experience of educators and other professionals, this decade has seen an increased need for graduate degrees to be provided at a distance, thus shifting emphasis toward credit programs. Evening and weekend courses offered through extension have met the increasing demand for course availability during these hours among our student body. This has been accompanied by an increased focus on creating partnerships with industry, education, and other organizations served by the University.

University Relations and Public Affairs
Considerable reorganization has taken place within University Relations and Public Affairs since 1985. From 1985 through 1988, this office was called University Relations and Extension with University Extension, University Information and Publication Services, Educational Television Services, and University Placement reporting to its vice president. In July of 1985 radio station KOSU-FM was added to this unit and in 1987 the OSU Alumni Association began reporting to this vice president. In 1989 additional restructuring took place so that University Placement was transferred to the Vice President for Student Services and the Alumni Association began reporting directly to the President's office. The responsibilities of University Relations and Public Affairs changed to include economic development with a greater focus on State government relations, particularly the working relationship with the State Legislature. The units that report to the Vice President for University Relations and Public Affairs are Communications Services, the Institute for International Trade and Economic Development, Educational Television Services, the Institute for Telecommunications, and Audio Visual Services.

The OSU Foundation
A number of administrative changes have taken place in the OSU Foundation during the past decade. In 1987, the Foundation changed its certificate of incorporation sufficiently to maintain its independent status, while maintaining a cooperative working relationship with the University. It is now embarking on a major comprehensive fund raising campaign that will provide increased support for the University from the private sector.

Alumni Association
In addition to continuing its services for alumni, and believing that OSU students are "alumni-in-residence," the Alumni Association has initiated several changes to permit them to serve this population. In 1988, the Student Alumni Board (SAB) was established. The SAB sponsors a number of activities including a Leadership Development Conference for high school students. In 1994, the Student Alumni Association was established. Its current membership is about 800 students.
INTRODUCTION

Academic Resources and Experiences

University Library

In addition to establishing the name change of Dean of Libraries, a number of advisory
groups were formed to advise on matters related to library planning and administration.
These include the Dean's Advisory Group, Library Administrative Council, the
University Library Advisory Committee and the Library Staff Association.

One notable change in the Edmon Low Library during the past ten years has been
automation. It is now possible to check out and renew materials in a matter of seconds. In
addition, patrons have computer access to not only its own holdings, but to an increasing
number of on-line databases, both in-house and remote.

Information Technology

Computing and Information Services has replaced the University Computer Center,
Administrative Systems Development and Telephone Services and eliminated significant
duplication of services.

Events at OSU mirror those in society at large with respect to ever increasing utilization
of information technology. Major investments have been made in providing computer
access for administrative offices, classrooms, and dormitories and for use in research as
well as the library. Every aspect of the University, from terminal enrollment to the
maintenance of financial records and classroom instruction, has been impacted by these
changes. These efforts will contribute to preparing OSU to meet the needs of students in
the 21st century.

Academic Support Systems and Services

Major responsibility for recruiting new freshmen as well as transfer students to OSU
resides in the Office of High School and College Relations.

This function has been facilitated by the recent acquisition of personal computers that
are linked to the University's mainframe for all staff members. This has made possible
continued refinement of the Prospective Student Management System which enables
university representatives in the field to track students from their initial contact in the
field through the enrollment process.

Other academic support systems include the academic records and transcripts section
which has also benefited from recent computerization. The office will soon begin to use
electronic imaging to create and maintain student records. In addition, the Registrar's
Office will soon be exchanging transcripts electronically with other institutions.

The Office of University Scholarships has focused on preparing students at OSU to
compete successfully for prestigious scholarships such as the Rhodes, Truman and
Marshall scholarships. This effort has been successful as indicated by the success of
OSU students in competing for these awards. Another innovation during the past decade
has been the establishment of the Valedictorian Scholarship program. This program
provides fee waivers to Oklahoma's best students and has been very successful in
recruiting a group of highly qualified and successful students to OSU.
Academic support services for a number of students with special needs have been increased in the past decade. Support for high risk students has been strengthened by the formation of University Academic Services. Similarly, improved academic advising and support has been provided to student-athletes by the Office of Academic Services for Student Athletes and for our highest ability students by the University Honors Program.

Student Services and Students

The Division of Student Services at Oklahoma State University has as its purpose the holistic development of students. Functional areas of this unit include Campus Recreation, Financial Aid, Residential Life, the Student Health Center, the Student Union, University Placement, the University Counseling Center, and the Wellness Center.

As the needs of our students have changed, so have the services provided for them by the University. New programs have been instituted to deal with problems from AIDS screening and counseling, to increased emphasis on wellness and responsible living. Programs are available that address a wide range of topics from values clarification and time management to potential problems of substance abuse. These programs are consistent with the commitment of OSU to the total support of our students, faculty and staff.

Multiculturalism

A number of new programs have been developed to promote multiculturalism within the OSU student body, faculty and staff. These include programs to support the professional development of minority faculty as well as academic programs specifically designed to support minority students and campus organizations for culturally diverse groups.

Athletics

The past decade was one of continued success for the OSU intercollegiate athletic program. Five NCAA championships were added to its achievements, with only the University of Southern California, UCLA and Stanford having more team championships.

A number of improvements were made in athletic facilities during the 1985-1995 decade. Most prominent was the completion of the new Karsten Creek Golf Course.

The OSU athletics program has just completed its NCAA self-study and accreditation review. While we were commended for improved academic support, fiscal oversight and programs to assure compliance with NCAA regulations, additional effort was deemed necessary in the area of gender equity. A plan to address this area has been submitted to the NCAA and OSU is strongly committed to achieving the desired equity in its athletic program.

Financial and Physical Resources

A number of ambitious projects and goals have been completed since the 1985 self-study. Among these are the completion of the Noble Research Center, the Wellness Center, the Center for International Trade Development, the Boren Veterinary Teaching
INTRODUCTION

Hospital, a Fractionation Research Facility, and a new Animal Science Arena. Major renovations were done in the Physical Sciences Building and Cordell Hall. Projects currently under construction include the Advanced Technology Research Center, the renovation of Willard Hall for the College of Education, the Oklahoma Food and Agricultural Products Processing Center for Research and Technology, renovation of the Classroom Building and improvements to facilities for the College of Veterinary Medicine and the Agricultural Extension programs.

Maintaining and upgrading the University's physical resources within the limitations of its financial resources has been a challenge during the past decade. With state funding providing a decreasing portion of the total university financial resources, alternative sources of funds have been sought with success. Renovation has upgraded facilities assigned to Human Environmental Sciences and Education as well as general use facilities such as the Classroom Building. In addition, major new construction was completed on the Noble Research Center and the Center for International Trade Development. Work is in progress on new buildings for Engineering and Agriculture.
INTRODUCTION

INSTITUTIONAL RESPONSES TO THE LAST ACCREDITATION REPORT

This section of the self-study contains a summary of institutional responses to concerns identified in 1985. Comments from the 1985 Report of a Visit appear in italics below, followed by the institution's response.

Multiculturalism

"One disquieting note, however, is the attrition rate for students, especially for minority students. While the attrition for OSU students is not as high as that of Oklahoma colleges and universities in general, it is substantially higher than the average among U. S. colleges and universities. The institution should intensify its efforts to reduce attrition, in general, and attrition among minority students, in particular, while continuing its efforts to attract minority students and faculty."

Since 1986, the retention rate for minority students has improved. Some of the decline in attrition can be attributed to higher admission standards, but that has led to a decrease in initial enrollment of African-American students. The Office of Multicultural Affairs (OMA) was established in 1992 and the Multicultural Assessment and Development Center was moved from Student Services and administratively placed under the OMA. This was an attempt to address problems of minority student retention. American Indian enrollment has increased significantly since 1986 due in part to several new programs created specifically for this population.

"The Office of Affirmative Action appears to maintain a relatively low profile and to be reactive rather than proactive."

The Office of Affirmative Action has a higher profile as evidenced by the activities of the Director. The Affirmative Action Director conducts workshops on sexual harassment and makes presentations to numerous groups on and off campus.

"Much greater attention needs to be given to the issue of student persistence—What kind of student persists and why?—as well as the examples of role modeling, especially for minority students, as offered by university publications."

Admission standards have increased dramatically since 1986. Even within the provisional admission (8 percent) category, efforts are made to admit those most likely to succeed. Previously, the quota for provisional admits was "first come, first served."

Our assessment program provides information that is useful in predicting persistence. Such information includes high school grade point averages, size of high school and ACT scores. Differences between high school GPA and college GPA is the greatest single predictor of departure from OSU. Additionally, University Assessment is currently implementing an institutional tracking program which will allow them to intervene with those students identified as drop out prone.
An increased percentage of freshmen are advised by professional academic counselors in their respective colleges when compared with 1986. This shift in freshman advising responsibility recognizes the need for counselors who can focus on transitional concerns and who are readily available for an extensive number of hours each week.

Academic Services for Athletes has been significantly expanded in terms of staff size and now reports to the Provost's Office. Service enhancement and reorganization have improved the graduation/retention rates for student athletes.

Students with more self-confidence are more likely to persist. This is particularly true for minority students. Exit interviews with several students indicated self-confidence as a primary factor for success in the OSU environment, which is sometimes perceived as unfriendly to minority students. Most minority students perceived OSU as others do. That is, some aspects of the University are unfriendly, but they are very satisfied with most of their experiences.

The University now includes minorities in all publications. Materials included in the Resource Room typify publications from across the campus.

**Campus Technology**

"Some greater coordination of the different manifestations of telecommunications might be considered."

The last NCA self-study process at Oklahoma State University paid very little attention to information technology as a whole, and did not address specific issues of information technology other than tangentially. This concern, while certainly valid, has been addressed in a number of ways since the last self-study. The reorganization of Computing and Information Services is just an example of the overall changes at OSU. Many of the changes resulted from recognizing needs and changing priorities, plus several studies and consultants who were hired to review different aspects of Information Technology at OSU. We would also refer you to discussions on distance learning capabilities found in the Extension and Outreach section of the report.

**Financial Aid**

"Fifty-five percent of the students at OSU receive financial assistance, principally on admission since financial assistance is viewed primarily as a recruitment tool. Its use as a retention device deserves closer attention."

An increasing number of multi-year awards, especially Valedictorian (four-year) and Freshman Award for Excellence (2 year), are now available (approximately 1,000 more students with this kind of support, then ten years ago.) Similarly, increased fee waiver allocations have allowed for small increases in the one-year waiver for continuing students and more should be forthcoming.

Some fee waivers have increased, especially $350 supplements for continuing students who live in residence halls and a larger number of automatic 4-year awards for incoming freshmen. In the last three years we've had nearly 900 students receive the valedictorian scholarship, a 4-year, $1,500 per year stipend. Only a fraction of them would have had the same kind of support before.
OSU also offers non-traditional student fee waivers to older students who have work and/or family responsibilities ($15,000-20,000 per year allocated for the past four years, with $500 awards being the norm).

Agreements with the OSU Foundation have enabled more cash funds to be allocated to areas of great need. As a result, the Scholarships Office has been authorized to design a referral program that has served both incoming and continuing students effectively. Discretionary funds were also used to join the Thurgood Marshall Scholarship Program for black students. Similar arrangements exists for certain Hispanic and Native American Programs.

Recent changes in Wentz program will allow us to make $2,000 awards to increasing numbers of academically successful continuing students. This year we made 45 awards, but we expect there to be more of this type in the future. Similar changes will make the Wentz project program more lucrative for each student, but will unfortunately cut back on the number of participants in this aspect of the Wentz program.

Various other programs such as the Thurgood Marshall scholarship (three $1,000 awards for outstanding minority students), the Scholars' Research Program (Graduate College), will have some effect too. Substantial increases in cash support and dramatic revision of the fee waiver structure would be needed to address the financial side of the retention problem in a fair and adequate way.

Continued participation in the OSHRE Academic Scholars Program allows top scholars to receive a full scholarship over a five-year period for study at OSU (and other state schools).

These developments have no doubt improved the scholarship prospects for all OSU students, including continuing ones. The Scholarships Office, however, is made aware daily of the real and perceived inequities in financial support with respect to the high-achieving OSU student. We hope that more publicity about the above will address perceptions, and effective fund-raising and restructuring of current programs will solve identifiable problems.

**Student Services and Students:**

"University Placement appears underutilized as a facility and as a service. The widespread decentralization of placement among the colleges may suggest a reexamination of the facility and its services."

In February, 1990, an ad hoc committee to study student placement services indicated in a report to the President that "no data surfaced to warrant a significant alteration of the present quasi-centralized structure." University Placement continues to serve students and alumni from the Colleges of Arts and Sciences, Business Administration, Education and Human Environmental Sciences. Students and alumni from the College of Engineering, Architecture and Technology and the College of Agricultural Sciences and Natural Resources are served by placement offices in their respective colleges.

However, early in the Spring Semester, 1995, the longtime Director of University Placement announced his retirement. This action provided an opportunity for a comprehensive review/evaluation of career services and placement, as two physically and administratively separated functions, resulting in a plan to merge into one administrative unit. Initial consultations with academic administrators in each college, an
information/program collection visit to one of the "designated top programs in the
country (University of Virginia at Charlotte)", and an outline of a vastly expanded and
more highly coordinated "career development and placement program" have been
completed. The merging, cross-training, and relocation of professional staff in both
currently separate units are underway, with completion expected early Fall, 1995. More
extensive interaction with faculty and academic administrators in all colleges, and more
assertive outreach with a larger number variety of employers, will better serve students
as they prepare to work and live in the 21st century. A more integrated series of
programs/tasks/services beginning in the year of student matriculation and extending
through placement in the work world and beyond should also provide a continuity of
service for students.

Research Issues

"Areas for continued development include laser science, biogenetics, robotics, and
international trade development."

The laser center has made significant strides since 1986, and those successes are
elaborated within the narrative. Biogenetics and robotics have been addressed through
many multi-disciplined efforts in Agriculture and Engineering, and are delineated more
specifically throughout the individual college narratives. International trade development
is being enhanced through a number of initiatives, to include the Computer-Assisted
Technology Transfer (CATT) program (a multi-institutional program which spans
research, development, testing, evaluation, training, and deployment) and extension
programs in Business, Engineering, and Agriculture.

"The Agricultural Experiment Station might be encouraged to invest more of its
resources in basic research in science departments within the College of Arts and
Sciences, for example."

The College of Agriculture has redirected a substantial proportion of its resources to
basic research, as reflected in individual College reports contained in the appendices.
The results of this reallocation include DNA Sequencing core facility, genome mapping,
genetic transformation, and other basic genetic engineering research.

"It is plain that the University places a strong emphasis on expansion of its research
base, but it remains to be seen how the resources can be generated for dramatic
advances."

It is not possible within the current environment to build the research infrastructure with
state funds or solely from grants and contracts generated by a single principal
investigator, as has been done historically at OSU. The Vice-President for Research and
Dean of the Graduate College has placed strong emphasis on developing partnerships
among governmental entities, industrial firms, and other institutions of higher education
to leverage resources for research. Additionally a series of initiatives are underway
which dramatically enhance the infrastructure, utilizing "fee for services" and strategic
partnering concepts.
Governance and Administration

"Authority to approve programs, grant degrees, recommend budgets to the legislature resides with the Oklahoma State Regents for Higher Education, which is referred to as the 'coordinating board of control' of the system. It is not totally clear where the responsibility lies for keeping the general public aware of the purposes, needs, and complexity—in particular. This ambiguity, noted in the 1976 report, remains even though the governing board of OSU and the State Regents have developed a good working relationship."

The OSU/A&M Board of Regents has a responsibility to keep the general public aware of the purposes, needs, and complexity of OSU. This responsibility is shared with the Oklahoma State Regents for Higher Education and the administration of OSU.

"Some, within the institution and beyond, are concerned that the Board of Regents not be too attentive to agriculture and that the Board content itself with policy issues rather than administrative ones."

A restructuring of the OSU/A&M Board of Regents committees in 1990 did away with the existence of a standing committee on agriculture. Agriculture issues are now addressed by standing committees of the Board in a way that other matters are brought to the Board's attention. The OSU/A&M Board of Regents has a consistent record of effective delegation to the administrations of the institutions which it governs.

"There is also some concern that the institution is over-administered, relative to its general funding."

OSU administrative costs have been reduced significantly over the past several years. During the period FY92 to FY95, administrative costs were reduced by 17 percent. In 1993, OSU was the first higher education institution in Oklahoma to do an extensive administrative review, utilizing an external consultant, Peat Marwick. Also, the State Regents have set an administrative percentage cap guideline of 10 percent of OSU's total budget. OSU's budgeted percentage of 8.4 percent in FY95 was well within that guideline of 10 percent.

Fiscal

"The composition of the OSU governing board, its physical plant, and its resource allocation may reflect more precisely its history as a Ph.D.-granting institution, in which the colleges of arts and sciences and of business attract thousands of students while agricultural and veterinary medicine attract relatively few. This comment is not meant to denigrate any of these purposes or entities; rather, it is meant to raise some question about whether or not adjustments in the composition of the governing board, the plans for the physical plant, or the allocation of resources might better reflect those changing realities."

The 1985 NCA review committee expressed concern about the composition of the OSU governing board, its physical plant, and its resource allocation. During the past decade, the members of the OSU board have demonstrated outstanding vision concerning OSU, its mission, and its strategic direction. The board's members have restructured their rules
and policies to divest themselves of operational issues so that their attention can be channeled into planning and development areas. The board has provided strategic oversight for revised and revamped retirement, health, and insurance plans. An emphasis on bond oversight and debt restructuring has resulted in cost savings on restructuring and increased funding where fiscally viable. During the last decade it has been evident that the board is capable, willing, and able to provide supporting and farsighted governance to OSU to accelerate the University's programs into the next 100 years.

Even a cursory look around campus will reveal a physical plant rejuvenation of existing facilities and completion of new facilities to satisfy the needs of the comprehensive research institution. Since the last review, the Noble Research Center has been brought on line, Willard Hall is nearing completion for the College of Education and a new Advanced Technology Research Center for the College of Engineering, Architecture and Technology is ready to enter the construction phase. In addition, the institution is developing plans to adapt existing space to a Centralized Student Center to support students' needs. Further review will show that educational equipment funds have been identified to support equipping, or reequipping, the instructional mission of the University.

"The resource base of OSU is minimally adequate for the accomplishment of its purpose...Three phenomena should be noted at this point:

1) salaries are relatively low at OSU in comparison to institutional peers
2) retirement benefits are quite attractive in comparison to the peers, and
3) tuition and fees are quite low in comparison to those paid at peer institutions."

The committee identified salaries at OSU as relatively low in comparison to institutional peers. While OSU's salaries still reflect a level less than its peers, given the economic situation of the state and resultant funding, OSU has developed funding acquisition plans to attract and retain faculty.

The committee identified retirement benefits as quite attractive in comparison to peers. OSU has capped its retirement plans at a fixed percentage. In addition, OSU has placed increased emphasis on managing the various fringe benefit programs with resulting marginal to no cost increases over the past few years.

The OSRHE have identified increasing the percentage of tuition and fees paid by students relative to the total cost of education as a priority issue for all of higher education in Oklahoma. The OSRHE is supporting legislative initiatives to achieve at least a 30% student contribution by the year 2000.

**OSU Foundation**

"Approximately 40% of its (the Office of Development) gifts are from private individuals, 40% from corporations, and 20% from foundations. Further involvement from the deans and the faculty, in the judgment of some, will lead to continued increases in the University's success in these regards."

During the last ten years there has been a shift in the sources of private dollars to the University with approximately 60% coming from private individuals, 30% from corporations, and 10% from foundations. With the establishment of plans for a
INTRODUCTION

comprehensive campaign, the need for dean and faculty involvement in cultivation and solicitation has been emphasized by the University administration. The Foundation has sponsored several training sessions to better prepare deans and faculty for effective participation in the development process, and the University Development Council provides a forum for discussions on development issues.

The Library:

"The library would probably be better served if some of the collections were moved to remote storage. The institution may well wish to monitor carefully the current installation of its automated equipment, given the relative inexperience of the installer. Since the library has been a member of the Association of Research Libraries, it seems important for the institution to devote the necessary resources to acquisitions and personnel for the library to retain its membership."

One of the problems encountered by the Dean of Libraries when he assumed leadership of the OSU Library in 1987 was the increased crowding of materials and a steady reduction in the number of patrons the Edmon Low Library was able to accommodate as seats were removed annually to provide space for stack expansion. A Facilities Planning Subcommittee of ULAC was formed which began work on the problem. A "Facilities Plan, 1990-2000, for the Edmon Low Library," was developed. The plan included a major renovation of the Edmon Low Library (estimated cost $11,750,000), construction of a remote storage facility (estimated cost $3,170,000), and later a 130,000 sq.ft. underground "Library Commons" to the south of the present building (estimated cost $31 million).

By mid-1991, it seemed evident that the underground Library Commons, while a concept that would provide an important added dimension to Library services and meet the pressing need for additional space, was impractical from a cost standpoint.

The Library administration and the University Library Advisory Committee viewed the need for additional Library space as increasingly urgent. Some form of action was needed to avert a crisis situation by the turn of the century.

Through a reassessment of the Library's operating philosophy, emphasizing a "controlled growth" strategy, and taking into account the flexibility that computer technology provides, a more streamlined and economical facilities plan was developed for the Library during 1992-93. The plan called for the satellite facility to accommodate 300,000 volumes of lesser used materials from the main library initially, and around 30,000-35,000 volumes of lesser used items annually thereafter as an equal number of new volumes are added to the main collection. This strategy would free-up more than 54,000 sq.ft. in the Edmon Low Library which could be used to accommodate the restoration of a substantial number of user seats and study areas which have been lost during the past 8-10 years.

Assuming a revised timetable for implementation, the plan is still achievable if it is modified to accommodate the relocation of the Cataloging and Acquisitions departments to the satellite facility.

The Library has continued for the past several years to do what it can to facilitate the relocation, consolidation, and upgrading of several areas as funding has been found to continue the momentum. Unfortunately, there is still no university commitment to proceed with a satellite library facility or to renovate and refurbish the Edmon Low
INTRODUCTION

Library. If concrete steps are not taken soon to meet the Library's increasingly acute space problem, a crisis situation will exist by the turn of the century. By that time, the Library will have removed all of the public seating that it can in order to accommodate the addition of nearly another quarter of a million volumes and will have no room for further collection growth.

Athletics

"The Department of Athletics reports that the graduation rate is approximately 40% for males and 60% for females. In light of these figures, some greater interaction between the coaching staff, the academic counselors and the University Counseling Center may be in order."

The only concern stated in the 1985 review was that the Department of Athletics reported graduation rates of approximately 40% for males and 60% for females. In light of those figures, it was suggested that greater interaction between the coaching staff, the academic counselor and the University Counseling Center should take place.

Since that time many academic concerns have been addressed both by the institution and NCAA legislation, with information contained in the Academic Integrity section of the NCAA report, and more detailed information available in the NCAA self-study in the Resource Room.

Comments on Individual Colleges

"The College of Agriculture has been generally attentive to the quality of educational experiences that undergraduates have, but it may wish to consider increasing the general education requirements as a means of broadening students in changing times."

Many changes have occurred in the general education program since the NCA report that identified this particular concern, the University has developed changes in the general education requirements for a degree in any major on campus. The College of Agricultural Sciences and Natural Resources has met and in some cases exceeded the requirements. An example is the increased emphasis placed on communication skills which exceed the general education requirement. In addition, there have been increased requirements in the humanities, biological sciences, social sciences, mathematics, and international dimension. In most cases, majors in the College exceed the minimum number of hours for graduation and many of those additional hours are in general education. A task force of faculty were given the responsibility for revisiting the college core curriculum and recommended many of these changes.

"The College of Agriculture may wish to address several other matters:

1) the severe salary compression within the College
2) the consequences of a high proportion of OSU graduates among the faculty
3) the "freezing of all" vacant positions (even ones central to the on-going mission of the College), and
4) the apparent failure to use the available sabbatical leave policy"

Salary compression is a continuing problem for the entire University and must be addressed by the University community. The College of Agricultural Sciences and
Natural Resources has addressed several issues which impact upon this problem. While salary dollars have been scarce during these years, the college has given across-the-board raises when funds were available. This aided in resolving (in a very limited way) some of the compression problem. It is noted that this will not deal effectively with the problem until higher education in the state can provide funds to deal with it. One very critical problem which has been addressed is equity among faculty, and appropriate corrections have been made.

Faculty who have been identified as having terminal degrees and are currently on the faculty in the Division of Agricultural Sciences and Natural Resources, represent approximately 19 percent of the faculty, representing all functions: Teaching, Research, and Extension. Many of those faculty have left the institution and served in other universities, government, or industry positions before returning to Oklahoma State University. A number of the positions are non-tenured positions or post-doctoral positions primarily in research areas. Of the faculty who have returned to the University, it should be noted that two hold Regents Professorships and other faculty have been recognized with Distinguished or Chair professorships in their departments. A few of the faculty have earned their degrees in departments other than the department in which they are currently serving as professor. It should also be noted that many of these faculty have been recognized for their distinguished service nationally and internationally.

During the serious budget reductions, freezing vacant positions was a necessary step to protect against more drastic actions which would affect people very negatively. After the Division began a comprehensive strategic plan to guide the activities and reallocation of resources, all vacant positions were subject to review. If the position was determined to be essential to the mission and goals of the strategic plan as determined by the department and administration, the position was released and filled.

Sabbaticals are available to all faculty who choose to participate, and the necessary arrangements can be made for location and funding of the activity. An average of 2.4 faculty per year have been involved in sabbatical leaves since the 1985 report by the NCA. With changes and redirection occurring from the strategic plan, faculty will be encouraged in some areas to be active in sabbaticals to retool for responsibilities in programs of strategic importance.

"The College of Business, as strong as it is, could probably do much better in the acquisition of sponsored research funds."

The College of Business has made some progress in the acquisition of sponsored research funds, although, this is an area in which more success could be demonstrated. Renewed emphasis is being placed on developing strategic research initiatives that will include the college of business such as the Computer-Assisted Technology Transfer (CATT) program. This multi-year, multi-million dollar program is comprised of government, industrial, and academic entities. There is a strong business thrust in the program, and will ensure opportunities for both basic and applied research for this faculty. Central research facilities are also being explored which would provide research opportunities for business.

"While the enthusiasm of the staff remains strong, the workloads are heavy; the physical facilities for the College of Education and its support services (equipment, graduate
assistance, travel, supplies, etc.) need some augmentation given the College's rather heavy commitments in Stillwater, in Tulsa, and throughout the state."

The College of Education (COE) continues to be a highly productive unit and they will soon be moving into newly renovated building on campus. The $9.8 million dollar project offers state-of-the-art classrooms, laboratories and faculty offices which will also help to centralize the presently dispersed COE.

"Engineering is rather spread out, and badly in need of planned new facilities so that faculty members can be more supportive of each other and/or add to their numbers, for they are doing a great deal with a relatively small number of personnel for the level of research and the amount of teaching they undertake. Some additional inducements may need to be found for summer teaching and/or summer research vs. the opportunities to consult and to upgrade one's skills in so doing."

A long-range facility plan for the College has been developed. This plan places the focus of the academic and research elements of the College in the northeast segment of the OSU campus. The first phase implementation of this plan involves the construction of the Advanced Technology Research Center. Concurrent with the development of that structure, the lower floors of the Cordell Center dormitory are being remodeled for classrooms and laboratories. Future plans include replacing the Civil and Environmental Laboratories and expanding or replacing the Architecture building.

For the foreseeable future, it is necessary to utilize facilities spread across the campus and for some extension programs located off-campus. The Fire Protection and Safety Technology program is logically located in the campus fire station (on the southeast corner of the campus). Many of the extension and applied research programs are best accommodated in the special projects area (located in the northwest corner of the campus). Expansion of these facilities is anticipated in the next few years.

Summer teaching appointments are provided to the extend that there is student demand for courses. This demand has increased as a result of the distance learning emphasis and the increased number of courses offered outside the normal class hours. Research during the summer is encouraged and appointments are available to the extend that they are supported by grants and contracts. For many faculty, there are better opportunities for creative activities, professional development and career enhancement through teaching short courses, consulting and summer industrial positions.

"Some effort should be made to better integrate the aspects of architecture that are to be found in agriculture and home economics, as well as in the architecture program."

Efforts have been made to coordinate more closely with faculty in the disciplines listed. In 1990-91, an interior design faculty member played a key role in the activities of the "inter-design committee" which brings together the following design disciplines: interior design, art, architecture, landscape architecture (from the College of Agricultural Sciences and Natural Resources) and construction management. The committee is composed of one member from each discipline. The work of the committee culminates in Design Week, a one-week celebration. During the semester, teams of students are formed and they work together to solve a specific design problem. Each team includes one or
more students from each design discipline. The design solutions of each team are then judged by an outside judge with prizes awarded.

For spring, 1995, the project selected is a free standing sculptural piece. In addition, four of the five disciplines are participating in a design project for the Tulsa Zoo. The projects have been incorporated into current OSU courses, primarily senior studio courses, and the work is being coordinated by an interior design faculty member. The Tulsa Zoo anticipates initiating fundraising activities to support implementation of the design ideas.

In addition, Architecture 4193 - Marketing Professional Services is now a requirement for Interior Design majors. They are also encouraged to take a Landscape Architecture course as an elective.
ADMINISTRATIVE OVERVIEW
GOVERNANCE AND ADMINISTRATION

Introduction

This section covers the governance and administration system which directs and controls the functioning of Oklahoma State University in its role as a modern comprehensive land grant university. First, the organization and functions of the Oklahoma System of Higher Education, with its governing Board is defined. Next, the Board of Regents for Oklahoma State University and its responsibilities are described.

The mission, role, and scope statements for Oklahoma State University are included, along with the organization, interrelationships, and responsibilities of the various administrative levels and units within the University. Considerable detail is given in regard to the opportunity for input from all constituencies to the governance activity. Also covered is the authority of Oklahoma State University to grant degrees, the number of degree programs, the faculty involved, and the actual numbers of degrees granted in the last ten years.

The final subsection covers the concerns expressed by the 1985 NCA Review Team in regard to governance.

The Oklahoma System of Higher Education

Organization

The Oklahoma State System of Higher Education is the state's legal structure for providing public education at the collegiate level. It is a coordinated system of twenty-six colleges and universities, three higher education centers, and nine other related agencies. This system was established on March 11, 1941 through the adoption of an amendment to the state's constitution. A booklet entitled The Oklahoma State System of Higher Education explains the higher education system in detail and is available to the Accreditation Team for review.

Budgets and Appropriations

In recent years, the legislature has completed appropriations work at the end of the session in late May. Shortly after the appropriation bill has been signed by the Governor, the State Regents allocate appropriated operating monies to each higher education institution and constituent agency. Each entity then prepares an Educational and General operating budget with the allocated appropriated funds and revolving fund revenue as determined by the institution. The State Regents then allocate the budgeted revolving fund revenue and approve each institution's budget by function and by object.

The amount of the State Regents' allocation of appropriated funds to each institution is driven by the determined budget need. To determine budget need, the State Regents use a program budgeting system for colleges and universities that incorporates peer comparisons. The peer comparisons also play a major role in the computation of budget need for the constituent agencies.
During the past two years, each institution has seen a 3.5% decline in the state appropriated allocation from FY93 to FY94 and level support from FY94 to FY95. This mirrors the legislative action on higher education funding as a whole.

Each institution and constituent agency also submits an annual survey of budget needs and priorities to the State Regents, which provides valuable material for presenting the needs of the higher education system to the governor and the legislature.

**The Chancellor and Staff**

The Chancellor is the chief executive officer for the State Regents and provides leadership for the State System. Executive staff reporting to the Chancellor includes:

- Executive Vice-Chancellor, Administrative and Fiscal Affairs
- Executive Vice-Chancellor, Academic Affairs
- Executive Assistant to the Chancellor for Board Relations and Administration
- Director of Governmental Relations
- Director of Communications
- Regents' System Auditor

**Governing Boards of Regents**

While the State Regents have responsibility for determining the functions and courses of study of each institution, setting standards of education and allocating funds to carry out institutional functions, the governing boards assume responsibility for the operation of the institutions. State System governing boards' responsibilities include:

1. determine management policy;
2. employ personnel, fix their salaries and assign their duties;
3. contract for other services needed;
4. have custody of records;
5. acquire and hold title to property; and
6. assume general responsibility for institutional operations.

Among specific areas of administrative control for which the governing board assumes responsibility in operating an institution are:

1. general academic policy and administration;
2. student life;
3. budget administration;
4. planning and constructing buildings;
5. purchasing; and
6. auxiliary activities budgeting and administration, including the issuance of revenue bonds and administration of self-liquidating properties.

Each governing board through its chief executive officer, the president of the institution, assumes responsibility for making recommendations to the coordinating board—the State Regents—regarding possible changes in the institutions' functions and programs of
study, possible changes in standards of education, and the budgetary needs of the institution for both general operations and for capital improvements.

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges

Authorization and General Functions

The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, hereafter referred to as the OSU/A&M Board of Regents, is a constitutional governing board established by Article VI, § 3 la of the Oklahoma Constitution with full responsibility and authority to the extent specified by law for the control and administration of the agricultural and mechanical colleges. Its functions are legislative in establishing all general policies affecting the agricultural and mechanical colleges, their relation one to another and the prescribing of such rules and regulations that bring these policies into effect. Its judicial functions are limited to acting as a court of final settlement for matters that cannot be satisfactorily adjusted by the presidents of the colleges. Its executive power is delegated to the presidents of the agricultural and mechanical colleges and their assistants.

The law provides that the powers in these statutes do not restrict rights that already exist under present Constitutional law. The Board is "expressly granted every power necessary or convenient to make institutions under its jurisdiction effective for the purpose for which they were created and are maintained and operated." The Board is also given the authority to operate Agricultural Experiment Stations and to receive federal funds to comply with federal requirements for such purposes and to conduct agricultural extension work and to receive from the United States any and all appropriations made for the support and maintenance of agricultural colleges within the state.

Organization of the Board

The Board consists of nine members, one of whom shall be the President of the State Board of Agriculture, appointed by the Governor subject to the consent of the Senate. (See Appendix D for a listing of the current membership) Except for the President of the State Board of Agriculture, Board members are appointed for eight-year terms to numbered positions on the Board representing Congressional Districts One through Six and two at-large appointments.

The officers of the Board consist of Chair, Vice Chair, and Secretary who are elected by the Board to serve for one year commencing April 1 and terminating March 31. The Chair of the Board presides at all meetings, has full right of discussion and voting, signs all legal documents on behalf of the Board, and signs all diplomas. The Vice Chair performs the duties of the Chair in his or her absence or temporary disability. The Secretary, who need not be a member of the Board and who has no vote, attests to the execution of all legal papers, contracts, and related documents; keeps an accurate record of the proceedings of the Board; has care of all communications and reports to the Board; has charge of the Seal of the Board; and has other duties and responsibilities as otherwise stated in Board policy.
An Executive Secretary is hired by the Board and acts as a non-voting officer of the Board in discharging the responsibilities as assigned by that Board under its official policies or actions.

The Chair of the Board will organize committees of the Board as deemed appropriate and will select and appoint Board members to serve on the committees. Since 1990, there have been three standing committees which are Policy and Personnel (renamed Academic Affairs, Policy and personnel effective April, 1994), Fiscal Affairs and Plant Facilities, and Planning and Budgets. (See Appendix E) Other committees may be organized with functions assigned at the pleasure of the Board Chair.

**Meetings**

Notice must be given in writing to the Secretary of State of Oklahoma by December 15 for all regularly scheduled meetings for the following calendar year showing the date, time, and place. Until 1993 the Board generally met monthly, except in August. Beginning in calendar year 1993, the Board has met on eight specified dates during the year.

**Institutions Governed**

The institutions currently under the governance of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges are Oklahoma State University, Oklahoma Panhandle State University, Langston University, Connors State College of Agriculture and Applied Science, and Northeastern Oklahoma Agricultural and Mechanical College.

On April 22, 1994, the Board authorized several actions which dictated a broadening affiliation between the five institutions under the Board's governance. The Board unanimously adopted a recommendation that a system mission statement be developed and formally adopted by the Board of Regents; an organizational chart be developed; a system-wide brochure of the various A&M institutions be prepared for distribution; a special academic regalia be adopted to be worn by board members at the various A&M institutional commencements; and further and detailed systemization be achieved primarily through the establishment of three Councils; 1) Council of Presidents and Provosts; 2) Council of Academic Officers; and 3) Council of Fiscal Officers.

**Mission Statement of the Board**

The following mission statement was approved by the Board of Regents on September 9, 1994.

"The OSU/A&M System will strive for SERVICE to people which is characterized by the highest degree of cooperation and communication among system institutions; QUALITY of programs which meet or exceed the expectations of people seeking service of any kind at any tier of the system; EFFICIENCY of operations in order to focus resources in a manner that will best support the educational needs of the people served; and ACCOUNTABILITY to the people of Oklahoma in providing an appropriate array of high quality educational opportunities in accordance with the Constitution and laws of the State of Oklahoma."
Statement of OSU's Affiliation with North Central Association

The OSU/A&M Board of Regents has issued the following statement: "The OSU/A&M Board of Regents supports OSU's affiliation with North Central Association and intends to be responsive to issues raised during any NCA review process."

The Mission, Role, Scope of Oklahoma State University

Oklahoma State University was established by the first Oklahoma territorial legislature in 1890 as the land grant institution, known as the Oklahoma Agricultural and Mechanical College (70 O.S. 1991, Section 3401). Pursuant to State Regents' constitutional authority to "...grant degrees ...for completion of prescribed course of study," Regents' policy provides for the delegation of that authority through an institution's governing board to State System institutions (II-2-21).

The following mission, role, and scope statements have been updated and adopted by the OSU/A&M Board of Regents, and the OSU administration and faculty since the previous NCA accreditation review.

Oklahoma State University's Mission Statement

"The Oklahoma State University is a modern comprehensive land grant university that serves the state, nation and international communities by providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge, and by disseminating knowledge to the people of Oklahoma and throughout the world."

Role of the University

Since its creation in 1890, Oklahoma State University has met its land grant mission while evolving into a comprehensive research university with statewide, national and international responsibilities. The role of the University is:

1. to accelerate the intellectual and leadership development of students seeking baccalaureate, master and doctoral degrees;
2. to instill in every graduate an appreciation for his or her individual responsibility for citizenship and leadership in a multicultural society;
3. to provide lifelong educational experiences for those persons it serves;
4. to develop and preserve fundamental knowledge through research, scholarship and other creative activities;
5. to disseminate knowledge through publications and presentations; and
6. to develop strategic alliances and partnerships with government, business and industry that lead to enhanced economic development of the state and nation.

Scope of the University

Oklahoma State University meets its mission and role through strategically selected programs of instruction, research, and public service. Emphasis is placed on:
1. undergraduate and graduate programs in the basic and applied sciences (biological, mathematical, physical and social sciences); 
2. undergraduate and graduate programs in the arts and humanities, which contribute to the liberal and general education of all students; 
3. professional programs in agriculture, architecture, business, education, engineering, human environmental sciences, osteopathic medicine, and veterinary medicine; 
4. enrichment programs which accelerate the development of students; 
5. continuing education and public service programs that meet the needs of Oklahoma citizens; 
6. basic and applied research in areas critical to the state and nation and for which extramural support can be obtained; 
7. strategic alliances and partnerships with government, business and industry that serve to enhance the economic development of Oklahoma; 
8. technologically advanced library facilities and educational infrastructure which meet the needs for academic excellence; 
9. institutional planning and program review processes that focus on academic excellence and continuous improvement of support services; and 
10. private funding and development required to provide the margin of excellence for priority programs.

Organization of OSU Administration

Oklahoma State University's administration on the Stillwater campus includes the President, Provost and Vice President for Academic Affairs, Vice President for Business and Finance, Vice President for Student Services, Vice President for Research, and Vice President for University Relations and Public Affairs. In addition, there are Deans of eight academic colleges, which with the exception of the Graduate College, are divided into academic departments. There are also a Dean of Libraries, Dean of University Extension, and a Dean of Undergraduate Studies, as well as various directors and heads of related units. The University's organizational charts are included in the Governance and Administration file in the Resource Room.

The Interrelationships of the Administration of Oklahoma State University

With respect to both budgets and programs, OSU follows a decentralized governance procedure where action is initiated at the lower levels. Typically, faculty provide input to department heads who make recommendations to the deans and their staffs. If approved, the recommendations are forwarded to central administration. Each department and college has standing committees of students, faculty, and staff who provide input to the respective administrator. Communication between all academic entities is also enhanced through newsletters and electronic mail.

Academic Standards and Curricula

With respect to academic standards and curricula, departmental faculty are responsible for developing respective curricular programs. Each college has a faculty committee
which reviews any recommendations at that level. Matters of university concern are
forwarded to the University Curriculum Committee which is advisory to the Provost. The
Provost takes proposed recommendations to the Council of Deans. Certain academic
matters, such as new courses and programs are forwarded to the OSU/A&M Board of
Regents and to the Oklahoma State Regents for Higher Education.

**Budgets**

With respect to budgets, the deans and other unit heads develop budget proposals after
receiving input from the departments and respective faculty and staff. Each dean then
presents the proposal orally and in writing to the President, Provost, and Vice Presidents.

Subsequent budget appropriations are initiated upon receiving a lump sum allocation of
funds from the State Regents. OSU’s central administration allocates to the major
administrative budgets and to the colleges. Each subsequent administrator, down to the
department head, is responsible for allocating, administering, and managing respective
budgets.

**Staffing**

Academic staffing procedures are handled at the department and college levels using
Appendix D of the *OSU Faculty Handbook*, the "Policy Statement to Govern
Appointments, Tenure, Promotions, and Related Matters of Oklahoma State University"
found in the Resource Room. Staffing priorities are forwarded to the Deans from the
departments. Decisions to add academic staff occur annually or as faculty and staff
members retire or resign. Such decisions occur in concert with the overall strategic
planning within each college and its units.

**Frameworks for Input to the Governance and Administration of the University**

A number of frameworks exist through which faculty, staff, students, alumni and lay
clientele may provide input to the governance and administration of Oklahoma State
University. In most colleges, faculty members participate in departmental and college-
level administration through elected or appointed advisory committees. All full-time,
resident members of the faculty and members emeriti of the faculty are members of the
**General Faculty** which meets twice a year. Recommendations on matters concerning the
entire faculty or a part of the faculty from more than one college may be made at these
meetings and forwarded to the University administration.

The **Deans Council** serves administrative, planning, and advisory functions. The Deans
Council is composed of the Deans of each of the University’s eight colleges, the Dean of
University Extension, the Dean of Undergraduate Studies, and the Dean of Libraries. The
Council is chaired by the Provost and Vice President for Academic Affairs. The
administrative functions of the Deans Council include final recommendations on items
such as curriculum and program changes and academic policies and regulations. The
Council also serves in an advisory capacity to the University Executive Group and is
central in the planning process in so far as the academic and research programs of the
University are concerned. Operationally, advice on academic policy and faculty affairs is
usually received by the president from the Deans Council and the Faculty Council. In
instances where there is disagreement, typically, a committee composed of deans and representatives of the Faculty Council will be requested to seek solutions acceptable to the administration and the faculty.

The Faculty Council, established in 1953, is composed of a chair, vice-chair, and secretary elected by the General Faculty and 27 councilors elected from the various colleges, branches and subject matter areas. The Faculty Council acts as the working arm of the General Faculty. Recommendations approved by the Faculty Council are forwarded directly to the president of the University for consideration. Since the University president is the ex officio president of the Faculty Council and presides at the monthly meeting of the Faculty Council, as well as meeting each month with the officers to set the agenda, informal input is also possible through the Faculty Council. Faculty Council currently maintains eight standing committees: academic standards and policies; budget; campus facilities, safety, and security; faculty; student affairs and learning resources; retirement and fringe benefits; rules and procedures; and academic program review. In addition to the role of the Faculty Council's committees, Faculty Council members are liaison representatives on many of the other university committees. Also, the nominating committee nominates faculty members to the president for appointment on the various University committees. In the above manner as well as frequent informal visits with the president, the Faculty Council works hand in hand with the administration.

The Staff Advisory Council, established in 1975, consists of 29 representatives elected from the non-academic classified staff and from the administrative and professional staff, with officers elected from within the council membership. Recommendations from the Council, which meets monthly, are forwarded directly to the University president. The Vice President for Business and Finance and the Director of Personnel attend these meetings and may receive informal input through the discussions of the Council. The staff advisory council has four operational committees: awards and recognition, rules and procedures, policies and benefits, and public relations.

The Women's Council, established in 1978, is composed of 18 representatives from the faculty, staff, and students. Members of the Women's Council are appointed by the president of the University from a list of nominations developed by the Council. This Council, which meets monthly, forwards recommendations directly to the University president. It also sponsors activities on the campus which are related to the interests of the Council.

The Academic Department Heads' Advisory Council, established in 1978, serves as an informal advisory group to the Provost and Vice President for Academic Affairs. It also plans and coordinates professional development programs for academic department heads as well as discussion sessions with university officials. This Council is composed of one representative from each of the undergraduate colleges, veterinary medicine, and the library. The office of chair of the council rotates among the representatives.

The University Development Council, established in 1992, provides a forum for the creation of fundraising plans that are consistent with the University's priorities and strategic plan. The council works closely with the President in establishing financial goals and priorities that work toward the advancement of OSU. Membership includes the University president, the OSU Foundation president, Provost and Vice President of Academic Affairs, college deans, the executive director of the OSU Alumni Association,
athletic director, and representatives of the Faculty Council and the Student Government Association.

In addition to these councils, which represent broad segments of the University, a number of other councils, committees, and boards composed of appointed representatives of the faculty, staff, students and alumni are available for more input. Councils and committees reporting directly to the President include: the Athletic Council, Emeriti Association, Board of Directors of OSU Student Publications, University Commencement Committee, and the Old Central Committee.

Councils and committees reporting directly to the Provost and Vice President for Academic Affairs include: the Academic Appeals Board, Academic Computing Advisory Committee, Honorary Degree Committee, Library Advisory Committee, Regents Professor Committee, University Academic Suspension Appeals Board, University Scholarship Committee, and the Teacher Education Council.

Councils and committees reporting directly to the Vice President for Business and Finance include: the Space Committee, Campus Beautification Committee, Naming University Facilities, Health Care and Medical Insurance Committee, and the Traffic Appeals Board.

Councils and committees reporting directly to the Vice President for Student Services include: the Committee on Campus Accessibility, ADA Advisory Council, Infectious Disease Advisory Council, Substance Abuse Committee, Rape Prevention and Awareness Committee, In-service Staff Training Committee, Student Advisory Council, Activity Fee Allocation Committee, Allied Arts and Campus Entertainment Committee, Committee on Student Organizations, Student Conduct Committee, Residential Halls Association, Interfraternity Council, Panhellenic Council, and the Off-Campus Student Association.

Councils and committees reporting directly to the Dean of the Graduate College and Vice President for Research include: the Research Council, Graduate Student Association, Sponsored Program Review Committee, Senior Faculty Advisory Group, Patent Committee, Energy Center Advisory Committee, Water Center Advisory Committee, Environmental Science Steering Committee, Institutional Biosafety Committee, Radiological Safety Committee, and the Institutional Review Board.

Councils and committees reporting directly to the Vice President for University Relations and Public Affairs include: the Institute for Telecommunications and the Faculty Advisory Committee for Telecommunications.

The Director of Affirmative Action receives input from the Affirmative Action Board, Affirmative Action Coordinators, and the Sexual Harassment Panel. The Multicultural Action Team, Black Faculty and Staff Organization, Native American Faculty Organization, and the Hispanic Faculty Organization provide input to the Associate Vice President of Multicultural Affairs.

In past years, the University administration has effectively utilized input from these councils, committees, and boards in forming policy for the University. Examples of such are the following policies: affirmative action policy; annual review and appraisal of faculty and administrators; annual evaluation of teaching; and policies relating to hiring, tenure decisions, promotion decisions, and dismissal of faculty members.
In addition to the input that students provide on many of the previously mentioned committees, input from students may also come from the **Student Government Association** (SGA), **Graduate Student Association** (GSA), the various college student councils, and the living group student councils. All students enrolled at OSU are members of the SGA. The **Student Senate** is the legislative branch of the SGA and is composed of a Chair, a vice-Chair, and senators representing each of the colleges of OSU: Agriculture, Arts and Sciences, Business, Education, Engineering, Graduate, Human Environmental Sciences, and Veterinary Medicine, as well as senators representing the following living groups: **Residence Hall Association** (RHA), **Off-Campus Student Association** (OCSA), Greek organizations, and Family Living. Matters of concern to students are considered by the Student Senate. Copies of resolutions and recommendations passed by the Student Senate and/or Graduate Student Council may be sent to the Vice President for Student Services, the President of the University, or directly to the OSU/A&M Board of Regents.

Each of the eight colleges of the University has a college council composed of student representatives from the college. These councils consider matters of interest to the individual colleges. If a matter concerns more than a single college, it is forwarded to the Student Senate for consideration.

There are four living group councils at Oklahoma State University. All students living in the residence halls are members of the RHA. Elected representatives of the halls meet weekly to consider matters of interest to these students. Resolutions from the RHA may be sent directly to the University administration or may be sent to the SGA for additional support.

The **Panhellenic Council** and the **Interfraternity Council** are composed of representatives from the Greek organizations on campus. Resolutions of concern to these students may be sent either directly to the University or to the SGA for additional support. The students living off-campus are members of the **Off-Campus Student Association** (OCSA). Concerns of the OCSA are not limited to campus matters but include relations between students and the city, between students and landlords, and so forth.

The **Alumni Association** provides input from university alumni to university administration. Alumni clubs are located in each county of the state as well as in several urban areas outside of Oklahoma which have large numbers of OSU alumni. Activities are held in each of the counties and also on campus. University administrators frequently participate in these activities and informal input may be provided at such times. More formal input is possible through the elected officers of the Alumni Association.

Input from the faculty and staff organizations has become an integral part of administrative deliberations at OSU. At times, the University administration has sent proposed policies to these groups for consideration. At other times the Faculty Council, Staff Advisory Council, or Women's Council have initiated studies which have resulted in recommendations to the University administration. A close-working relationship has developed between the president of the University and the Faculty Council, since the president participates in the monthly meetings of the Council. The Student Government Association has also been effective in initiating studies resulting in resolutions to the president of the University, the OSU/A&M Board of Regents, and the State Regents.
Degree Programs and Degrees Conferred

Degree Programs
The 1984-85 OSU Catalog lists 92 bachelor degree programs, 68 master degree programs, 46 doctor degree programs, and 19 other degree programs. The 1994-95 OSU Catalog lists 86 bachelor degree programs, 65 master degree programs, 45 doctor degree programs, and 5 specialist degree programs, a total reduction of 24 degree programs since 1984-85.

Degrees Conferred
During the ten years spanning academic years 1984-85 and 1993-94, OSU conferred a total of 29,151 baccalaureate degrees and 9,477 graduate degrees. The respective totals were 3,333 and 816 in 1984-85 and 2,766 and 925 in 1993-94. The Governance and Administration file in the Resource Room contains more detail of degrees awarded over this time span, by college and by ethnic group.

Full Time Faculty
In 1985-86, there were 1164 faculty at OSU, of which 1081, or 93 percent, were full time. In 1993-94, there were 1100 faculty at OSU, of which 1021, or still 93 percent, were full time. By college in 1993-94, the full time faculty, as a percent of the total, ranged from 84 percent for the College of Education to 99 percent for the College of Business Administration. More detail on full time and part time faculty by year and by college is included in the Governance and Administration file in the Resource Room.

A perusal of the members of the Graduate Faculty, listed on pages 160-178 in the 1994-95 OSU Catalog, reveals that the faculty have earned terminal degrees from a great number of very prestigious and noteworthy universities in the United States as well as in foreign countries.

Concerns of the 1985 NCA Review Team in Regard to Governance
The 1986 NCA Review Team expressed concerns that (1) there appears to be some ambiguity between the OSU/A&M Board of Regents and the Oklahoma State Regents for Higher Education in where the responsibility lies for keeping the general public aware of the purposes, needs, and complexity of OSU, (2) that the OSU Board shouldn't be too attentive to agriculture and should be content with policy issues rather than administrative ones, and (3) that OSU was over administered relative to its general funding. Those concerns have been addressed as indicated in the following statements.

(1) The OSU/A&M Board of Regents has a responsibility to keep the general public aware of the purposes, needs, and complexity of OSU. This responsibility is shared with the Oklahoma State Regents for Higher Education and the administration of OSU.

(2) A restructuring of the OSU/A&M Board of Regents committees in 1990 did away with the existence of a standing committee on agriculture. Agriculture issues are now addressed by standing committees of the Board in a way that...
other matters are brought to the Board's attention. The OSU/A&M Board of Regents has a consistent record of effective delegation to the administrations of the institutions which it governs.

(3) OSU administrative costs have been reduced significantly over the past several years. During the period FY92 to FY95, administrative costs were reduced by 17 percent. In 1993, OSU was the first higher education institution in Oklahoma to do an extensive administrative review, utilizing an external consultant, Peat Marwick. Also, the State Regents have set an administrative percentage cap guideline of 11 percent of OSU's total budget. OSU's budgeted percentage of 9.8 percent in FY94 was well within that guideline of 11 percent.
In February of 1993, OSU embarked on a comprehensive study of administrative costs on the Stillwater campus. This section of the NCA Report summarizes what occurred during the administrative process study. Available for the evaluators during the on-campus visit will be the complete 250 plus page report and appendices. Also available will be the OSU community's response to the report.

In the November to December 1992 time frame, OSU's Executive Council prepared a RFP to which six consulting companies responded. Three companies were invited to campus and KPMG Peat Marwick's bid was selected. In essence, Peat Marwick was hired to study OSU's administrative procedures and recommend viable ways to reduce administrative costs by 10%, 20%, and 30%. They were given a very short time frame within which to work with a deliverable date of July 16th, 1995.

To aid Peat Marwick, then-President John Campbell appointed an eight-member Administrative Review Committee (ARC) to guide and oversee Peat Marwick's effort. The ARC was composed of mid-level University managers from the Colleges, Department Heads, and Faculty. Because of the campus emotional climate at that time, it was agreed that the ARC and Peat Marwick would work without any direct guidance from OSU's senior administration. In fact, it was agreed that no one would be told Peat Marwick's recommendations prior to the July 16th presentation to the A&M Regents and the OSU community.

With the help of the ARC, administrative costs were identified to be approximately $27 million. This number was very difficult to ascertain because it was unclear if services such as Advising, Placement, and Bursar were either administrative or academic.

After the July 16th presentation by Peat Marwick, they delivered a draft report in late August. OSU's senior administration responded with what they considered "errors in fact" which Peat Marwick considered prior to presenting a final report in September of 1993.

The ARC then facilitated a series of open forums in Tulsa, Oklahoma City, and Stillwater to receive the OSU community's and the public's response to the final report. Many of Peat Marwick's recommendations were strongly opposed by sections of the OSU family. Examples where there was considerable discussion and concern included: removing funding from KOSU, removing funding from intercollegiate athletics, reorganizing multi-cultural affairs, and reorganizing the offices of the Vice President for University Relations & Public Affairs, Information Services and Vice President for Research and Dean of the Graduate College.

During the final stages of this study, the President resigned, and a new Interim-President took over. The Interim-President and the Vice President for Business and Finance moved forward with a limited number of implementations from the report. Because the Interim-President did not want to make major changes that a new President would have to live with, most of the major reorganization recommendations were not implemented.
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

The College of Agricultural Sciences and Natural Resources (CASNR) has changed significantly during the 10-year period of this review: 1985-1995. The Division began and implemented a strategic planning process which resulted in the reallocation of funds and identification of top priorities in the college for the 1990s. The changing of the College name, department names, and the consolidation of some departments is a result of this strategic plan. The plan will be continually reviewed and updated to keep the Division and College on target in meeting the needs of its diverse clientele.

Enrollment

A revealing picture of undergraduate enrollment trends over the past decade is shown in Figure 1. The increase in enrollment for the past four years is significant and encouraging. This change can be related both to an improvement of the image and financial health of the agricultural industry, as well as aggressive steps taken by the College in curriculum revitalization, recruitment, and retention of students in response to the enrollment declines of the 1980s. For specifics concerning undergraduate and graduate student enrollment figures, see the OSU Department Profile.

Figure 1. Total Undergraduate Enrollment Figures 1985-1994

A major contributing factor to the decline in enrollment in the late 1980s was the financial stress that agriculture suffered throughout the decade. This trend was a
continuation of declining enrollment which began in the late 1970s and early 1980s in agricultural programs throughout the nation. The image of agriculture declined during this same period. The early to mid-1980s brought countless farm foreclosures, and the general public saw a bleak future for agricultural enterprises. This, in turn, discouraged students from choosing agricultural studies since agriculture was not viewed as a profitable profession.

Over the last 10 years, total enrollment at OSU has also gradually declined. Several factors and events have directly affected student enrollment numbers. Perhaps the main reason for the decline is that there have been fewer students in the Oklahoma public
INSTRUCTION AND RESEARCH

schools, largely because the last of the baby boom generation graduated from high school in the early 1980s. Figure 2 shows the trend in the number of students who graduated from Oklahoma public schools from 1983 to 1993. Changing admission policies for state-supported Oklahoma colleges and universities further reduced the number of potential students. Because of increasing admissions standards, fewer students were eligible to enroll at OSU. Oklahoma's struggling economy following the oil bust also affected enrollment because less state money was available for higher education. As a result, tuition increased substantially, with the cost more than doubling from 1984 to 1993. As a college education became less affordable, more students competed for available scholarship funds.

![Figure 2. Number of High School Graduates of Oklahoma Public Schools, 1983-1993](image)

Source: OSU Student Profile, 1993 edition.

Significant efforts by the College to address enrollment declines have included doubling the number of entering freshman and transfer student scholarships as well as increasing continuing student scholarship support. Total scholarships in the College and all departments have increased from about $100,000 to $300,000 over this period. In 1989, the Assistant Dean position, which had been vacant for several years, was filled, and the responsibilities of the newly appointed Director of Student Academic Services were expanded. Both of these individuals have considerable influence on student recruitment and retention, and stability in these positions has been critical to recent improvements. Programs for prospective students have emphasized the expanding opportunities in agriculture for students who are interested in science and business but lack traditional agricultural production backgrounds. Name changes for both the College and several departments have increased awareness of the changing opportunities in agriculture and help break from the stereotype of agriculture being solely production oriented. New programs such as the biotechnology options in animal science and agronomy, an
agribusiness major, and the interdisciplinary environmental sciences undergraduate degree have been established. The latter has nearly 50 students enrolled in its first full year.

In spite of the negative influences of the past decade, the CASNR undergraduate enrollment for the Fall of 1994 has returned to over 1,550, exceeding the 1985 level. In addition, the College has increased its relative share of undergraduate students from 10 years ago. Graduate student numbers in agriculture have remained more stable over this time period, but have not enjoyed the recent increases noted for undergraduates. The
CASNR's relative share of total OSU graduate enrollment has decreased slightly. Decreased funding for graduate assistantships, which has occurred during financial retrenchment periods over the past decade, has pressured graduate enrollment. These declines have been partially offset by faculty securing increased outside funding, or the effects would have been even greater. Number of degrees granted (Table 1) has declined for both undergraduates and graduates, which is expected since these numbers reflect students who matriculated four to five years earlier, when agriculture enrollment was at a record high in the early 1980s, compared to a low point by the end of the decade.

Table 1. Degrees Granted, 1984-85 AND 1992-93

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>1984-85</th>
<th>1992-93</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>81</td>
<td>64</td>
<td>-21</td>
</tr>
<tr>
<td>Doctoral</td>
<td>42</td>
<td>32</td>
<td>-24</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>396</td>
<td>278</td>
<td>-30</td>
</tr>
</tbody>
</table>

Source: OSU Student Profile, 1985 and 1993 editions.

Changes in Academic Programs

The last 10 years and in particular the past five have been a dynamic period as academic programs were evaluated to achieve redirection toward priority areas identified in the CASNR portion of the Strategic Plan. A new interdisciplinary degree program in Environmental Science was implemented, with options in natural resources, water resources, and environmental policy. More specialized options were added by the Departments of Agronomy (biotechnology, crop science, soil science) and Animal Science (biotechnology, food science). A new Agribusiness degree program was developed jointly by Agricultural Economics and the College of Business Administration. New Agricultural Economics options in international agricultural marketing and agricultural economics/agricultural education were added. The Department of Biosystems and Agricultural Engineering added options in biomechanical, food and bioprocessing, environment and natural resources, and Agricultural (General) Engineering. Undergraduate degree programs in General Agriculture, Mechanized Agriculture, and Plant Pathology have been discontinued.

Formal minors were instituted in Agricultural Economics, Agronomy, Animal Science, Biochemistry and Molecular Biology, Entomology, Food Science, and Horticulture. A Core Curriculum Task Force reviewed and developed minimum requirements for undergraduate programs in the CASNR. The communications component, three writing courses and speech communications, exceeds the University General Education requirement. Humanities and social science requirements were increased to be consistent with changes in the University General Education requirements. Other requirements include computer literacy and coursework in two of three areas of agriculture (animal, plant, soil); a Capstone course was recommended. The Capstone concept involves investigation of the relationship of the major field of study to other disciplines and society in general. Group discussions, writing, speaking, and problem-solving exercises are to be included. To date, these courses have been developed by Animal Science,
INSTRUCTION AND RESEARCH

Biosystems and Agricultural Engineering, Biochemistry, Forestry, and Environmental Science.

A new multidisciplinary Ph.D. program in Plant Sciences is under development, with specialization in cellular and molecular, organismal, and ecological areas. The Crop Science Ph.D. program has been revised to include several new options. While the Environmental Science graduate program is not new, faculty involvement has increased during the past five years. At the graduate level, M. S. degree programs in Poultry Science and Dairy Science were discontinued.

The changing nature of the science, the business, and the environment of modern agriculture is reflected in academic programs through new courses and improved methods of delivery. Examples include courses in microcomputer techniques in agriculture, biomolecules in biochemistry, biotechnology techniques in animal and plant sciences, agricultural law, environmental science, and environmental soil science. The Departments of Agricultural Economics, Agronomy, and Animal Science have developed a new interdisciplinary course titled Range and Ranch Planning. Several departments have developed new courses to provide general education instruction to students from other colleges throughout the University. Examples include Agroecosystems, History of Landscape Architecture, Insects and Society, and Introduction to Horticulture. Courses designated for general education credit taught by CASNR faculty include all categories in the University General Education Program—Analytical and Quantitative Thought, Humanities, International Dimension, Scientific Investigation, Natural Sciences, and Social and Behavioral Sciences. A total of 26 CASNR courses are designated for general education.

New technologies to receive and deliver instruction are increasingly used in academic programs. CAD instruction is provided in two specialized professional programs (Biosystems and Agricultural Engineering and Landscape Architecture). Instruction in agronomy, entomology, and agricultural health and safety from other universities has been available on the OSU campus from the Agricultural Satellite Corp. (AG*SAT). A graduate level course in Research Design offered by the Department of Agricultural Education has been delivered to other sites nationally by AG*SAT and to other locations in Oklahoma via compressed video. Agricultural Economics, in cooperation with the University of Kentucky, Texas A&M, and Utah State, has developed a series of four courses in international business marketing to offer at other locations throughout the nation. An M. S. degree program in Biosystems and Agricultural Engineering available by videotape has been approved effective January 1995. A coordinator for Distance Education has recently been appointed.

The Core Curriculum Task Force report recognized the increased importance of the international environment for modern agriculture. In 1991, OSU signed a comprehensive agreement with several other universities in the Mid-America International Agricultural Consortium (MIAC) to provide students with the opportunity for an international travel/study course. This program provides for one trip per year, which would occur each winter. The Department of Horticulture and Landscape Architecture recently completed an agreement for reciprocal exchange and cooperation with the Universidad Nacional-Federica Villareal in Lima, Peru. Currently, 123 international students (undergraduate and graduate) enrolled in the CASNR contribute to the international awareness of our student body.
Faculty Profile

The FTE (full-time equivalent) teaching faculty numbered 48.31 and the FTE students numbered 985.1 in the Fall 1993. The FTE teaching faculty was down 22 percent from 1984, while the number of FTE students was down 12 percent. The student/faculty ratio therefore increased from 18.1 in the Fall 1984 to 20.4 in the Fall 1993. While the student/faculty ratio increased over the last 10 years, the present ratio still allows the College faculty to emphasize analysis, synthesis, and problem-solving skills. Most members of the teaching faculty have a portion of a teaching appointment, with the rest of their appointment as either research, extension, or both. These appointments vary, but 25 percent teaching with 75 percent research is a common appointment. Faculty on such an appointment would typically teach two sections per year, advise undergraduate students, graduate students, or both, and provide support to the instruction program through committee membership, recruitment, and club advising. Teaching, especially for graduate students, benefits from the expertise of the additional faculty provided through these split appointments.

Of the tenured or tenure-track faculty (204) within the Division of Agricultural Sciences and Natural Resources, 59.8 percent were full professors, 19.6 percent were associate professors, and 17.2 percent were assistant professors; 92.2 percent (188) had earned doctoral degrees. Less than 20 percent have a terminal degree from Oklahoma State University. The Division has 15 of the 36 Regents Professors on campus.

The College's faculty are extremely active in university service, professional societies, and professional development activities. Over the last few years, several have been recognized as fellows or received other national awards in their professional organizations. Others have served as officers of professional organizations. Some examples include Chairman of Faculty Council, Fellows of the American Horticultural Sciences, President of the Southern Agricultural Economics Association, Outstanding Teaching Award of the Southern Agricultural Economics Association, Outstanding Teaching Award Western Agricultural Economics Association, Teacher Fellow Award from the National Association of College and Teachers of Agriculture, Resident Education Award from American Society of Agronomy, Distinguished Teaching Award in Entomology Southwestern Branch of the Entomological Society of America, President of the Southwestern Entomological Society, Fellows of the American Society of Agricultural Engineers, President of the American Institute of Hydrology, Hancor Award of the American Society of Agricultural Engineers, President Southern Division American Phytopathological Society, President American Peanut Research and Education Society, and Secretary American Phytopathological Society, President American Society of Animal Science and President American Dairy Science Association.

The Division now has eight endowed professorships. While the Division has not obtained funds to present an award in recognition of excellence in teaching, Gamma Sigma Delta does provide a cash award to a faculty member for outstanding teaching each year.

Since the last review, the Division's faculty has organized an Agricultural Faculty Council with elected representatives from each department. This group provides a formal avenue for communication between the Dean's office and the faculty concerning budget development, distribution of faculty positions, and other issues of concern of the faculty.
The Division continues to hold a fall faculty meeting and an advisor's meeting to update faculty on important issues.

The Division continues to evaluate the teaching potential of each candidate for a faculty position. The Dean's office supports the improvement of teaching skills of existing faculty by providing seminars on teaching effectiveness and advisor workshops.

**Student Quality**

In response to the negative enrollment trends of the 1980s, recruitment of quality undergraduate students has remained a top priority for the CASNR and all departments during the past 10 years. The Director of Academic Student Services coordinates recruitment activities. Contacts with prospective students are made through letters, phone calls, personal visits to high school career and awards programs, junior college visits, and numerous on-campus activities. Major annual campus events include the State FFA Interscholastics Contests, 4-H Roundup, Animal Science Judging Field Days and Student Recognition Day, CASNR and departmental awards banquets, and the Science in Agriculture Symposium. The latter program began in 1988 and brings more than 100 top high school students and teachers to campus for two days of hands-on workshops with faculty members in their laboratories. College faculty participate in various programs, such as the Junior Academy of Science and Engineering, which attract talented students from across the state. A slide-cassette show has been developed which highlights career opportunities and academic programs and a state-of-the-art portable display booth features all undergraduate majors and the various career options within each. The display is used at the State and National FFA Conventions, state fairs, and various other public events.

To involve outstanding agricultural students in making contacts with prospective students, Agriculture Ambassadors was formed. This is a select group of students who are prepared to answer questions about the College and are utilized for the recruitment of students and in public relations activities. They serve as hosts for high school and junior college groups visiting campus and set up the CASNR display at major agriculture functions within the state.

A positive result of recruitment efforts is an increase in the quality of recent high school graduates enrolling in agriculture. Since 1990, ACT scores for new students in the College of Agricultural Sciences and Natural Resources have been slightly above the average of those entering the University, and consistently above the national average (Table 2). Higher ACT scores combined with additional high school science and mathematics coursework requirements have produced new students who seem better prepared for collegiate studies and retention has increased. Recent freshman classes have included several National Merit Scholars, President's Distinguished Scholars, and numerous Valedictorian Scholarship recipients. Nearly half of the Freshman Research Scholars are supervised by faculty in the CASNR, and agricultural freshmen are frequently selected for the President's Leadership Council. On average, at least one student has been named to the Top Ten Freshman Men or Women at OSU each year, with as many as four from one department in 1988.
Table 2. Average ACT Score of New Students, 1989-93

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CASNR Students</td>
<td>21.16</td>
<td>23.05</td>
<td>23.99</td>
<td>23.67</td>
<td>23.81</td>
</tr>
<tr>
<td>Overall Average</td>
<td>21.64</td>
<td>23.02</td>
<td>23.32</td>
<td>23.52</td>
<td>23.56</td>
</tr>
<tr>
<td>National Average of Enrolled Freshmen</td>
<td>19.3</td>
<td>19.7</td>
<td>20.6</td>
<td>20.6</td>
<td>20.7</td>
</tr>
</tbody>
</table>

Beginning in 1990, enhanced ACT scores are represented.
Source: OSU Student Profile, 1993 edition.

Other colleges across Oklahoma, especially junior colleges with agricultural programs, provide a major source of CASNR transfer students. The OSU agriculture faculty meet annually with faculty from Oklahoma community and regional colleges teaching agriculture to coordinate curriculum offerings, review transfer procedures, and articulate specific course content. Workshops have been conducted for most of the major undergraduate courses (agricultural economics, animal science, soils, etc.) which are taught both at OSU and the transfer institutions. The Assistant and Associate Deans also maintain close contact with transfer institution administrators to assist the transfer process for all students.

Scholarship offerings in the College and all departments currently total over $300,000, allowing the CASNR to assist the University in offering attractive scholarship packages to outstanding students. College and departmental scholarship committees evaluate prospective students and make personal contacts to encourage enrollment. Enhancing graduate stipends to be competitive with peer institutions has been a priority in all departments, although often restricted by limited budgets. Graduate student recruitment is handled within the departments through direct mail advertising, faculty professional contacts, participation in recruitment activities at national professional meetings, and announcements in professional newsletters.

College undergraduates have been recognized on many occasions with OSU, regional, and national awards and honors. Some specific examples (not an all-inclusive listing) are numerous state and several national FFA officers; various national officers of student club organizations or student sections of professional societies (including two presidents of the American Society of Agronomy and one president of Agricultural Communicators of Tomorrow); individual national award winners in speech, photography, manuscript, critiquing, newswriting, radio and video production, publications, landscape design, and undergraduate research competitions; national scholarship winners; various national and regional FFA Star and Proficiency awards; the national Block and Bridle outstanding senior; American Society of Horticultural Science outstanding student and senior. Academic teams have been highly successful in national competitions. OSU is recognized as a consistent top performer with animal science judging teams in livestock, meats, dairy, horses, and poultry winning numerous national contests and finishing in the top five in over 80 percent of the national contests entered in the past 10 years. Crops judging teams have won seven national contests and nine top individual awards since 1989. Teams in Floriculture and Landscape Contracting have had high placings over the last four years. The Animal Science Quadrathlon Team has won the Southern Section American Society of Animal Science Contest three times. The OSU Agronomy Club has
been named outstanding club in the nation six straight years and the OSU Chapter of Agricultural Communicators of Tomorrow was chosen as national outstanding chapter last year. The Top Ten Seniors at OSU have consistently included agricultural majors. Students are also active in internship programs in most departments. Some departments are able to provide students the opportunity to develop actual on-the-job skills. Agricultural Communications interns, for example, prepare Cooperative Extension publications, write news releases, and help produce the television programs "Oklahoma Gardening" and "SUNUP." Many other internships are with national companies (DowElanco, Cargill, Excel, etc.) and OSU students must compete for positions with undergraduates from agricultural colleges throughout the nation.

Graduate student quality has remained high throughout the decade. Significant efforts have been made in attracting Fulbright Scholars, with at least seven currently in CASNR graduate programs, as well as a recently named Truman Scholar who will continue at OSU. Numerous agricultural graduate students have received campus-wide awards, including multiple recipients of the OSU Graduate Student Research Excellence Award at both the M. S. and Ph.D. levels and several Phoenix Award winners. Graduate students have held multiple fellowships awarded at both the national and state levels, including Thurgood Marshall, Pew Charitable Trust, Regents Minority Postdoctoral, and OSU Distinguished Graduate Fellowships as a few examples. Most departments have reported multiple national professional society awards for graduate student research paper competitions and national awards or scholarships (American Society of Animal Science, Crop Science Society of America, American Phytopathological Society, American Agricultural Economics Association, etc.) An OSU graduate student was co-author of the Year, Journal of Agricultural Education.

Student Placement/Alumni

Stability and tenure in the position of Director of Student Academic Services, who also serves as Placement Coordinator, has greatly enhanced college placement services in recent years. The student placement area has been remodeled into two modern interview rooms, and the Coordinator's office has been relocated more conveniently within Agricultural Hall. These changes have increased the visibility of the placement office for students and increased the number of contacts with employers. The annual Agriculture Career Day has been moved to the spring semester as a part of Agriculture Week, and publicity has encouraged underclass students as well as seniors to become involved. The number of companies and institutions participating has increased. The Coordinator also makes personal visits to several prospective employers during the summer months.

Over the past five years, an annual average of 42 representatives of agribusiness have interviewed students. The interview schedules are seldom full; thus students have ample opportunity to visit with prospective employers. Computerized resume preparation programs have been made available to students, and the Coordinator offers numerous workshops and programs on resumes, interviewing skills and professional image. In most majors, over 75 percent of the undergraduates take positions related to their major. As high as 50 to 75 percent of the B. S. recipients in some majors (biochemistry, agronomy, entomology, etc.) continue for graduate or professional degrees.

Under the guidance of the Assistant Dean, alumni relations continue as a top priority for the CASNR. The OSU Agricultural Alumni Association was chartered in 1983 with 476 members. By the Fall of 1994, membership had grown to 3,109. A highlight event of the
Association is the annual Agriculture Alumni Barbecue and Meeting held each fall semester. Departmental research programs and student activities are displayed during the event. The alumni also receive a newsletter from the college. Outstanding agricultural alumni are honored each spring at convocation. Each department is also involved with alumni relations and several host banquets or programs recognizing alumni and have periodic alumni newsletters.

Enhanced alumni relations have contributed in part to a number of successful fund-raising campaigns and scholarship programs initiated over the past 10 years. One of the most significant was the Agriculture Centennial Graduates Program established in 1990, the OSU Centennial Year. This program was established by graduates of the College as a perpetual endowment to provide continued support for agricultural activities and scholarships. In addition, several individual Centennial Scholarships ($1,000/year) and President's Distinguished Scholarships ($2,000/year) were endowed during this time frame by agricultural alumni.

**Evaluation of Instruction and Programs**

The College's academic programs are routinely evaluated and reviewed. Comprehensive reviews of departmental programs are conducted by the USDA-Cooperative State Research, Education, and Extension Service at approximately five year intervals. Within the past year, all departments prepared an Academic Program Evaluation for the Board of Regents. Graduate programs at the two public comprehensive research universities have also been recently examined by a task force appointed by the Oklahoma Legislature. Professional programs in Biosystems and Agricultural Engineering, Forestry, and Landscape Architecture are reviewed by the appropriate accrediting agencies on a regular basis (Accreditation Board for Engineering and Technology; Society of American Foresters; American Society of Landscape Architecture Accreditation Board).

The quality of instruction is continually assessed by the Curriculum and Academic Standards Committee, by faculty, students, and alumni reviews. The Oklahoma State Regents for Higher Education have recently mandated that all degree programs have an outcomes assessment program on file. Courses are evaluated annually through student surveys of instruction. These reviews are evaluated by department heads and provided to instructors for their information. Other departmental evaluation procedures include exit interviews for graduating seniors and periodic alumni surveys.

**Facilities and Equipment**

Major additions to physical facilities in the past 10 years include the new Animal Science Arena, Equine Center, and Noble Research Center. The Food Processing Center is under construction. New laboratory equipment includes state-of-the-art biotechnology equipment, 11 controlled environment growth chambers for studies of plant diseases under set conditions of light, temperature and humidity; state-of-the-art computer networked tractor donated by John Deere; computer data logging equipment, and the recombinant DNA/protein resource facility complete with a capillary electrophoresis system, fluorescent plate reader, gene gun, spectrophotometer, speedVac system, FotoPrep I/MP4 system, and computer facilities to do DNA and protein sequence analysis, digital imaging, and molecular modeling.
Microcomputer facilities and equipment have increased, with nearly all faculty and support personnel having microcomputer equipment in their offices. These microcomputers are being networked to provide access to e-mail, the library, and the Internet. The College has developed two microcomputer laboratories for students' use, and most departments also are making computers available for students. Classrooms continue to be updated, although most still need to be equipped with the latest technologies. CAD laboratories have been added for students in Landscape Architecture and Biosystems and Agricultural Engineering.

**Summary of Strengths and Concerns**

The development and implementation of a strategic plan in 1992, ("Today's Priorities for the Future," June 1992) ensures constant review and redirection to sustain a high quality faculty, student body, facilities, and instructional programs. The inherent strengths of the undergraduate and graduate programs in the CASNR begin with outstanding, productive faculty. As a part of that strength, exceptional young faculty continue to be attracted to fill available vacancies in the teaching program. Most teaching faculty have joint appointments, with a portion of their assignment devoted to research or extension (a typical appointment would be 75 percent research and 25 percent teaching). This split appointment brings increased breadth to the expertise provided in the classroom. This allows a relatively small instructional FTE (48.3, Fall 1993) to be dispersed among some 150 faculty who have teaching assignments. It is a College policy that courses be taught by full-time, tenure-track faculty. Some laboratory and discussion sections are assisted by graduate students as a part of their graduate program requirements. Many of the teaching faculty are recognized nationally in their field for contributions to teaching, research, and extension. In addition, student advisement and counseling concerning academics, careers, and job placement are high priorities for assigned faculty in all programs. Student participation in student government and a wide variety of student organizations enhance educational experiences by further developing leadership, professional development, and communication skills.

The growing undergraduate enrollment of quality students is a definite strength. This growth includes Merit Scholars, valedictorians, and Regents Distinguished Scholars. An excellent scholarship program, along with strong articulation agreements and excellent cooperation with two-year colleges, have contributed to increased enrollment and student quality. The placement service and availability of relevant instructional programs that prepare students for successful careers are attracting a greater diversity of capable students. Students are well prepared for career placement and continued graduate work in their chosen disciplines. The College's student retention rate is above the University average. New courses developed in the College provide general education designation and instruction in agriculture and natural resources to students from other colleges within the institution. These courses have benefited the entire student body.

Our programs have been strengthened with the addition of new instructional facilities including two CAD (computer-aided design) laboratories to provide students with the latest computer technology. Faculty are networking course materials and class assignments to enhance student communication and access. An ultra-modern Master Classroom, providing interactive computer instruction, is in the development stage. A state-of-the-art laboratory for faculty to develop and produce specific instructional materials is associated with this Master Classroom. One of our important instructional strengths is our extensive access to plant and animal laboratories locally and throughout the region.
the state. The Noble Research Core Facility has enhanced graduate students' education in molecular and basic biology.

Our changing academic programs are relevant to the changing environment of modern agriculture and natural resource management. New programs in environmental science, biotechnology, and agribusiness are examples. Professional programs in the college are recognized and accredited by their national associations, i.e., Forestry, Landscape Architecture, and Biosystems and Agricultural Engineering. Academic programs that are no longer relevant or in demand have been deleted, i.e., the B. S. degree in Plant Pathology and majors in Mechanized Agriculture and General Agriculture. The development of minors in seven programs provides increased breadth within our educational opportunities for both traditional and non-traditional students. A faculty task force on a core curriculum recommended and implemented increased requirements in communication skills, and computer literacy and the importance of international educational experiences. Our communication requirements exceed the University general education requirements. The general education requirements in CASNR majors, for the most part, exceed the University requirements in total hours, illustrating the breadth of education received by agricultural graduates.

Concerns

A major concern at this time is level or declining financial resources at a time of increased student enrollment and demands on instructional resources. The strategic plan specified increasing opportunities for an undergraduate research experience—a very costly instructional activity. Maintenance budgets need to be increased to support normal instructional activities. Salary levels and salary compression among faculty and staff are a problem throughout the University. A continuing priority is to increase salaries to peer institutional levels.

Being able to continue to grow and attract quality students is an ongoing concern for the college. In addition, retaining and graduating those students is a high priority. Continued recruitment of a diverse faculty and student body is important to the students, faculty, and staff. Given the expanding technologies and limited resources available, maintaining current technologies continues to be a challenge. It is also a continuing challenge for faculty to meet the instructional needs of students who lack an understanding of basic principles of agriculture due to non-agricultural backgrounds. This concern is being addressed in curriculum and program revisions.

Conclusion

As a result of a strategic plan implemented in 1992, the College of Agricultural Sciences and Natural Resources identified new priorities for the coming decade. As a part of this plan, funds were reallocated to enable the College to function more efficiently with fewer financial resources. In spite of this challenge, the College consistently is able to recruit talented students and develop new curricula to help students meet the demands of a changing future.
Enrollment Trends

Over the past ten years the College of Arts and Sciences has remained the largest college at Oklahoma State University. However, undergraduate enrollments have declined by 11.7 percent decreasing from 4,796 in Fall 1984 to 4,233 in Fall 1993; a trend that is true for the University as a whole. While there has been a decline in WSCH (weighted student credit hours) produced at the lower-division level (26.7 percent) there has been only a slight decline at the upper-division level (8.2 percent). A significant increase (14.1 percent) has occurred at the graduate level (see Figure 3). This reflects a shift in the overall enrollment mix at OSU.
Figure 3. Weighted Student Credit Hours

Lower Division WSCH

Upper Division WSCH

Graduate WSCH
Changes in Academic Programs

There has been an 8.7 percent decline in the number of degrees granted in the college from 1983-84 to 1992-93, decreasing from 997 degrees to 910 degrees (see Figure 4). The decline in percentage of degrees granted in the college, however, is smaller than the decline for the University as a whole.

Changes in Departmental Organization

A number of changes have taken place in the departmental organization of the College. The Department of Religious Studies and its degree program were abolished; however, a number of religion courses continue to be taught. The School of Health, Physical Education, and Leisure was transferred from the College of Arts and Sciences to the College of Education. The departments of Botany and of Microbiology now exist as separate administrative units.

Degree Changes

The School of Journalism and Broadcasting dropped its Radio, Television and Film...
degree, but added the Broadcast Journalism option to both the B. A. and B. S. degrees. The B. S. degree in Cell and Molecular Biology has been established in the Department of Microbiology. A new B. S. degree in premed sciences is available for students who are admitted to professional colleges (medicine, osteopathy, dentistry, and veterinary medicine) before completion of a baccalaureate degree. The degree employs a three plus one format and allows a transfer of up to thirty hours from the professional school. A number of degree options (Anthropology in Sociology, Biomedical and ecology in Biological Science, Accounting in Computer Science, Applied Option in Psychology, Photojournalism and Sales and Management in Journalism and Broadcasting, and Criminal Justice Administration in Political Science) have been eliminated or merged in an attempt to streamline the college offerings.
Educational Initiatives

**College Contributions to General Education**

Clearly, the College of A&S has played the dominant role in general education at the University, providing 95 percent of the general education courses. The College’s offerings of general education courses decreased slightly from academic year 1991-92 to 1993-94. This reflects the increasing difficulty of meeting general education demands with a shrinking faculty.

Of special focus during this period were the END/WC (Enhanced Discussion and Writing Component) courses which were required for all College of Arts & Sciences majors until the Spring Semester of 1989. Arts & Sciences dropped the END/WC component from its degree programs as budget constraints made it impossible to maintain the class size needed for the mandated discussion and writing components. The University General Education Committee has identified a number of specially designated courses (SpD) within the list of approved General Education courses. These courses, in part, fill the END/WC void. Students are encouraged, not required, to include SpD courses in their program.

**Advising**

The College of Arts and Sciences provides academic advising to assist students to maximize their educational experience at OSU. Along with course selection and curriculum planning, advisers help students explore career or graduate school options, and provide referrals to services available on campus—e.g., counseling, tutoring, career information, etc.

All A&S freshmen except music majors are advised in the Office of Student Academic Services for at least one semester. Advisers in Student Academic Services also serve undeclared, pre-health professions, and pre-law students, because each of the groups faces unique demands and needs special kinds of information to reach their goals.

After successfully completing 12 hours, students may choose to declare a major and move to a department for their advising. Each A&S department provides advising for its majors. Six departments employ professional staff advisers, while the remaining departments assign advising responsibilities to faculty, some of whom receive administrative release.

**Pre-law/Pre-med**

In accordance with the recommendations of the American Bar Association and the Pre-Law Advisors National Council, Oklahoma State University does not subscribe to a single or set pre-law curriculum. Pre-law advising, programs, and services are coordinated through the College of Arts and Sciences; all interested students are encouraged to utilize these services. The pre-law adviser is a professional adviser working in the Office of Arts & Sciences Student Services. Services offered include informational materials explaining preparation for law school and the application process, annual workshops on the application process and personal statements, and individual counseling on issues including curriculum planning. An active undergraduate chapter of Phi Alpha Delta Law Fraternity provides students the opportunity to learn
more through presentations by attorneys and law school admissions representatives and
tours of regional law schools.

Premedical freshmen are advised in Arts and Sciences Student Academic Services until
they choose a major. They are informed about premedical requirements, and the medical
school admissions process. Once a major is chosen, students pursue a baccalaureate
degree with counsel from their departmental advisor. Premedical juniors are interviewed
by a standing committee of faculty and premedical advisors to generate a standard letter
of reference, as requested by medical schools.

Foreign Language Requirements

All B. A. and B. F. A. degree students are required to take ten hours of foreign language.
B. S. and Bachelor of Music degree students can establish their proficiency by taking
two years of the same language in high school; if they do not meet this requirement, they
must take the ten hours of foreign language. These foreign language requirements went
into effect in the 1986 degree plan for all majors in Arts & Sciences.

A&S Orientation Courses

The primary purpose of A&S 1111 (Freshman Orientation) and A&S 1221 (Honors
Freshman Orientation) is to assist students in making the transition from high school to
college. The course format calls for class to be held twice a week for the first nine weeks
of the semester. Classes, which are discussion-based, are staffed by professional advising
staff and volunteer faculty. Student Academic Mentors (SAMs) are used as student
assistants.

Study Abroad

Study Abroad for the College was housed for many years in the Center for Global
Studies. In 1994, study abroad counseling for students was relocated to A&S Student
Academic Services. OSU offers a variety of opportunities for students to study or work
in other countries, but A&S Student Academic Services provides students with one
location to obtain information about the variety of OSU and external programs available
and help them in planning a study abroad experience. Over the years students have
studied at a variety of locations, such as: Pueblo, Mexico; Grenoble, France; Moscow,
Russia; Hanoi, Vietnam; as well as OSU-Kyoto, Japan. Many students take advantage of
the Bailey Scholarship for studying abroad. The Bailey Scholarship is awarded annually
to students desiring to study liberal arts and language in a foreign country. The award is
based on their academic record and language skills. For the 1994-95 academic year, the
Bailey Scholarship was awarded to eight students with funds distributed totaling
$56,500.

Department Internship Programs

Over the past ten years several degree programs have continued or initiated internship
programs as a way of helping students relate their course work to professional and job
opportunities within society. Such programs exist in Art, Computer Science, English
(Technical Writing), Foreign Language, History, Journalism-Broadcasting, Medical
Technology, Music, Political Science, Pre-law, Psychology, Sociology, Speech Communication, and Speech Pathology.

**University Center at Tulsa**

The College of Arts & Sciences has a limited role, but provides several course offerings and Master's degrees at the University Center at Tulsa (UCT). Recent Arts & Sciences offerings have included courses in Computer Science, English (TESL), Geology, Philosophy, Physics, and Sociology. Through UCT, A&S provides the opportunity for Master's degrees in Computer Science and English (TESL).

**Faculty Profile**

Over a ten-year period there has been a decrease of 21 full-time faculty with a slight increase in part-time faculty. However, the student faculty ratio has improved from 28.7 (1984) to 25.2 (1993), and student instructional staff ratio has decreased from 19.1 (1984) to 16.5 (1993).

The percentage of Student Credit Hours (SCH) generated by tenure track faculty (58 percent) and other faculty (8 percent) has remained constant from 1984 to 1993. The number of full-time faculty holding doctorates (80 percent) has remained unchanged as has the number of faculty having tenure (66 percent).

Graduate assistants continue to play a significant role in teaching in the college. Part-time graduate assistants have increased by 15 during this period, but the percentage of SCH generated by graduate assistants (34 percent) has remained constant.

The quality of teaching is reflected in part by the number of A&S faculty members who have been recognized for outstanding teaching and/or advising. Faculty members in Arts and Sciences have been recipients of 9 of 21 Burlington Northern Foundation Faculty Achievement Awards and 22 of 34 AMOCO/Fred Jones Foundation Outstanding Teaching Awards during the last ten years. Some faculty members have also been recognized by their national professional organizations for outstanding teaching, advising, or career accomplishments. For example, one of our faculty members was one of three recipients in the U. S. in 1994 of the Outstanding College Teaching Award presented by the Mathematics Association of America. Endowed chairs and professorships in the College increased from 3 in 1984 to 7 in 1993, and Regents' Professors in the College increased from 3 in 1984 to 12 in 1994.

In 1990-91 the Arts and Sciences Faculty Council was created to replace the Board of Faculty Representatives (BFR) and to provide more direct faculty input into the governance of the College. The Faculty Council has one representative from each department and meets monthly. The Council structures college committees, discusses concerns and recommends procedural changes, and serves as an avenue of communication between the dean and the faculty within the College.

**Student Quality**

The College of Arts & Sciences has seen a steady and significant increase in the ACT Composite scores of entering freshman from 1984 to 1993. In 1984 the average score was 21, but had increased to slightly over 24 in 1993 (see Figure 5).
A&S Student Council Activities

The Student Council for the College of Arts and Sciences, in an effort to support the betterment of the College, has initiated several programs since 1984 towards enhancing general student quality within the College. These programs serve three major purposes: (1) to increase student awareness of the facilities and opportunities available to them; (2) to encourage and promote high academic performance; and (3) to continue the development of quality students through retention and recruitment.

College Scholarship Program

The scholarship program in the College of Arts & Sciences exists at both the college and departmental level. Two major scholarship programs are administered at the College level: the Dean's Scholarships for Academic Excellence and the Bailey Scholarships for Study Abroad.

During the last ten-year period, both the number and value of the Dean's Scholarships have increased. Also, funding for these scholarships has shifted from reliance on unrestricted Foundation funds to scholarship endowment earnings. With regard to number and value, a comparison of 1986-87 with 1994-95 is illustrative. In the earlier year, ten scholarships were awarded at the college-level, ranging in value from $200 to $500. By 1994-95, seventeen scholarships, ranging in value from $500 to $1,000, were available.

The Dean's Scholarship recipients are selected by the Arts & Sciences Scholarship Committee, which is comprised of nine faculty members and two student representatives.
Student representation was added since the last self-study. The Director of Arts & Sciences Student Academic Services serves as an ex-officio member and administers the scholarship program. While the primary function of the Committee is selection, it also recommends changes in policy and procedure to the Dean. For example, freshman scholarships at the College level have been eliminated so that greater resources can be focused on continuing students. While the Dean's Scholarship program has grown markedly, the resources continue to fall well short of what is needed to recognize and reward all outstanding students in the College. Hence, scholarship endowments are a priority for Arts & Sciences in the University's anticipated capital campaign.
The Bailey Scholarships for Study Abroad are made possible by a trust fund established by Richard E. and J. B. Bailey. Students submit proposals for study abroad up to one academic year. Selections are made based on both the strength of the proposal and the applicant's academic credentials and references. Undergraduates and graduate students from any academic discipline may apply, but the experience abroad must be in the liberal arts. In a typical year, four to seven awards, totaling approximately $50,000, will be made. The Bailey Scholarship Program is a unique and outstanding program that significantly enhances the international dimension of a degree from Oklahoma State.

The 24 academic departments and schools within the College vary widely in the scholarship resources available. However, with few exceptions they are predominantly one-year awards, reserved for continuing students in the department, and are based either on faculty nomination or an application process internal to the department.

**Programs Recognizing Student Achievements and Awards**

During the past ten years, Arts and Sciences students have received numerous prestigious awards. An A&S student has received a Barry M. Goldwater Scholarship in five of the last six national competitions. Since 1986, three students have received a Coburn four-year Medical School Scholarship. One per year is awarded statewide. Last year, an Arts and Sciences graduate received a Phi Kappa Phi Graduate Fellowship.

**Alumni**

During the past ten years, the College has increased its involvement with alumni significantly in an effort to maintain their commitment and support and capture their experience.

**A&S Alumni Board**

The College of Arts and Sciences Alumni Board was reinstituted with the selection of a new board in the summer of 1994. The goals of the alumni board are to encourage recruitment of new students, promote the activities of the College, and provide information and leadership to alumni.

**Careers of A&S Graduates**

Graduates from the College of Arts & Sciences find employment in many different sectors of the occupational structure including medicine, law, education, business, and government. The goal of the college is to provide them with a liberal and general education that gives them maximum flexibility as they move into an increasingly more complex and changing world. Because employers look for evidence that candidates can express themselves clearly, the college has successfully provided many opportunities to develop such skills. Many graduates have returned to campus to thank faculty for the encouragement and direction they received as students in the college.

**College Alumni Awards**

Since 1985 the College has presented 15 Distinguished Alumni Awards to a diverse cross section of A&S graduates. In addition, A&S Alumni have enjoyed considerable success as
success as OSU Alumni Association selectees for their Distinguished Alumni Award, Distinguished International Alumni Award, and the OSU Hall of Fame Award.

**Department Based Alumni Newsletters**

Throughout the College there has been an inconsistency among departments in communicating with their alumni. Recognizing the value of keeping alumni informed of the events and issues of their graduating departments, and in cooperation with the University Communications Services Department, the College is now offering each department the opportunity to produce a yearly newsletter at minimal cost. This year approximately 15 departments will produce newsletters. Our goal within the next two years is to have each department producing at least one annual newsletter.

**Evaluation of Programs and Instruction**

The evaluation of programs and instruction in the College of Arts and Sciences has been an ongoing process for many years. As a result of this process, departments and the College have been able to revise programs and curriculum when appropriate and improve instruction.

**Outcomes Assessment**

In FY93 the University instituted the program assessment process through which each department assesses its programs using input from students (e.g., exit interviews with graduating seniors), alumni (e.g., surveys of alumni), and, when possible, measuring graduating seniors' knowledge of the subject matter of their major using nationally-normed tests. This provides useful information to help departments restructure programs as needed.

**Student Evaluations**

All departments in the College of A&S have an ongoing student-based evaluation of instruction with the major goal of providing valuable student input to instructors concerning the classes they teach. While the University provides evaluation forms, departments in the College have the option of developing their own forms. The major use of the evaluations is to provide feedback to each instructor so they continue the ongoing development of the courses they teach.

**Faculty Involved in Assessment of Curriculum**

Beyond these university-wide processes of program evaluation each department in the College of A&S has one or more faculty/student/staff committees involved in the ongoing process of developing and managing the departmental curriculum. The College Curriculum and General Education Committee also reviews all recommended departmental curricula and course changes as a way of maintaining maximum College integration and minimum program duplication.
Program Reviews

Of particular importance have been the five-year departmental program reviews including input from representatives from outside the department and the College. These reviews have helped departments revisit their program offerings and requirements in relation to a rapidly changing environment and, when possible, focus those programs and requirements to respond to that change.

Accredited Programs

In the College the medical technology program is accredited by the National Accrediting Association of Clinical Laboratory Science; the chemistry program is accredited by the American Chemical Society; the School of Journalism and Broadcasting as well as the programs in advertising, news editorial, and public relations are accredited by the accrediting Council for Education in Journalism and Mass Communications; and the music department is accredited by the National Association of Schools of Music. The program of clinical psychology is accredited by the American Psychological Association; the program in speech and language pathology and audiology is accredited by the American Speech-Language-Hearing Association and the Oklahoma Speech-Hearing Association. Each of these programs has long-standing accreditation with the respective agency. The specific criteria are prescribed by the agency and evaluated by an external review team. Review periods vary and are determined by each accrediting association.

Facilities and Equipment

The College has experienced limited but continued additions of space, facilities, and equipment over the past ten years as described below.

New or Redesignated Buildings

1. Noble Research Center

Dedication ceremonies for the Noble Center for Agriculture and Renewable Natural Resources on September 21, 1989, marked the beginning of a new era in environmental research at Oklahoma State University. The Noble Center became home to the T. Boone Pickens School of Geology, the University Center for Laser Research and Development, and research and teaching programs in plant pathology, entomology, and agricultural biotechnology. The School of Geology houses a number of modern laboratories including those equipped for the study of geochemistry, hydrogeology, paleontology, and subsurface geology.

The University Center for Laser Research, which evolved from earlier successful Materials Research Programs in Physics and Chemistry, is also located in this building. In addition to its administrative offices and a modern computer facility, the University Center for Laser Research houses over 9,100 square feet of laboratory facilities with state-of-the-art research equipment including two femtosecond laser systems which were the first of their kind in the state. Over time strategic equipment acquisitions and the addition of faculty have kept the Center in a leadership position in laser research.
2. **Geography Building**

On April 16, 1993, the Advisory Committee on Naming University Facilities recommended to the Oklahoma State University Board of Regents a change in the designation of Home Economics East to Geography. This recommendation was approved by the Board of Regents on May 21, 1993. The department has recently received an NSF infrastructure grant to renovate much of the building.

**New or Redesigned Labs**

1. **New Chemistry Lab**

The Department of Chemistry received funding from several sources to set up a new undergraduate teaching laboratory. This will be a state of the art facility for training students in the use of analytical instrumentation. This laboratory will be used by students in Chemistry and other departments. In addition, short courses for training and certification in specific instruments will be offered to the University community, students, faculty, and staff. This teaching laboratory will begin its activities in 1995.

2. **New Biological Sciences Lab**

In January 1993, the Zoology Department established a Learning Resources Center (LRC) with the goal of supporting and enhancing the lecture and laboratory experiences of students enrolled in its courses. The LRC provides students with professional tutoring services, materials that allow students to review laboratory exercises, supplementary manipulative, audio and visual materials that are coordinated with lecture and lab; and advanced technology systems that facilitate learning of lecture and laboratory material. The LRC is equipped with microscopes and dissecting scopes, VCR's and monitors, three 486 computers, two XT computers, and three videodisk players. More than 20 tutorials or multimedia presentations have been written for the LRC. The LRC will soon be equipped with three more 486 computers and connected to the campus computer network. Adjacent to the LRC, is the Zoology Department's Instructional Computing Laboratory (ICL) which is equipped with five 486 computers and Intellitool data-collection systems for measuring physiological variables. Lab benches allow students to conduct experiments in this room. Software for data analysis and modeling is also provided. Opened in Spring 1994, the ICL is used by a growing number of upper-division physiology and ecology courses.

3. **Math Learning Resource Center**

The Mathematics Learning Resource Center was established in 1984 through a grant from Texas Instruments, Inc. Subsequent grants from AT&T, the Oklahoma State Regents for Higher Education, the National Science Foundation, and direct Mathematics Department expenditures have continued its growth and expansion. The Center includes a 40 station microcomputer lab, a 25 station computer classroom, and nine classroom presentation computers. In addition to the microcomputers, the MLRC maintains a video laboratory with a library of over 300 mathematics video tapes.

The MLRC provides tutoring and grading for most of our undergraduate mathematics offerings. It runs training and help sessions on software and calculator use. The Center strives to meet all the extra-classroom needs of students in a single, convenient location. The Center is open 60 hours per week on a walk-in basis, and during the 1993-94
academic year students availed themselves of the services of the MLRC over 25,000 times.

Through a National Science Foundation Grant, the MLRC has been designated as a Model Mathematics Laboratory and Regional Technology Assistance Center. This grant provides for the establishment of a gopher Internet server and for the production of outreach programs to other colleges and universities in the area. The MLRC is currently seeking funds to extend these services to regional high schools. The MLRC is a unique student support facility that serves as a nationally-recognized model for the use of technology in undergraduate mathematics.

4. **Writing Lab**

In the fall of 1993, the Writing Center moved from Thatcher Hall, with approximately 600 square feet and eight computers, to its new home, 104 Morrill Hall, with 21 computers and a special conference area for 10 tutors. As many as 200 students per week can now be assisted. In addition, help is offered with a variety of word processing programs as well as computerized remedial programs and electronic mini-sessions in specific problem areas.

5. **Electronic Classrooms in Morrill Hall**

In the Fall of 1993, an electronic classroom was built for student use. Its purpose is to teach students how to improve their writing skills. At this time, the electronic classroom is used by classes in technical writing, TESL, and creative writing.

6. **Redesigned Foreign Languages Lab**

The Foreign Languages Lab has been redesigned with 55 multimedia computers. All the computers have been integrated with the Tandberg language instruction system so that audio and computer-aided instruction can be utilized. Forty-one of these machines have CD text and video on CD-ROM that will permit more sophisticated instruction.

7. **Redesigned Journalism and Broadcasting Lab**

In 1995, 20 new Macintosh computers were installed in the Journalism and Broadcasting Lab. They will be used to teach word processing and Pagemaker. Knowledge of these and other up-to-date software programs is essential for students to obtain jobs. Some of the computers will also be used in instructing the staff of the *Daily O’Collegian* - the OSU student newspaper.

8. **Remodeled Computer Sciences and Statistics Classroom**

In 1995, a classroom to be utilized by the departments of Computer Science and Statistics was also remodeled and 65 Pentium multimedia computers installed. The Department of Computer Sciences will use these computers both as free-standing machines and as terminals connected to the mainframe. Instruction in operating systems and languages will be offered. The Department of Statistics is using the lecture hall for instruction in the Statistical Analysis System (SAS) and in statistics. At night the room is available for all students.

9. **Redesigned Geography Lab**

Recently, six new 486 computers were purchased and added to the existing lab to aid in Geographical Information System (GIS) instruction. Arc-Info software is the primary software package used.
10. **Redesigned Graphic Design Lab**

Sixteen Macintosh computers comprise the Graphic Design Lab. Devices such as scanners are used to input photographic and other design data into the computers. This material is then edited using software packages such as Photoshop.

11. **New Speech Communications Lab**

In 1991, the Speech Communications Lab opened using computers and video to augment courses in the introductory speech communications course. Famous speeches stored on CD-ROM show students the genesis of good speech-making skills. Students can also perform in front of a video camera, incorporate the video into custom-made software, and assess their own speeches using computer analysis. In 1995, 14 high-performance Power Macintosh computers were added and the lab was remodeled.

**Summary of Strengths and Concerns**

The College of Arts and Sciences provides an excellent learning environment with very limited resources. While highly productive in publications and grants, the faculty provides an unusually large amount of instruction and is outspoken in its commitment to providing a quality learning experience for both undergraduate and graduate students. Not only does the faculty provide for the vast majority of General Education on campus but it also provides many areas of academic specialization to its students. Generally speaking, good inter-departmental and inter-college relationships exist. Many of the College departments have active student clubs and honor societies which work hard to integrate students into the ongoing activities of the departments. This is supported by a very active Student Council.

Several departments (e.g., Music, Art, and Theater) in the College are involved in offering cultural opportunities to students as well as to the local community and the citizens of the state. Other departments provide extra-curricular educational opportunities to students, faculty, staff, and the general population through sponsorship of lectures which often bring outstanding individuals to the campus.

Many departments provide internships to students giving them the opportunity to experience the types of settings that they will encounter in the world of work after graduation. Undergraduate students have the opportunity to work with faculty on a one-to-one basis in labs and other research environments.

The fiber optic network being installed will soon tie all faculty, students, and staff to university and world-wide communication networks. The College has made great strides in this direction.

Funding has recently increased for purchasing materials for the library. This will greatly enhance the resources available for faculty, students, and staff.

While there are some very positive things that can be said for the College there are a number of weaknesses that must be addressed. They are as follows:

A. In general, there is a low-level maintenance of facilities.
B. Class sizes at the lower-division level are too large to provide the type of learning environment needed.

C. Shortages of course offerings and seats available to students in the humanities and social sciences fail to meet student needs and maintain the desired quality.

D. Some classrooms and laboratories have only limited or out-dated technology and audio-visual equipment.
COLLEGE OF BUSINESS ADMINISTRATION

Introduction
The following self-study draws from the review of academic programs of the five individual departments which comprise the College of Business Administration of Oklahoma State University. Data reported in this self-study are drawn principally from two documents prepared by the OSU Office of Planning, Budget, and Institutional Research. These data sources are the Department Profile report and the Student Profile report.

Vision
The College of Business Administration will be an innovative professional learning community committed to the development and advancement of knowledge valued in the practice of management. Scholarship will be recognized as having several dimensions: discovery, integration, application, and teaching. Through this scholarship students, faculty, and staff will establish national and international reputations and provide leadership fostering the intellectual and economic vitality of Oklahoma and the region.

The CBA will strive to be one of the leading colleges of business among comprehensive land-grant universities. The CBA will educate men and women of Oklahoma and the region for leadership roles in a global environment characterized by technological and social change, thus enhancing the competitive advantage of its graduates. It will advance and disseminate knowledge to its publics and build partnerships with public and private organizations.

Enrollment
The College of Business Administration (CBA) of Oklahoma State University has suffered the same experience as most business programs at the nation's leading universities. According to the most recent annual survey conducted by UCLA's Higher Education Research Institute, the declining interest in business majors by freshman students continues with attendant consequences for business programs. In the fall of 1994, 15.3 percent of the entering freshman class indicated they planned to major in one of the business disciplines. This is in stark contrast to the level of 24.8 percent of the entering freshman class of 1985 which planned to major in business.

The impact of this national trend is clearly visible in the OSU College of Business Administration. In the fall semester of 1985, the CBA had an enrollment level of 4932 which was 25.4 percent of total OSU enrollment. In the fall semester of 1993 (most recent year for which data was available), CBA enrollment stood at 3080 which was 16.4 percent of total OSU enrollment.
Table 3. CBA Enrollment, Fall Semesters

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>4932</td>
<td>4951</td>
<td>4688</td>
<td>4529</td>
<td>4252</td>
<td>3744</td>
<td>3559</td>
<td>3219</td>
<td>3080</td>
</tr>
</tbody>
</table>

Source: Department Profile, various years

Although CBA enrollments have declined, the college continues to be a major player in the University's instruction mission. The college teaches about one quarter of all university upper-division student credit hours.

Table 4. Upper-Division Student Credit Hours, Fall Semesters

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>30853</td>
<td>29785</td>
<td>29344</td>
<td>28194</td>
<td>25687</td>
<td>25060</td>
<td>24794</td>
<td>22485</td>
<td>21437</td>
</tr>
<tr>
<td>OSU</td>
<td>101674</td>
<td>99826</td>
<td>97024</td>
<td>95567</td>
<td>92030</td>
<td>92042</td>
<td>92505</td>
<td>91530</td>
<td>88815</td>
</tr>
<tr>
<td>CBA/OSU%</td>
<td>30.3</td>
<td>29.8</td>
<td>30.2</td>
<td>29.5</td>
<td>27.9</td>
<td>27.2</td>
<td>26.8</td>
<td>24.6</td>
<td>24.1</td>
</tr>
</tbody>
</table>

Source: Department Profile, various years

The college grants the largest number of bachelors degrees of all OSU colleges.

Table 5. Bachelors Degrees Granted

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>971</td>
<td>929</td>
<td>976</td>
<td>873</td>
<td>912</td>
<td>841</td>
<td>787</td>
<td>760</td>
<td>721</td>
</tr>
<tr>
<td>OSU</td>
<td>3301</td>
<td>3209</td>
<td>3174</td>
<td>2757</td>
<td>2871</td>
<td>2792</td>
<td>2679</td>
<td>2417</td>
<td>2710</td>
</tr>
<tr>
<td>CBA/OSU%</td>
<td>29.4</td>
<td>28.9</td>
<td>30.7</td>
<td>31.6</td>
<td>31.8</td>
<td>30.1</td>
<td>29.4</td>
<td>27.7</td>
<td>26.6</td>
</tr>
</tbody>
</table>

Source: Department Profiles, various years

Also, the college provides a major service role through courses which are utilized by many other university majors at both the undergraduate and graduate levels.

Student Profile

While student enrollments in the College of Business Administration have declined, the quality of those students who do enroll has improved. In each year since 1985, the composite ACT score of the entering freshman CBA class has increased.
Beyond the undergraduate level, admissions scores for masters and doctoral students have also improved. Scores of applicants to the college's graduate programs on the Graduate Record Examination and the Graduate Management Admissions Test consistently rank above the national average.

Additionally, students at both the undergraduate level and the graduate level distinguish themselves with campus and national honors and awards. In 1992, a team of undergraduate students and a team of graduate students were named national finalists in the first annual Arthur Andersen & Co. Tax Challenge. Eighty-two schools entered the competition, and ten teams from each division were selected as finalists. OSU was one of only two schools in the nation to place both of its teams in the finals. In 1993, the undergraduate team placed second in the nation in the second annual Arthur Andersen & Co. Tax Challenge.

Accounting majors have received a large number of scholarships and honors at the college, university, and national levels. As examples, during the past 15 years, 12 accounting majors have been awarded prestigious Arthur Carter Scholarships through the American Accounting Association. (Only 25-40 of these are awarded annually nationwide; the number of nominations is limited to one percent of a school's graduating class.) In 1994, a doctoral student received one of only ten doctoral minority scholarships awarded nationally by the KPMG Peat Marwick Foundation. Other student honors include many Top Ten Senior awards and the Outstanding Senior Woman award at OSU.

Chi Chapter of Beta Alpha Psi is celebrating its 55th anniversary in 1994. The chapter has been awarded a Superior Rating by the National Council of Beta Alpha Psi for seven of the past eight years. Chi Chapter is one of the nation's largest chapters.

The FMA Student Chapter was awarded Superior Chapter (93/94) for the fourth consecutive year. This is the sixth consecutive year OSU has ranked in the top twelve chapters worldwide. A Ph.D. student in Finance was selected for National Security Fellowship from 675 applicants nationwide.

### Changes in Academic Programs

Consistent with its vision and with clear recognition of resource limitations, the College of Business Administration has taken carefully planned steps to consolidate its academic programs with a constant emphasis on excellence. Additionally, the college has been vigilant in its efforts to identify opportunities and to pursue those which can benefit overall academic quality.

The first major step in this planned restructuring of the college was a decision that Business Education was not central to the mission of the college. With this decision, all programs in Business Education were phased out of the academic programs of the college. Included in this action were academic programs at the undergraduate, masters,
and doctoral levels. Additional undergraduate programs in low productivity areas also
were eliminated with the result that the remaining academic programs offered by the college are all of high demand and viable for long-term continuation.

With attention to the needs of nontraditional student groups and emerging technologies, the college has identified several opportunities for initiation of new or expanded academic programming. The first of these innovations is the addition of corporate clients for the college's nationally recognized MBA program. After numerous discussions with corporations committed to providing continuing educational opportunities for their employees, the college has entered into alliances with four Oklahoma corporations to deliver the MBA program through the medium of compressed video. With approximately 80 students at four separate locations enrolled in the program, a new component of the MBA program has been added to the traditional on-campus program and the 13-year program delivery at the University Center at Tulsa.

One innovation of the corporate MBA program is its commitment to personalize the academic experience of every student. To accomplish this, each corporate location serves as the origination site for at least one class meeting of every course offered. Additionally, through a set of "Saturday seminars," students visit the Stillwater campus for a series of timely and pertinent special topic sessions. These sessions accomplish two major objectives. First, they allow MBA students at remote locations to meet and become acquainted with CBA faculty. Second, they provide an environment where corporate MBA students can meet other students, share professional and student concerns, and develop a feeling of a "class" which is often missing from other distance-learning programs.

A second opportunity identified for innovation is the initiation of a Master of Science in Telecommunications Management program. This program, drawing upon expertise and coursework available from the College's of Business Administration, Arts & Sciences, and Engineering, Architecture and Technology, provides a means of meeting the needs of a growing telecommunications industry nationwide. Although this program is new, it offers an opportunity for the College of Business Administration to gain additional national recognition. Additional new academic program components include the development of an Agribusiness major in cooperation with the College of Agricultural Sciences and Natural Resources.

Another innovation is the development of a co-major in International Business. With the belief that students must first possess a major in a "main-line" business discipline if they are to obtain employment, the International Business co-major requires students to complete another business major. Then, with coursework emphasizing the international dimension, the second major is awarded to the student.

Complete revision of the on-campus MBA program emphasizing "just-in-time" learning, team building, modular course offerings, and increased student/faculty interaction has been accomplished. While under continuing review and modification, these revisions greatly enhance the learning environment for MBA students.

At the beginning of the 1994-95 academic year, an additional organizational change was made to rationalize the administrative structure of the college. The Department of Administrative Services was eliminated. Faculty from this department were absorbed into two existing departments. The Business Communications faculty became part of the Department of Management, and the Business Law faculty became part of the newly named Department of Economics and Legal Studies in Business.
Additional Innovations

Recognizing the need to prepare graduates to compete effectively in a global economy, the college has initiated a significant effort in International Business. With the appointment of a Director of International Business Programs and with an emphasis on international opportunities for both students and faculty, major progress has been made. Examples include the development of international study opportunities for students. Beginning with a Summer in London program, opportunities have expanded to include study opportunities in Japan and Mexico. Almost 100 students participate in these programs annually.

However, international experiences for students are not adequate without international experiences for CBA faculty. Through use of Fulbright scholarships and alliances with foreign universities, approximately half of CBA faculty have gained meaningful international experiences. These experiences enhance the classroom learning of CBA and other university students.

An additional component of the internationalization of the business curriculum is an aggressive grant and contract effort to bring international students and faculty as well as international business practitioners to the OSU campus. With proactive efforts, contracts with USIA and with organizations in various countries have brought approximately 100 students to the OSU campus for periods ranging from one month to two years to study, conduct joint research projects with CBA faculty, and receive professional development training.

A second major innovation since the last NCA evaluation has been the initiation of a nationally acclaimed speaker series in both of Oklahoma's major metropolitan areas. These series, the Tulsa Business Forums and the Oklahoma Executive Management Briefings, bring internationally recognized speakers to Tulsa and Oklahoma City to share their thoughts and views. Alliances with business organizations in these two cities allow the college to showcase the University and the college's students with approximately 10,000 Oklahoma business professionals each year. Examples of the speakers who have been brought to Oklahoma include The Lady Margaret Thatcher, General Colin Powell, Former Secretary Casper Weinberger, Lee Iacocca, and General Norman Schwartzkopf. For the 1995-96 year, featured speakers are Henry Kissinger and Mikhail Gorbachev.

Faculty Profile

While the size of the faculty of the College of Business Administration has tracked with enrollment levels since 1984, careful attention to all faculty hires has resulted in an improvement in the overall quality of CBA faculty. These individuals have distinguished themselves in their teaching, research, and service pursuits. In an average year, these faculty receive at least one teaching award from an external awarding body, publish over 100 refereed journal articles, fill at least 25 reviewer and editor positions with professional associations, publish at least two textbooks, compete effectively for over $250,000 in externally funded research projects, and provide continuing education opportunities to thousands of Oklahoma business persons. Additionally, the faculty of the CBA serve the Stillwater and Oklahoma communities through volunteer activities and assistance to state and local government agencies.

Recognition of the accomplishments of CBA faculty is demonstrated through the appointment of three faculty as Regents Professors and two faculty as Regents.
Distinguished Service Professors. As further recognition, 14 CBA faculty hold endowed chair or professorship positions.

For the 85 faculty of the college, the average teaching responsibility is five classes per academic year. However, the college recognizes differing contributions faculty can make. Consequently, some teaching responsibilities are reduced to four courses per year while others are increased to six courses per year. Evaluation and reward mechanisms consistent with these differing teaching responsibilities enhance the ability of the college to utilize available talent. All faculty of the CBA are actively engaged in the undergraduate instructional experience and approximately two thirds are active in the graduate programs.

While great strides have been made in improving the quality of the faculty of the College of Business Administration, significant challenges loom. Resource limitations hinder the ability of the college to compete effectively for the best and brightest young scholars and to retain those more senior scholars of proven ability. These matters will continue to pose serious challenges for the college.

**Technological Enhancements**

Technology and communications are recognized as increasing their importance in the conduct of American and international business. Recognizing the importance of technology, the CBA elected to use limited resources in further alliances to serve both students and faculty. In an alliance with OSU Computing and Information Services, a jointly funded student computer laboratory has been established to provide 80 computer stations offering the most current software and communications services for students. The college also committed internal funds to place current computer technology supported with full applications and communications software on the desktop of every faculty and staff member in the college. Through private gifts, resources have been provided to equip classrooms in the college to utilize computer technologies in the instructional process. The combination of these internal commitments and the alliances with other organizations have yielded a state-of-the-art environment for faculty and students in the College of Business Administration.

**Alumni/Donor Relationships**

The College of Business Administration is very fortunate to enjoy excellent relationships with both alumni of the college and with donors who elect to support various efforts of the college. Approximately 5700 alumni maintain membership in the CBA Alumni Association. These individuals provide an important network of contacts which benefit recruiting, internship, and placement activities for CBA students.

An additional group supporting the college is its base of donors. With gifts ranging from $5 to over $20,000, the more than 2500 individuals and organizations which support the college provide the critical resources which make a difference. These gifts allow the college to serve students through scholarships, to purchase much needed instructional equipment, to facilitate faculty professional development, to pursue international opportunities, and to accomplish the many other activities for which there is inadequate state resources.
Challenges

While sizes of high school classes entering college and national trends of preferences of traditional students are well beyond the control of the College of Business Administration, positive actions have been initiated to increase the attractiveness of business as a major. Calling campaigns, letter-writing campaigns, personal visits, and redesigned publications have been directed to entering freshman students. Preliminary evidence suggests these efforts are paying dividends. "Flash" reports on enrollment for the 1995-96 academic year indicate the decline in CBA enrollment has ended. Now the challenge is to assure students enrolling in the CBA are successful. Mechanisms are in place to enhance individual success with the result of increased retention of continuing students.

Summary and Look to the Future

The College of Business Administration of Oklahoma State University remains a highly viable and productive entity of OSU. It boasts national recognition for its MBA program and the programs of its School of Accounting. It continues its vibrant and active academic programs and continues to pursue new opportunities. Attractive new opportunities are evaluated and sometimes pursued vigorously when there is an advantage to the college. It provides programs of study consistent with student interest and demands of employers. It has established and maintains alliances with private sector organizations which serve as a model for other units within the University.

The 1995-96 academic year will initiate a new era in the continuing development of the CBA. Following 17 years of service, the senior dean of OSU retired in October of 1994. An extensive national search has resulted in the selection of a new dean following a year with an interim dean. It is likely the new leadership will change the direction of the College of Business Administration, and this new direction will raise the college to the next level of excellence.

With a continuing awareness of the needs of the business community and to the state, commitment to the best possible educational experience for students, new leadership and recognition of the value and importance of alliances, the College of Business Administration will remain an important component of Oklahoma State University.
COLLEGE OF EDUCATION

Introduction

This document summarizes the separate self-study reports developed by the six academic departments which comprise the College of Education (COE) at Oklahoma State University. Much of the data reported here were taken directly from the annual Departmental and Student Profile documents generated by the Office of Planning, Budget, and Institutional Research. Notations have been made in cases where data were gathered from sources other than these. Sources for all data as well as individual department and office self-studies are available in the College of Education Documents File in the Resource Room.

College of Education Mission

The COE at Oklahoma State University serves the people of the state, nation, and world by preparing individuals to assume active roles in public and private education. Academic programs within the college strive to conduct scholarly activities that enhance the body of knowledge in a wide array of educational fields and specialties. This body of knowledge is disseminated to students, practitioners, and the general public through a comprehensive system of courses and programs offered at Oklahoma State University campuses and many other sites across the state and nation.

Enrollment Trends

The COE enrolls approximately 1700 undergraduate students and 900 graduate students each semester. Although the COE is consistently recognized as one of the largest teacher preparation institutions in the region, students with COE degrees are prepared to work in a wide variety of careers. Opportunities for COE graduates are also available in administration, aviation, business and industrial training, counseling, health, and other people-oriented professions. Degree offerings in the COE include undergraduate and graduate degrees in:

- Applied Behavioral Studies;
- Aviation and Space Education;
- Curriculum and Instruction;
- Educational Administration and Higher Education;
- Health, Physical Education, and Leisure; and
- Occupational and Adult Education.

The COE has experienced consistent growth in both undergraduate and graduate enrollment over the past ten years. There has been a 23% increase in enrollment since 1985, consisting of a 28% increase at the undergraduate level and a 14% increase at the graduate level. A slight decrease in enrollment was experienced in the Fall, 1994 semester. For more specifics concerning enrollment figures, see the Departmental Profile in the Resource Room.
Students enrolled in the COE are of diverse backgrounds and cultures. The college has initiated a number of programs to recruit and retain students from under-represented minority groups, and the Office of Student Academic Services participates in recruitment efforts as established by the University Office of High School and College Relations. Over the past ten years significant gains have been made in the enrollment of Native American, Hispanic, and Asian education majors. Table 7 shows the COE enrollment trend by gender and ethnicity since 1985.

Table 7. Total COE Enrollment by Ethnicity and Gender

<table>
<thead>
<tr>
<th></th>
<th>Ethnicity and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall of:</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>1985</td>
<td>1414</td>
</tr>
<tr>
<td>1986</td>
<td>1372</td>
</tr>
<tr>
<td>1987</td>
<td>1247</td>
</tr>
<tr>
<td>1988</td>
<td>1327</td>
</tr>
<tr>
<td>1989</td>
<td>1301</td>
</tr>
<tr>
<td>1990</td>
<td>1275</td>
</tr>
<tr>
<td>1991</td>
<td>1344</td>
</tr>
<tr>
<td>1992</td>
<td>1291</td>
</tr>
<tr>
<td>1993</td>
<td>1250</td>
</tr>
<tr>
<td>1994</td>
<td>1195</td>
</tr>
</tbody>
</table>

NOTE: Data for this table do not include students enrolled at UCT or through Educational Television.

Student Services

One strong unit within the COE that helps attract and retain students is the Office of Student Academic Services. Through SeeC (Students exploring education Careers) students are encouraged to enter the field of education by learning about opportunities in education through a wide variety of activities and sponsored events. Efforts to retain students in their chosen degree program in the COE are also coordinated by the Office of Student Academic Services. These efforts range from freshman orientation classes and
tutorial services to the various programs and activities sponsored by the University and COE Retention Committees. Some of the most effective retention activities have been initiated by the numerous student organizations coordinated by the Office of Student Academic Services and academic departments. One of these activities is the presentation of a "Top Ten" award by the Education Student Council. Students are selected through a rating system which includes grade-point average, participation in activities, and community involvement. Awards such as these serve as positive reinforcement to students, helping to make their experience in the COE more satisfying.

In addition to awards given by the college, a number of education majors are listed on the President's and/or Dean's Honor Roll each semester. Also, a large proportion of COE students are invited to membership in Phi Kappa Phi (National Honor Society) and Kappa Delta Pi (National Educational Honor Society) each year.
Student Quality

An important factor in the retention of COE students is the preparedness of entering freshmen for college level work. One indication of quality is the average ACT scores of education majors. Table 8 shows the average ACT composite scores for entering freshmen in the COE, compared to the national average of all enrolled freshmen.

Table 8. Average Composite ACT Scores for COE Freshmen

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>18.13</td>
<td>18.95</td>
<td>18.89</td>
<td>20.22</td>
<td>20.44</td>
<td>22.25</td>
<td>22.05</td>
<td>22.73</td>
<td>22.50</td>
<td>23.03</td>
</tr>
<tr>
<td>Nat'1 Avg.</td>
<td>18.90</td>
<td>19.10</td>
<td>19.20</td>
<td>19.30</td>
<td>19.30</td>
<td>19.70</td>
<td>20.60</td>
<td>20.60</td>
<td>20.70</td>
<td>20.80</td>
</tr>
</tbody>
</table>

In addition to quality indicators such as ACT scores, a number of COE majors are awarded prestigious scholarships each year. Scholarships are offered through COE endowments and through the State Department of Education and Oklahoma State Regents for Higher Education. The number of COE Endowed scholarships awarded to OSU students has increased during the past two years from 31 to 38. The number of Future Teacher scholarships has stabilized with 20 recipients per year. The number of Paul Douglas scholarships has declined from a high of 22 in 1986 to 6 in 1995, due to the higher number of competitors from other colleges and universities each year. The following are examples of other awards and honors which have been received by students and graduates of the COE:

- During the 1994-95 school year, 50 College of Education, 346 university, 20 future teacher, and four Paul Douglas scholarships will be awarded through the College of Education. Five (5) of these scholarships are being awarded for the first time, and three (3) additional scholarships are in the process of being funded and will be awarded when fully endowed.

- The Department of Aviation and Space Education sponsored student aviation club, The Flying Aggies, have won the National Aviation flying and written competition 25 years out of its 31 years of existence. One COE student was the outstanding national female aviation pilot in the 1993-94 competition. Most recently the Flying Aggies won the South-central Regional competition at Altus, Oklahoma, by a wide margin and achieved the award for the outstanding female, male, and overall pilot competition.

- A Department of Applied Behavioral Studies student recently received a graduate student teaching award from the Golden Key National Honor Society.

- Two of the 20 recent recipients of Oklahoma State Regents for Higher Education Future Teachers Scholarships were COE students. One is a senior mathematics education major, and the other is a junior elementary education major. Scholarship recipients must graduate in the top 15 percent of their high school class or score at, or above, the 85th percentile on their ACT. They also must maintain a 2.5 gpa and agree to teach in Oklahoma for three consecutive years upon graduation.

Each year personnel officers and administrators from nearly 100 public and private school districts in Oklahoma, Texas, Nevada, California and several other states
participate in the annual teacher placement days. The purpose of this two day program at
OSU sponsored jointly by the COE and the OSU Placement Office is to match employers with potential classroom teacher candidates. OSU Teacher Education graduates are in strong demand, as evidenced by the large number of school districts who come to campus and return annually to interview each year's graduating class.

Advisement also plays a major role in the retention of students and is coordinated through the Office of Student Academic Services. While some academic departments advise students at the program level, the majority of entering and continuing students are centrally advised by professional advisors, providing, in many cases, a supportive relationship between student and advisor. Post-graduation surveys have shown that COE students are very satisfied with advising in the COE.

At the academic department level, a variety of activities and methods are used in the recruitment and retention of students. The Applied Behavioral Studies (ABSED) and Educational Administration and Higher Education (EAHED) departments consistently recruit high quality graduate students through professional organizations and meetings. Programs offered by these departments are unique within the state and a wide variety of delivery methods make them very inviting to students seeking post-baccalaureate degrees.

The Department of Aviation and Space Education (AVSED) attracts students by offering programs in aviation and related sciences through efforts in aviation alliances and cooperative agreements with other institutions in the state. Although flight training has a long history at OSU, it should be noted that development as a separate, free-standing departmental unit in the COE is in its early stages since its establishment in 1987. A valuable communications network is maintained within the AVSED department through the approved NASA and FAA Curriculum Resource Centers.

The Department of Curriculum and Instruction (CIED) maintains close ties with elementary and secondary schools throughout the state and nation through degree programs offered in teacher education, one of which is currently being offered through compressed video. The department is also a national leader in degree programs leading to certifications in English, Foreign Language, Mathematics, Science, Social Studies, Elementary Education, and Middle level subject areas. Many secondary students are recruited each year through activities such as the summer workshops coordinated by the CIED Center for Environmental Education. Quality graduate students are attracted to the department by the reputation of faculty as nationally recognized researchers in areas ranging from curriculum theory to math and reading diagnosis and remediation.

Health, Physical Education, and Leisure (HPEL) is a relatively new department in the COE having moved from the College of Arts and Sciences in 1990. The department consistently produces graduates that are highly sought after by employers in education and allied health related fields. The programs in HPEL encourage interaction among students majoring in degrees leading to careers as educators, physical therapists, landscape architects, community planners, forest managers, environmental scientists, medical doctors, other health care professionals, plus the more traditional roles found within health, physical education and leisure studies.

The School of Occupational and Adult Education (OAED) offers undergraduate and graduate degree programs in Business Professions, Trade and Industrial Education, Technical Education, and Occupational and Adult Education. The school is a leader in international work training projects and research, maintaining close working relationships with many international governments and education agencies. Presently, the
school has training contracts with a number of countries making the School of OAED very attractive to international as well as domestic students. OAED faculty are nationally and internationally respected for their prolific research and publications in the areas of adult and technical education.

As a result of recruitment efforts, the number of student credit hours (SCH) and weighted student credit hours (WSCH) produced by academic programs within the COE has shown an increasing trend. There has been a 35% increase in production of WSCH since 1984. This trend is illustrated in Figure 6. The relatively high value of WSCH is due to the fact that a majority of the courses offered by the COE are upper division or graduate level.

Each year, the COE confers approximately one-half of the doctoral degrees and one-
fourth of the master's degrees awarded at Oklahoma State University. Table 9 shows the number of degrees granted at the bachelor's, master's, and doctoral level by the college over the past nine years.
INSTRUCTION AND RESEARCH

College of Education Faculty

In addition to recruiting quality students, the COE strives to attract and employ quality faculty from a wide range of backgrounds. One area of improvement in all academic departments has been the equalization in the distribution of teaching loads.

Although the COE has worked to distribute course loads fairly and equally among ranked faculty, there is still a shortage of tenure-track personnel to teach all sections offered. Approximately 71% of the undergraduate course sections in the COE are currently taught by adjuncts and graduate assistants, all of whom hold graduate degrees in education and are experienced classroom instructors.

The ethnic and gender diversity of faculty and staff within the COE has also been a high priority for the college over the past ten years. A conscientious effort has been made to recruit faculty from a broad range of ethnic and cultural backgrounds. Since 1984, there has been an increase in the number of Hispanic, Native American, and Asian American faculty employed by the COE at Oklahoma State University (See NCA Accreditation Self-Study Faculty Count Document). Figure 7 illustrates the gender distribution of faculty in the COE for selected years.
In terms of appointment level, the distribution of professors, associate professors, assistant professors, and instructors has not changed significantly over the past ten years. This is true with the exception of a marked increase in the number of non-tenure track faculty in the COE. While the overall number of faculty has grown substantially, the proportion of different appointment levels has remained fairly consistent. This can be seen in Figure 8.
The quality of COE faculty is evidenced by the many honors and awards bestowed on individual faculty members over the past ten years. The following are examples of some of these awards.

- A faculty member in HPEL was recently presented the 1994 Scholar Award by the Oklahoma Association for Health, Physical Education, Recreation and Dance. The selection was based on several criteria including a commendable record of scholarly publications and presentations and current involvement in scholarly activity.

- A faculty member in OAED served as a Visiting Scholar for the University Council on Vocational Education. This is a prestigious National Council in vocational education composed of representatives of the research I (RI) universities dedicated to the improvement of vocational education through research, investigation, dissemination, and evaluation.

- The faculty of the Department of EAHED were given high acclaim for the development of an exemplary program for the preparation of education administrators and leaders for the schools of Oklahoma and the region. This acclamation was given Summer, 1994 by the University Council of Administration (UCEA), which prepares guidelines and standards for recognizing exemplary programs.
• The faculty in the Department of Aviation and Space Education (AVSED) have attracted two of the College's three endowed chairs: 1) the Roger D. and Donna Hardesty Endowed Chair for Aviation Sciences and 2) the Clarence E. Page Endowed Chair for Aviation Education. Faculty have also been appointed to serve on the Governor's Aviation Advisory Committees.

• A Professor in Mathematics Education achieved the first and only Regents Professor status for the College of Education at Oklahoma State University in 1990.

**College of Education Alumni**

Schools, service agencies, business and industry, and governmental entities throughout Oklahoma and the region are liberally populated with outstanding alumni of the College of Education. The leadership group of the state common school superintendents organization reads like a Who's Who of OSU doctorate holders.

The state higher education system numbers 22 regional universities and junior/community colleges whose presidents hold a total of 16 degrees either at the Bachelors, Masters, or Doctoral level from the OSU COE. A number of outstanding individuals in like-type positions in Texas and Kansas also are graduates of the COE Department of Educational Administration and Higher Education (EAHED). Additionally, the State Directors of Vocational Education in both Oklahoma and Arkansas are graduates of the OSU School of Occupational and Adult Education (OAED). COE alumni are often the best educated citizens in the rural areas of Oklahoma and consequently they often serve as the leaders in their communities.

**College of Education Assessment Strategies**

There are a number of ways in which the COE assesses the success of students in the various degree programs. Each department within the college has implemented a comprehensive outcomes assessment plan aimed at evaluating students' progression toward the attainment of the objectives prescribed for each individual degree at the undergraduate and graduate levels. Some of the outcomes assessment methods used include Pre-Professional Skills Test (PPST) scores, Oklahoma Certification Test results, success rate of entry year teachers, and placement. Table 10 shows the success rate of OSU education students on the Oklahoma Certification Test, while the success rate of entry year teachers graduating from OSU can be seen in Table 11.

<table>
<thead>
<tr>
<th>Table 10. Percentage of COE Students Passing State Curriculum Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The COE Teacher Education Program has implemented an interdepartmental portfolio assessment project focused on gathering information about students as they progress through the program. The college maintains an active Teacher Education Assessment Task Force which deals with issues regarding the identification of outcomes and means by which student attainment of those outcomes may be evaluated. The COE sponsored a state-wide conference on portfolio assessment in teacher education during the Fall, 1994, semester during which many of these issues were discussed.

Through the use of assessment data, academic departments have been able to make needed changes in curriculum and other aspects of the degree programs offered. Each departmental assessment model not only specifies how students will be assessed, but also, and more importantly, how findings and data will be communicated and used in the decision making process. The following paragraphs provide an indication of the types of changes that have been made as a result of the many assessments and program evaluations conducted in the COE.

The ABSED department found it necessary to delete some program offerings after reviewing data gathered from students and other sources. The faculty and staff believed that they could better meet the needs of their students if some degree programs were dropped and more attention paid to those in high demand. As a result of this, the ABSED faculty have adopted a mission that focuses on high quality graduate programs.

Major modifications in the AVSED department have included the addition and expansion of degree program offerings. The department found that students desired a program in aviation sciences, and a Bachelor of Science in Aviation Sciences is now offered by the AVSED department. That has proven to be one of the most popular in the department, ranking 21st university-wide in the OSU 1993 Student Profile. In 1990 the Aviation and Space Science option was added to the interdisciplinary Master of Science in Natural and Applied Sciences degree program, giving graduate students a wider range of degree options. The department's efforts to establish the OSU/Tulsa alliance and take course work to the Tulsa area proved to be a popular degree program due to the aviation industry base in Tulsa. This alliance was recognized by the Oklahoma State Regents for Higher Education as a consortium model to be explored and potentially duplicated in other parts of the state. Formation of a similar alliance in the Oklahoma City area will be completed in 1995-96.

The department of CIED has instituted major changes in degree programs at both the elementary and secondary levels which have increased the number of hours students take in arts and sciences. Elementary Education majors are now required to have ten hours of a foreign language and subject area concentrations, while Secondary Education majors are required to have completed the equivalent of a major in their respective disciplines.
CIED departmental goals include development of the program for middle level education, continued involvement at the University Center at Tulsa, and the delivery of
graduate programs through advanced technology. The department also has high priority objectives to increase the capacity for utilizing "hi-tech" avenues for the development and dissemination of instruction and creating partnerships with public schools that will benefit both common schools and teacher education.

Based on various data gathered during program review and assessment activities, the faculty of the EAHED department has initiated three major curricular modifications since 1985. Specifically, the department has suspended the master's program in educational administration, activated the educational specialist degree program in educational administration, and modified the educational doctorate degree for educational administration and higher education. Recently, the department has been involved in offering administrator certification through extension course work at McAlester, Oklahoma. Funds generated through this extension effort for 93-94 have almost tripled from that of the previous year. This is an indication of the high demand for EAHED degree programs in their modified configuration.

Assessment information for the School of HPEL has indicated that graduates have an extremely high success rate in employment placement. Furthermore, graduates attain the appropriate professional certifications at a much higher rate than those from other institutions. These findings are indicators of the quality of degree programs offered by the School of HPEL at OSU. In light of these data, the department has initiated a more aggressive recruitment campaign focused at educating high school students about the employment possibilities in the fields of health, physical education, and leisure. This initiative comes as a result of the fact that a majority of HPEL majors are transfers from other degree programs due in part to the students' lack of information about the HPEL programs prior to arrival at OSU.

Ongoing improvements and changes are continuously being made in the OAED graduate and undergraduate programs. Evidence of this in the doctoral program is exemplified by changes in several significant areas. The review process for doctoral candidates now includes an interview by a team of three graduate faculty. Candidates also are asked to demonstrate their writing abilities by providing an extemporaneous writing sample during a one hour writing session. The department also has made major revisions in course content and objectives for undergraduate and graduate programs in Trade and Industrial Education. These changes have been cited by students and employers as major improvements in the preparation of OAED graduates for work in the fields of trade and industrial education.

### Major Changes in Facilities and Equipment

The COE will be moving into a newly renovated building on the OSU campus in the Fall of 1995. A $9.8 million top-to-bottom renovation, made possible by passage of the Higher Education Bond Issue of 1992, will transform Willard Hall into a multi-story collection of "hi-tech" classrooms, laboratories, and faculty offices which will help to centralize the presently dispersed COE.

The renovation will make the OSU college a regional and national leader in the use of educational technology and "hi-tech" outreach programs. The project, currently under construction, will create a center for instruction, research, and training in the use of advanced educational technology. Major components include instructional computer laboratories, a distance learning facility, and interactive video laboratories. Students and
faculty will have access to the latest equipment and technology with a minimum cost to the University.

Through the use of satellite technology, the college will be able to make its programs available to other universities, schools, and businesses. The new facility will have interconnections with the OSU library, telecommunications center, and national databases, giving students and faculty access to state-of-the-art information for research papers, grant applications, and teaching materials.

The central location of the facility will serve to unify COE faculty from 12 different sites on campus. Seminar and intensive study rooms will be included to encourage faculty interaction and interdisciplinary projects. Plans are for the COE to occupy the building in January, 1996.

**Summary of Strengths and Concerns**

In spite of substantial under-funding, the COE is a very efficient, productive unit at OSU. In terms of overall productivity, when the six academic departments in education are compared with other departments across the campus on the criteria of number of degrees awarded, weighted student credit hours produced, grant volume, and number of faculty, the COE was among the most productive colleges at the University in 1992-93.

The major strengths of the COE lie in the faculty and students. Instruction delivered in the COE provides more teacher and administrator certifications to students than any other institution in the state. Sensitive to the needs of a diverse student population, the college strives to guide each student toward completion of a successful college career. The COE is especially sensitive to today's critical shortage of multicultural educators, and has implemented a number of programs aimed at addressing this problem.

**COE Goals 1985-1994**

The COE has established goals upon which to focus when planning for improvement and change at the college level. The identified goals are:

1. To improve the quality of the learning environment through (a) the development of enrichment programs, (b) efforts to improve the quality of student-faculty interaction especially at the graduate level, and (c) an improved student to faculty ratio.
2. To secure, initiate the use of, maintain, and systematically update state-of-the-art instructional facilities and equipment necessary for maintenance of a high quality learning environment.
3. To enhance the quality and cultural diversity of the faculty through strategically designed recruitment and an enhanced faculty development program.
4. To develop and maintain academic programs of high quality and relevance through systematic evaluation and management of the curriculum and supporting resources in light of state and national trends and through attending to student and faculty development needs.
5. To evaluate and modify college programs consistent with national and regional needs, with the evolutionary development of the college and university as maturing academic units, and with the possibility of a static or reduced resource base.
6. To enhance the international experience program in the college of education to stimulate the involvement of faculty and students in the study of international and cross-cultural education.
7. To recruit high quality undergraduate and graduate students and improve retention of such students.
8. To continue to develop and implement a model for an integrated professional school for the initial preparation of teachers which culminates in graduates' first professional degree.

As the State of Oklahoma and the nation continue to place emphasis on a quality education for America's youth, the COE at OSU will meet this demand by providing quality professionals who will accept these challenges. COE graduates return to the local communities in Oklahoma as educators to serve as leaders for economic development. As we stand on the threshold of the 21st century, the future of education in Oklahoma has never looked brighter.
Changes That Have Occurred Since the Last Review

**Physical**

At the time of the previous review, the south wing of Cordell Hall was being remodeled for the Engineering Technology program. Faculty and staff supporting this program have been moved to the remodeled offices with the exception of those persons associated with the Fire Protection and Safety Technology program. The latter program and the faculty and staff offices remain in the campus fire station.

The Fire Protection and Safety Technology program is unique and attracts students from all parts of the world. The maximum program enrollment is limited by both the number of available faculty and the physical facilities. In order to accommodate more students in the fire station laboratories, we eliminated the dormitory housing on the second floor that served students who assisted the Stillwater Fire Department. Internships with other fire departments and employers have been created to replace the experience that was provided for a few students with the Stillwater Fire Department.

All of the educational programs in the College of Engineering, Architecture and Technology (CEAT) have a heavy dependence on computers. Since the last review, the College has added seven computer classrooms and two computer laboratories. The computer classrooms are fully networked with computers for the instructor and for each student in the class. A projection device for the instructor's computer is also provided. Software is loaded on these machines each semester to match the needs of the classes scheduled in that room. The computer laboratories are open for student use essentially the same hours that the library is open. One computer laboratory has primarily personal computers while the other one has RS 6000 UNIX machines. Appropriate software to support the courses offered is available on the machines in these labs each semester. Experience demonstrates that we must have one computer available for every ten students enrolled in the College.

**Personnel**

Student enrollment in many CEAT programs is being managed to match the available instructional resources. Table 12 illustrates the significant decrease in undergraduate students in the College and the substantial increase in master degree students.
The latter increase is primarily the result of the graduate level distance education programs. Table 13 shows the resulting changes in student faculty ratios.

<table>
<thead>
<tr>
<th>Table 12. CEAT Enrollment and Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Engineering Technology</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
</tbody>
</table>

The faculty contact hours remain high because of a parallel effort to reduce class sizes particularly in design courses.

Another mechanism for faculty development has been added and is fully supported by
the College. Continuing education programs broadcast by the National Technological University have been purchased and are available either for viewing live or by video recordings at no cost to the individual or the academic unit. Hundreds of programs are available each year.

Several student enrichment programs have been added or modified since the last review. A Scholars Enrichment Program has been created to enhance the experiences for academically highly qualified students who also have leadership potential. This program includes special seminars, team building exercises, opportunities to meet corporate leaders in the United States and Europe, opportunities to meet political and government leaders and an enriched menu of cultural activities.

Our Minority Engineering Program has been changed to a Multicultural Engineering Program. This program supports students financially and academically while preparing them to work in a culturally diverse workplace. In recent years, the number of Native American engineers graduating from OSU ranks us in the top three universities each year.
Women continue to represent larger fractions of the CEAT student body. Recent freshmen classes have had over 20% females. In parallel, the Society of Women Engineers and related activities have expanded.

Curricular

Two engineering schools have changed names. The Agricultural Engineering department is now Biosystems and Agricultural Engineering with four academic programs in Biosystems Engineering. The Civil Engineering school is now Civil and Environmental Engineering. It has options in both civil and environmental engineering under the Civil Engineering degree heading. This school also offers a masters degree in environmental engineering.

Other degree changes include adding an environmental option in the Chemical Engineering program and a Masters of Manufacturing Systems Engineering in Industrial Engineering and Management. The petroleum engineering options in Chemical Engineering and Mechanical Engineering have been dropped. The Division of Engineering Technology has eliminated the petroleum technology program and all associate degree programs.

All of the programs in the College have placed greater emphasis on integrating the liberal arts with the discipline. Requirements for all students in the humanities and social sciences have been increased from 16 to 18 credits. Statistics is now required in all engineering programs. These courses support capstone courses now required in each discipline. Students in the capstone courses work on realistic projects under conditions similar to those they will experience after graduation. They are expected to integrate all dimensions of their academic preparation into the solutions.

The College has a major commitment to distance learning. General Engineering and Electronics and Computer Technology are both offered through the University Center at Tulsa. Courses leading to masters degrees in engineering programs are also available through the Center. Some of the courses at the Center are offered live and others are offered in the two-way-compressed video format. Several industrial sites in Oklahoma receive course work for engineering graduate programs from the College via two-way-compressed video. Core courses in engineering and in architecture are now being taught with two-way compressed video to transfer institutions to facilitate better articulation. The College offers a number of courses via satellite transmission in conjunction with the National Technological University. Individuals at remote sites where satellite or two-way-compressed video transmission cannot be economically justified, can receive coursework on video tape with good instructor support. The emphasis on distance learning - particularly for masters degree programs has significantly changed the student profile in the College.

Evidence of Program Strengths

Awards

The National Academy of Engineering has two members currently teaching in higher education in Oklahoma. Both are at Oklahoma State University. Twenty-eight of the faculty in this College are Fellows in their National or International professional society.
The students in the College receive recognition locally, regionally, and nationally. During recent years, students from the College have averaged 45 regional and national awards per year for their academic and professional accomplishments. Two of the last three student government presidents at Oklahoma State University are students in the College of Engineering, Architecture and Technology.

Alumni Records
Each year, approximately 80% of the engineering graduates from the College take the Fundamentals of Engineering Examination. This national exam is the first step towards becoming a registered professional engineer. The passing rate for Oklahoma State University students has been steadily increasing on this examination. On the most recent exam, 87% of the CEAT students passed the exam. This figure compares with the State average of 76% and the National average of 66% passing.

The demand for graduates from all programs in the College remains very high. While most graduates take positions in industry or government, some elect to continue to graduate school. The latter students frequently continue their studies at the most prestigious and selective graduate programs.

Continuing Concerns
Student interests and workplace opportunities are continually shifting. These changes provide an ongoing challenge to match our instructional resources to the demand and opportunity.

A national trend in engineering, architecture and technology education is to integrate the various segments of the curriculum. For example, there is substantial evidence that mathematics and both oral and written communications are better learned if taught as part of the technical courses. Likewise, the concepts of design which are central to all of the disciplines in this College are best integrated across the undergraduate program. We have made substantial progress in integrating the technical curricular concepts, but now need to integrate liberal arts coursework into the discipline based courses. In particular, the humanities and social sciences need to be explored in greater depth and integrated with technical applications.

Review of Objectives and Priorities
Instruction
The primary goal for instructional programs in the College of Engineering, Architecture and Technology (CEAT) is to offer high quality programs in those disciplines. Measures of the quality include maintaining discipline based accreditation; recruiting and retaining outstanding students; recruiting, developing, and retaining excellent faculty; and enabling students to command higher-than-average starting salaries in a national market.

Discipline accreditation includes the Engineering Accreditation Commission and the Technology Accreditation Commission of the Accrediting Board for Engineering and Technology and the National Architecture Accrediting Board.
Improvements in the quality of the learning environment are continuously sought. Computer classrooms and laboratories, television studio classrooms, new laboratories and integrating senior experiences have all been added in the last decade.

Student recruitment and retention have both been enhanced since the last review. Both high school and junior college teachers and counselors are invited to CEAT periodically to learn about the programs in the College and the related career opportunities. The teachers and counselors participating in this program assist our student services staff to identify highly qualified students for recruiting visits.

Faculty excellence is enhanced through a variety of professional development and creative activities. It has not been possible to have as many faculty on sabbatical leave as originally planned, but this has been offset through an enhanced program of outstanding speakers brought to campus, NTU training programs and an expanded menu of creative activities.

The second major goal for the instructional programs is to focus program effort such that we can make unique contributions to the State and Nation. Both engineering and architecture have adopted a professional school pattern for the first degree. Students take two years of general coursework and then must apply for admission to the professional school. This assures that all students receive a common basic education, it provides an opportunity to control upper division enrollment, and it assures that only qualified students take the upper-division courses.

Design is the common link for engineers, architects and engineering technologists. We utilize this linkage to focus and coordinate the instructional programs.

Extension

The goal for CEAT Extension is to provide continuing education and public service of the highest quality in targeted topics. These programs are provided to individuals and organizations. The programs include production and distribution of training materials, short courses, certificate programs and degree programs delivered by distance education technologies. Specific program foci include Fire programs (training materials, fire service personnel training and accreditation of fire programs), Ground Source Heat Pumps (training materials, applied research and short courses), Local Government Technology Training (short courses, certificate programs and technology assistance) and Academic Extension (emphasizing non-credit short courses and electronic delivery of academic programs).

Future Goals

Enhance the Students’ Experience

Graduates of the programs in CEAT become both community leaders and world citizens. Employers tell us that most of our graduates will either be working in or developing projects for more than one country. Many of our alumni have extensive records of corporate and community leadership. Therefore, it is important for us to be preparing our students for these roles. Students are encouraged to participate and provide leadership in the full range of university activities. Internships, Coop programs and various types of
visits with potential employers both on-campus and in places of employment are being facilitated and encouraged.

It is also important that students be exposed to a greater educational breadth. We expect to enhance the undergraduate research experiences available for students. Students already have access to the world wide information network, and we expect this network to become a integral part in the educational process. The use of multimedia and virtual reality will allow students to have experiential learning that could not be effectively simulated in laboratories.

Integrate Knowledge Throughout the Curriculum

Graduates of CEAT, whether they are engineers, architects or engineering technologists, work on projects and make decisions that have far reaching impacts on society and the environment. Thus in addition to the technical knowledge, it is very important that the students understand ethics; social, economic and environmental impacts of their decisions; written and oral communications skills; and team skills. They must also be aware of cultural differences. These topics cannot be studied in isolation, but rather must be integrated with the technical material.

Enhance Partnerships With Industry and Government

Effective technology transfer, continuing education, research funding and influence on society requires a cooperative working relationship among the major segments of society. We intend to enhancing our partnerships with industry and government including personnel exchanges while simultaneously maintaining an independent role in society. We recognize that a Land Grant University cannot fulfill its mission if it allows conflicts of interests to occur from a very close relationship with external organizations.
COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES

The mission of the College of Human Environmental Sciences is to design and deliver innovative and superior instruction, research, and service in globally oriented, scientifically based, human environmental programs which enhance individual wellness and quality of life in an ethical and socially responsible manner. Established in 1904 as an integral part of its land grant mission, the College is a comprehensive unit also linked to USDA through the Cooperative Extension Service and the Agricultural Experiment Station. University extension and state research support broaden the programming and audiences served.

Central to the mission is the study of individuals in their natural, behavioral and constructed environments as mutually shaping systems, each changing over time and adapting in response to the other. Analyses of human environmental relationships lie at a point of convergence between the biological, physical, social, and behavioral sciences. The focus of this College is the discovery, dissemination, and application of scientific knowledge to enhance human development at all levels of environmental systems and their linkages.

Nationally accredited undergraduate programs offered in the College focus on professional preparation while emphasizing the importance of a liberal education in the arts, humanities, and sciences. Through its masters and doctoral programs, the College strives for excellence and national recognition in graduate education and research. As the only human sciences component of the land grant university in Oklahoma, the College serves statewide, national and international audiences through its teaching, research and extension activities. The College name, selected in 1992, accurately reflects current programs and recommitts the College to the solid scientific roots upon which the multidisciplinary field was founded. The application of scientific principles which link knowledge of individual development and environmental quality is at the core of today's pressing problems and those identified for the future.

Academic Programs

The College includes the departments of Design, Housing and Merchandising (DHM), Family Relations and Child Development (FRCD), Nutritional Sciences (NSCI), and the School of Hotel and Restaurant Administration (HRAD). Each contributes to the CHES mission which is reflected throughout the curriculum and in research and outreach programs. The core curriculum is mission-driven and is acknowledged as providing the common body of knowledge specified by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The OSU program is the only CHES program in the state accredited by this organization.

The bachelor's degree in Human Environmental Sciences may be earned through each department. Likewise, the departments form and contribute to the CHES doctoral program (among the largest in the country and fourth largest at OSU, and the only CHES doctoral program in the State of Oklahoma). Master's degrees are offered in each of the three departments and a new master's degree program in HRAD will be implemented in Fall, 1995.
All faculty are expected to contribute to the three functions of instruction, research and extension; however, the emphasis placed on each area differs according to the assignment of the faculty member. Almost all of the faculty who have assignments for the instructional program also serve as adviser to students. Both Cooperative Extension and University Extension programs are conducted through the college, and the activities of these groups are described elsewhere in the NCA report. Scholarly activity is an expectation of all faculty regardless of their assignment.

Faculty have been recognized as a strength of CHES programs by several accreditation agencies. Specifically, faculty have been cited as being highly qualified in their areas of specialization. They have also been commended for their willingness to serve as role models for junior faculty and graduate students. Another positive characteristic that was identified was faculty concern for students and programs which results in good advising.

**Student Advisement/Retention**

Although retention rates in the College are comparatively high, efforts are being made to raise them. All new freshmen are advised in the Office of Undergraduate Programs and Services. After they select a major, they are advised by a faculty member in their professional field.

Efforts are being made to identify "at-risk" students. Approximately three weeks after the semester begins, students who have not attended classes, or who have been absent excessively, are called or sent a letter encouraging them to see their instructor and/or adviser immediately. Exit conferences are held with students who withdraw. Through student organizations, particularly student council and freshmen council, advisers attempt to uncover any general problems students are having with the curriculum, requirements, other offices/departments on campus, etc.

**Student Quality**

Student recruitment occurs through the Office of Undergraduate Programs and Services. The CHES Student Recruitment Coordinator coordinates all recruitment activities of the College and cooperates with the Office of High School and College Relations (HSCR) in university recruiting efforts. The coordinator also works with HSCR to maintain an up-to-date prospective student data base including all students who have indicated an interest in or have been contacted by the College. The recruiter also has the
responsibility for college recruitment publications, which are developed in consultation with department heads and faculty. During the past two years all of the college and departmental recruitment publications were revised and updated for a more professional
and unified appearance. The format for these was coordinated with that of university publications.

Recruitment efforts include visits to high schools and junior colleges; frequent letter writing and phone calls to prospective students; distribution of publications to county Extension personnel, high school and junior college teachers and counselors; hosting students and parents who visit campus, working with freshmen enrollment clinics, ALPHA and various meetings on campus for prospective students. The CHES Ambassadors are students who assist in recruitment and other college activities. The Student Recruitment Coordinator is adviser for this group.

Students in the College perform well on external examinations. Since 1985, the average ACT composite score of CHES students increased from 18.45 to 22.45. All students in Nutritional Sciences at OSU completing the professional experience program (AP4) or graduating from the undergraduate program who took the national dietetic registration examination for the first time last year passed. The national passing rate for AP4 programs was 89%. Early Childhood Education majors have had outstanding performance in the Oklahoma Teacher Certificate Testing Program. They have consistently had a pass rate in the upper ninetieth percentile.

Students in the college compete well for university scholarships and in the selection of outstanding students for honoraries, Who's Who, top ten freshmen and outstanding seniors. Graduate students have consistently received national scholarships in several areas including the prestigious General Foods Fund Fellowships. These fellowship awards are $10,000 per year and only six are awarded nationally. Recently, two of these scholarships came to students at OSU for a total of four years of funding. In addition, two students in the Department of Design, Housing and Merchandising were awarded NASA fellowships in the apparel design area.

Facilities and Equipment

During the past 10 years the facilities in the College have been improved considerably, due to private gifts as well as reallocation of funds to the facilities priorities. The entire college is computer networked and faculty have computers in their offices. The building and many of the offices have been refurbished and made more inviting and pleasing to students and our publics. The entry hall and the student lounge were enhanced using students’ design ideas together with gifts from donors.

A computer aided design (CAD) laboratory with 21 stations is in place for the use of students in Design, Housing and Merchandising. Another computer laboratory is available for Hotel and Restaurant Administration students. Furnishings and software have been donated for use in the laboratories. An environmental design laboratory that permits testing prototype garments on human subjects under controlled environmental conditions was built with research funds. An industry CAD system for apparel design and pattern making is housed in this laboratory. A large fourth floor storage area was converted into a modern and attractive gallery for the display of interior and apparel designs. A state-of-the-art lighting laboratory is also in place.

The hospitality teaching center for Hotel and Restaurant Administration students was completed and occupied in August, 1990. This innovative $3.3 million teaching center covers 22,500 square feet. A mock front office counter and adjoining classroom with computer work stations is available for front office laboratory instruction. A multi-unit
teaching restaurant with two operating quick-service restaurants (QSR) and a common seating area for 100 is used to give students experience in fast food operations and management. A basic food laboratory with 16 student work stations includes institutional production equipment (both electric and gas) and an instructor's demonstration area. A state-of-the-art teaching kitchen includes a steam cooking station, broiler-griddle-fryer station, cold pantry station, bakery, pot sink and dish washing section. Multiple dry storage and walk-in refrigerator areas are included in this spacious kitchen. An innovative four-tier classroom seating 96 students is designed for equipment demonstration. Taylor's Dining Room, a fine dining facility which seats 135, includes a fully equipped teaching bar and a wait station. Dining room management is taught in this facility which is open to the public for dining Tuesday through Friday for lunch. The entire facility is accessible to the physically challenged.

The child development laboratories were remodeled in summer, 1993, to provide a new classroom for a mixed group of four-year-olds and kindergarten-aged children. Additional observation rooms were added to allow increased visual access to the children. The sound system was replaced to provide high quality auditory access to the children.

The Nutritional Sciences laboratories that were formerly housed in another building were moved to the Human Environmental Sciences building. A new experimental foods laboratory is in place, and new equipment worth more than $100,000 has been obtained for the nutrition laboratories. Major pieces include a gamma counter for hormone assays, a spectrophotometer and centrifuge used by many researchers for all types of research, an atomic absorption spectrophotometer for trace element analyses, a bioimpedance analyzer for estimation of body fat, an Instron texture analyzer, a SRI gas chromatograph, and fluorescent and UV-VIS detectors for the high performance liquid chromatograph.

Some of the facilities in the College still need to be up-dated, and plans are underway for renovation of the textiles laboratories and some of the nutritional sciences facilities.

**Strengths, Concerns and Recommendations**

The College of Human Environmental Sciences is the only such college in the State of Oklahoma. It is an accredited comprehensive unit containing research-based specializations. Faculty are prepared in their academic area of specialization and teach, conduct and disseminate research within it. Although general programs exist in other higher education institutions, no other offers a comprehensive program with individual specializations.

Overall accreditation is a strength of CHES. The core curriculum emphasizes the inter-relationship required for accreditation and reflects the mission statement (introduction to human environmental sciences; human development across the life span; professionalism and ethics; multicultural opportunities and trends; and integrative capstone departmental seminars). Accreditation of individual college programs for which an esteemed and/or necessary accrediting body exits also sets the college apart. Each is unique to OSU. Two accreditations are unique to Oklahoma and the region: Hotel and Restaurant Administration and Marriage and Family Therapy (one of 22 nationally). The American Dietetics Association approved the undergraduate dietetics curriculum for the maximum 10-year period. Dietetics at OSU is one of three programs offering a route to eligibility to sit for the national registration exam. In fall of 1994, the American Dietetics Association
approved this program as a developmental internship program. The interior design program is one of two Oklahoma programs accredited by the American Society of Interior Design, a designation necessary for graduates' licensure.

Over the past five years the college has prepared documents and hosted six site visits for accreditation and review. Composite of the recurring strengths identified by these visiting teams were: college mission statement and its integration throughout the curriculum; participatory planning process; demonstrated commitment to fully participating as an equal contributor with fellow colleges across campus; committed to seizing opportunities to enhance the human condition through science and education; merging of departments has resulted in streamlined administration releasing existing resources for new functions and laying groundwork for program focus; strong support from OSU central administration; undergraduate and graduate students articulate an understanding of the integration of their program into the whole of the college; strong alumni and other external support; a dynamic and unique faculty development program (Faculty Scholars); research thrusts in support of instruction and outreach; and updated facilities (i.e. laboratories, classrooms and public spaces such as the student lounge).

The CHES faculty is a strength. All CHES faculty teach, including those with administrative appointments. Demographics reveal that a significant proportion of the faculty are young in their careers, having joined the college within the last five years. The Faculty Scholars program was created to facilitate the success at OSU of these academically well prepared and enthusiastic faculty. Mid-career faculty have also participated. Ninety-one percent of the faculty in CHES hold terminal degrees in their field, and they teach in their areas of specialization. Tenure track faculty teach a majority of the courses, even at the undergraduate level. (See Figure 9 a and b following.) Graduate students who teach have prior teaching experience and are supervised by a faculty member. All faculty are expected to be involved in scholarly endeavors. Several faculty participate in externships during the summer to gain current experience in actual work situations in their fields, and many faculty have received awards for their teaching and their scholarly endeavors. Faculty in early childhood education are required to participate in public school experiences annually.
Required internships in undergraduate majors is another strength. Industry and professional partners make experiences possible which truly position the undergraduate program squarely in the land-grant tradition of providing high quality professional (practical) education augmented by strong general education. Internships often lead to job offers.

Figure 9a. Lower Division Classroom Staffing

Figure 9b. Upper Division Classroom Staffing

Black: Professor = Tenure track: Assistant, Associate and Full Professors.
Grey: Other = Non-professors: Instructor, Graduate Assistant, Lecturer, etc.
Another strength is the inter-relatedness of programs within CHES (e.g., interior design applied to the hotel and restaurant industry: HRAD students take interior design; interior design studio problems include the hospitality industry). Employment opportunities are enhanced as a result (e.g., a recent visiting alumnus of the OSU interior design program was the lead designer on the Euro-Disney properties). Likewise, the child development laboratories offer opportunities for students and faculty interested in design applied to environments for young children.

Highly specialized and unique laboratory facilities characterize CHES. Acquired through education/industry partnerships, several are unique to OSU, Oklahoma, nationally and internationally. Most have been recently completed: teaching restaurants with state-of-the-art computerization, lighting laboratory, computer-based design laboratory with business interiors, environmental testing chamber, interior design gallery, the Bartlett Independent Living Center (now supporting a gerontology program), and the child development kindergarten laboratory. Each provides students and faculty unique instruction and research opportunities.

Each masters degree specialization is research-based. Graduate students pursuing masters and doctoral degrees are advised by faculty active in scholarly activity within their area of specialization. The doctoral program in CHES is unique to Oklahoma, and demand for graduates continues to exceed supply. It is among the largest at OSU and nationally. It enjoys high regard among the academic and professional employers of graduates, including many in Oklahoma higher education.

Scholarly activity has increased, producing 45 published refereed articles in 1992; 81 in 1993 and 64 in 1994. Other scholarly activity, including serving on editorial boards and as editors and reviewers, increased from 11 in 1991-92 to 20 in 1993-94. National association offices and presentation of papers has remained at a high level (151-154). Faculty, including administrators, seek and receive extra mural funding which has increased yearly.

Dissemination through extension programming is a strength. CHES University Extension facilitates college-wide and departmental human and economic priorities serving professional and industry audiences. Cooperative Extension provides outreach through all Oklahoma counties and provides research-based programming delivered to households, schools, and communities.

Concerns raised by accrediting/review teams have been or are being addressed (e.g. reducing the course inventory, research supportive of teaching responsibilities, teaching responsibilities supportive to research productivity, the need to focus research priorities). Updating some laboratory facilities (i.e., nutrition, child development) was identified. These have, are, or will be addressed.

Continued state and federal funding is THE major concern. CHES has reorganized, prioritized and has strong programs with fine faculty. However, only with stable funding can the college continue on the positive course it has charted.

NOTE: Additional information about the college and departments may be found in the Academic Program Review Report for the College.
The College of Veterinary Medicine (CVM), Oklahoma State University was established in 1946, with a curriculum extending over four calendar years and leading to the Doctor of Veterinary Medicine (DVM) degree. The first class was convened on March 1, 1948. Graduate Programs for the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees are also available in the Departments of (1) Veterinary Pathology, (2) Veterinary Parasitology, Microbiology, and Public Health and (3) Physiological Sciences. Post-doctoral (post DVM) training programs for interns and residents are available in the Department of Medicine and Surgery, Department of Pathology, and the Oklahoma Animal Disease Diagnostic Laboratory.

The College has been fully accredited by the American Veterinary Medical Association for the past 12 years. It will undergo its next accreditation site visit in November, 1995 and is using the 1994-95 academic year as its base year for an exhaustive self-study. This report will deal with only two of the four major functions of the Veterinary College. These are Instruction and Service. The Research component and the Extension/Adult Education/Outreach activities will be incorporated in other sections of the NCA self-study.

1994 Vision Statement: As related to Instruction and Service Only

Veterinary Medicine is a profession expanding in career diversity and opportunities because of ever-increasing knowledge, greater technological capabilities, and changing societal expectations, values, wants and demands. The CVM will continue to explore new opportunities related to animal health and veterinary medicine. However, its major focuses will be:

- educating and training high quality, broadly trained students who will possess the knowledge, skills, values, and attributes needed for entry into a rapidly changing profession
- educating and training graduate veterinarians and others for private specialty practice, academics, industry or government service through intensive residency and graduate programs
- providing high quality service to the profession and public through a state-of-the-art local primary practice, secondary-referral practice, and diagnostic capabilities dedicated to expeditious reliable service.

To educate and train students to become quality veterinarians, the CVM will strengthen its broad-based general education program grounded in the basics of veterinary medicine; it will also provide increased educational opportunities for species differentiation and careers in non-clinical practice in animal health-related areas. The CVM faculty will place more emphasis on the ability to find, use, and manage information for problem-solving than on accumulation of facts. More importance will be placed on educating veterinarians in an environment of cultural, racial and ethnic diversity. In addition, the CVM will strive to develop veterinarians who will: (1)
understand and practice a high standard of ethics; (2) subscribe to their roles in societal issues relating to animal health and welfare; and (3) appreciate the importance of animals for the livelihood and well-being of the human population.

The education and training of veterinarians beyond the DVM degree must meet the demands of more specialized careers. This will require residency training and graduate programs with greater emphasis on state-of-the-art technologies and skills and better public and scientific communication. Such programs will be focused in fields and specialties of veterinary medicine consistent with the current and projected societal demands and career opportunities. Graduate education opportunities for individuals with the baccalaureate degree will focus on areas emphasizing contemporary basic scientific methodologies especially at the molecular and cellular level.

Diagnostic services will be enhanced through applications of newer scientific technologies, informational and business management systems, and communication methods. The CVM's local and referral practice will increase as the Teaching Hospital enhances its diagnostic and clinical services through application of technologies and procedures not readily available in private practice.

Instructional Programs

Professional Students—Admission and Enrollment

The policy of admitting 70 students to professional classes has continued since 1980. In 1985, a new policy allowed admission of non-resident students. Initially, up to 10 percent of the class could be non-residents and this was increased up to 20 percent in 1990. This policy was reviewed by the Oklahoma State Regents for Higher Education in February 1995 and extended to future classes.

Qualified applicant numbers for the 70 positions rose from a low of 98 in 1984 and 1985 to 186 in 1987. Applicant numbers then dropped again to 123 in 1991. From that second low they have again increased progressively to 188 in 1994. Overall applicant numbers are up sharply to 411 in 1995 (124 of these were residents and 287 were nonresidents). In the last admission cycle, 45.2% of the qualified applicants were Oklahoma residents, but they were 84.7% of the class admitted. In 1989, the College hired a full-time recruiter which has resulted in a significant increased interest in veterinary medicine by both high school students and college undergraduates.

Efforts to increase minority students have been significantly aided by recruitment efforts, increased percentage of non-resident students, an "alternative admissions process" allowing special consideration of certain classes of applicants, and fee/tuition waivers for selected minority applicants. The current student body has 7.8% minority students, and in each of the last two classes 10% of the matriculates have been minorities.

In 1992, minor changes were made in the pre-professional requirements in order to allow for improved articulation between other state colleges and pre-professional programs at Oklahoma State University. However, the minimal 60-credit hour requirement was retained. A grade point index of 2.8 (on a 4.0 scale) has been retained as the minimal academic qualification. The Biology component of the Graduate Record Examination has been added, because research indicated it was a significant predictor of academic success in the professional curriculum.
Utilization of practicing veterinarians on the College Admissions Committee, which began in 1976, has continued and proven to be very effective. These individuals assist the College in its recruitment efforts and maintain strong liaison representation with the profession in the State. The Oklahoma Veterinary Medical Association is active in support of the College’s recruitment efforts.

**Professional Curriculum Modifications**

A major change in the professional curriculum was phased in over a four-year period beginning in the fall of 1986. The phase-in started with the first-year class at that time and was completed with their graduation in 1990. The primary change was moving all lecture courses from the fourth year. The fourth year then became devoted to clinically related experiences, electives, and preceptorships. A number of courses in the first three years were combined to decrease the number of one-credit-hour offerings. Courses were restructured to combine similar content into single courses. These revisions resulted in a more logical sequence in presentation of curriculum content. The modifications resulted in a slight increase in contact hours during the first three years.

A major philosophic consideration in making the 1986 change was a premise that the clinical year was the “major laboratory” for all pre-clinical instruction of the first three years. Elimination of didactic lectures in the fourth year allowed establishment of specific clinical rotations defined as "core" and significant expansion of "electives." It also allowed establishment of 4-6 week preceptorships in which students leave the campus for training and experience in a veterinary career of their choice.

After a thorough review of the senior year curriculum and an evaluation of student performance in the clinical setting, the faculty has approved a change to be initiated in May, 1996. The present scheduling of clinical courses into two-week blocks will be changed to scheduling them in three-week blocks. This will allow students better follow through on cases admitted to the hospital and reduce scheduling problems. The net effect should be improvement of clinical services for clients and patients, enhanced clinical education for students and a better instructional environment for faculty.

Influenced by strategic planning and experience, an annual review of the curriculum has led to slight modifications in program content. A one-credit-hour elective was inserted into the third year of the curriculum to allow some concentration in a defined area and give faculty an opportunity to teach at a greater depth in their discipline. Clinical technique’s laboratories were distributed throughout semesters four, five and six. These minor changes also assisted in a reasonably uniform distribution of student effort throughout the three-year pre-clinical program.

Total attrition in the ten classes admitted from the fall of 1981 through the fall of 1990 (graduated in spring of 1985 through spring of 1994) was 7.1 percent. Attrition during this ten-year period peaked in those classes where applicant numbers were lowest. This is quite consistent with the national attrition rate and pattern in colleges of veterinary medicine. In the spring semester of 1995, total attrition was 6.0 percent of the current student body with 1.1 percent repeating courses in remediation status.

The curriculum and individual courses are continually monitored by the Committee on Curriculum and Effective Instruction. Each instructor-of-record prepares a syllabus that is distributed to all departments and each member of the Committee, including four student members. Every course is evaluated by students each semester and results are
shared with the instructor-of-record and that instructor's department head. Each student has a faculty member serving as their academic advisor. A Professional Standards Committee reviews the performance of all students at the close of each semester and makes specific recommendations to the Dean on each student who receives a "D" grade or lower in any course.

In 1994, the College took a significant step forward in computerizing the learning environment. A computer laboratory was established with twenty state-of-the-art multimedia computers. Two smaller computing centers were established with twenty additional computers. All are tied into the College and University computing networks with full access to Internet. The University anticipates a "Student Technology Fee" that will assist in funding more rapid expansion of both classroom and computing technology in 1995-96.

Faculty are now investigating and developing instructional delivery of a more student centered and active learning environment. Efforts are also underway to review curriculum in light of the rapid changes in social perception of animal health, food safety, human-animal bond considerations and environmental issues impacting on veterinary medicine. During the current year, faculty are addressing "outcomes assessment" issues as the veterinary accreditation procedure moves from a process-based evaluation to an outcomes-based evaluation.

**Graduate Education Programs**

The College is involved in four basic graduate education programs and two combined certificate/degree programs. The total number of students in these remains consistently in the range of 35 to 40. In the 1994-95 academic year, there is a typical profile which is as follows:

- Non-DVM students seeking MS Degree: 5
- Non-DVM students seeking PhD Degree: 6
- DVM students seeking MS Degree: 4
- DVM students seeking PhD Degree: 6
- DVM students seeking Certificate of Internship: 4
- DVM students seeking Certificate of Residency: 9
- DVM students seeking MS and Cert, of Residency: 2
- DVM students seeking PhD and Cert, of Residency: 2

Seventeen of these students are male and 21 are female; seven are foreign nationals.

Veterinary medical internships and residencies are post-DVM education programs in a specialty area of veterinary medicine. Students in these positions are generally pursuing certification in a Boarded Specialty and may or may not simultaneously pursue a graduate degree.

The College attracts very high quality graduate students. The graduate program could be expanded significantly if additional funds could be obtained to provide additional stipends and expanded research support.

**Physical Plant**

In 1986-87, the College undertook a $960,000 renovation project resulting in a new library, new learning resource center, and two new classrooms. Library space increased
from 2,288 square feet to 5,578 square feet, and its new location made it more readily accessible to all patrons. New classrooms were fitted with technologically advanced audiovisual equipment.

During the 1993-95 period, the College is investing $8,152,072.00 in major renovation of the physical plant and a few small new facilities. When completed, the College will have a new auditorium, three fully renovated basic science laboratories, and renovated support facilities for the instructional program. The Teaching Hospital will be remodeled in several areas, and a new large animal isolation unit will be built. The Diagnostic Laboratory will expand laboratory facilities and add an instructional/seminar room through renovation of shell space. All buildings have had new roofs or major roof repair, mechanical systems will be upgraded with some retrofitting for energy conversation. The old large animal clinic is being remodeled to accommodate new laboratory animal facilities. The research program will also gain several new units to house animals. These upgraded research animal facilities will allow the College to apply for full accreditation by the American Association for Accreditation of Laboratory Animal Care.

The College developed a botanical garden featuring toxic plants of economic importance to Oklahoma livestock. This garden has been a great asset to the professional instructional program, widely used in undergraduate programs of the University and is a valued part of extension/adult education programs in the State.

Service Programs

The College operates two significant service programs. The Boren Veterinary Medical Teaching Hospital; (1) provides the bulk of clinical instruction to fourth-year students, (2) serves the immediate animal health care needs of the Stillwater area, (3) serves as a referral service to provide secondary medical care to animals of all Oklahoma citizens, (4) provides tertiary medical care as newer technologies and delivery systems are developed in delivery of animal health care, and (5) is the source of extensive outreach programs that provide extension education to animal owners and continuing education to veterinarians. The Oklahoma Animal Disease Diagnostic Laboratory provides sophisticated necropsy and laboratory services to the entire State while providing instruction to both professional and graduate students throughout the College.

Teaching Hospital

The magnitude and importance of the Teaching Hospital are demonstrated in the following profile of clients and patients in the most recent fiscal year.

Teaching Hospital:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of clients</td>
<td>4,724</td>
</tr>
<tr>
<td>Number of patients</td>
<td>6,655</td>
</tr>
<tr>
<td>Number of accessions (admitted patients)</td>
<td>10,346</td>
</tr>
<tr>
<td>Number of patients hospitalized</td>
<td>3,909</td>
</tr>
<tr>
<td>Number of &quot;hospital days&quot;</td>
<td>37,037</td>
</tr>
</tbody>
</table>

Ambulatory Field Service:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of farm calls</td>
<td>1,095</td>
</tr>
<tr>
<td>Number of animals treated individually</td>
<td>2,548</td>
</tr>
<tr>
<td>Number of animals at risk in herds treated</td>
<td>62,925</td>
</tr>
</tbody>
</table>
The case load of the Teaching Hospital continues to increase slowly through expansion
of secondary care (referral of patients) and tertiary care (research related). This is due to
increasing visibility of outstanding faculty in their clinical disciplines.

The small animal clinic in the Teaching Hospital has been "Certified" by the American
Animal Hospital Association. There is no comparable "certification body" for the large
animal clinic, equine clinic or outreach programs of the Teaching Hospital.

An extension of the Teaching Hospital and Research Program is a Veterinary Medicine
Ranch located ten miles west of Campus. It opened in 1986 with a three-fold purpose: (1)
provide opportunity for third- and fourth-year students to get experience in equine
theriogenology, breeding and foaling; (2) establish an infertility program to offer the
opportunity for clients to get problem mares pregnant, and (3) provide routine equine
theriogenology service. This program averages 75 cases annually.

**Diagnostic Laboratory**

The Oklahoma Animal Disease Diagnostic Laboratory opened in January 1976. Its
mission is to: (1) render accessible, accountable and vigilant diagnostic service to
Oklahoma veterinarians and animal owners; (2) to reduce human diseases attributable to
animals; and (3) to provide support to the College of Veterinary Medicine. The
Laboratory has been accredited since it was opened. It was last reviewed in 1993 by the
American Association of Veterinary Laboratory Diagnosticians and full accreditation
was again extended.

During the last six years, the accessions of the laboratory ranged between 15,000 and
16,000 cases annually. There are three primary service areas in the laboratory: (1)
pathology, (2) microbiology (including virology, bacteriology, parasitology, and
immunology), and (3) toxicology. Managing this case load are 35 full-time employees
and 7 part-time student employees. Seven of the 35 full-time employees are veterinarians
with advanced degrees and/or board certification.

The Laboratory serves as a major training ground for graduate students in various
disciplines and is a rotation site for all senior students in the professional degree
program.

**Outreach Service Programs**

In addition to the two major service programs operated on Campus, the College also
cooperates with three major off campus animal health care systems. These are: (1)
Arbuckle Wilderness (a wildlife habitat in south central Oklahoma), (2) Oklahoma City
Zoo, and (3) Oklahoma City Animal Shelter. The latter provides an opportunity for year
four students to participate in routine neutering procedures on dogs and cats under
supervision of a faculty member funded by Oklahoma City. The other areas give faculty
opportunities for cooperative studies, offer veterinarians with those units' opportunities
for adjunct appointments, and provide additional clinical case material for instructional
purposes.

**Faculty**

Tenure track faculty are the most critical component of the College. While the College is
pleased that faculty quality has created consistent promotion to the higher ranks, a major
INSTRUCTION AND RESEARCH

The concern is the lack of new faculty coming into the system. This is clearly illustrated in Table 15 that shows a 66.6 percent increase in tenured Associate Professors, but Assistant Professors decreased by 26.1 percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-85</td>
<td>31</td>
<td>12</td>
<td>23</td>
<td>66</td>
</tr>
<tr>
<td>1989-90</td>
<td>29</td>
<td>19</td>
<td>24</td>
<td>72</td>
</tr>
<tr>
<td>1994-95</td>
<td>30</td>
<td>20</td>
<td>17</td>
<td>67</td>
</tr>
</tbody>
</table>

Budgetary increases allowed the College to reduce the student-to-faculty ratio in the latter part of the 1980s, but in the 1990s budgetary decreases reversed the process (see Table 16).

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Faculty</th>
<th>No. Students</th>
<th>F/S Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-85</td>
<td>66</td>
<td>277</td>
<td>1:4.19</td>
</tr>
<tr>
<td>1989-90</td>
<td>72</td>
<td>259</td>
<td>1:3.59</td>
</tr>
<tr>
<td>1994-95</td>
<td>67</td>
<td>271</td>
<td>1:4.04</td>
</tr>
</tbody>
</table>

Thus, over the ten-year period the average age of the faculty increased, and a higher percentage became tenured. With that increased maturity, research productivity has increased and the College's reputation for quality teaching and service has been enhanced.

During the last several years the College has attempted to develop a "clinical tenure track" for persons with exclusive teaching responsibilities. In the process, four instructional positions were held in the Administrative and Professional Category. OSU has determined that the "clinical tenure track" concept will not be approved; thus the College is now trying to convert these four instructional positions and their incumbents into tenure-track positions. This will increase the number of faculty to 71 and establish a faculty:student ratio of 1:3.82.

The College has made major efforts to increase the number of women and minorities in the tenure-track faculty ranks. This has been seriously impaired by the budgetary reductions that caused a loss of faculty positions. Still the College has been able to increase the number of female faculty to 13.4 percent and minority faculty to 4.5 percent of the tenure track faculty.

The College operates an academic program under contract with the College of Veterinary Medicine of Ross University. This brings the equivalent of senior veterinary students into the environment of the Teaching Hospital where they are provided clinical instruction equivalent to that of fully enrolled OSU senior students. The number of
contract students varies as does the time they are present so it is difficult to include them in calculation of student faculty ratios, but they do influence the instructional and service program in the Teaching Hospital. A major concern of the College is the salary structure for faculty. Budgetary constraints have led to a situation whereby faculty salaries for all ranks, when compared to other
Colleges of Veterinary Medicine, are near the bottom in the nation. This has a significant impact on recruitment and lowers faculty morale.

**Administration**

The College has made four major changes in its administrative structure in an effort to improve communications, enhance efficiency, and expand resources.

In 1992, an Assistant Dean of Service was employed in order to coordinate the service components of both the Boren Veterinary Medical Teaching Hospital and the Oklahoma Animal Disease Diagnostic Laboratory. In 1993, the instructional components of the Oklahoma Animal Disease Diagnostic Laboratory were aligned with the Department of Veterinary Pathology. Also in 1993, the College employed its first Development Officer and began a vigorous effort to expand resources contributed by the private sector. In 1994, the Development Officer's position was expanded from half-time to three-quarter's time. In 1993, the position of Associate Dean of Research was reduced to a one-half time appointment.

**Future Goals and Plans**

Beginning in 1988, the College developed a major strategic plan and has updated that plan yearly. While intended to assist the College in coordinated growth, the strategic plan and planning process have found their greatest use in responsible reallocation of resources in the face of stable and declining budgets. The major thrusts of the College in 1994-95 are:

**Resources**

1. Increase resources for support of all of its programs. This is being partially accomplished by establishment of a "development office" and solicitation of support from private industry. It is also being addressed through continuing effort by the Oklahoma State Regents for Higher Education to increase student fees and tuition. Greater efforts to increase research support have been quite successful and are spoken to in the research section of the University report.

2. Continue efforts to increase salary support of faculty and staff. Years of stable or declining budgets are seriously hampering the efforts of the College to adequately reward current employees, recruit the highest quality replacements, or expand faculty positions in areas critical to growth of the College.

**Instructional Programs**

1. Continue recruitment and retention efforts in the professional degree program in order to assure a stable or expanding pool of well-qualified applicants who can successfully complete the rigorous academic program.

2. Proceed with major discussions on instructional methodology, educational resources, and curriculum structure to assure graduates of the professional degree program are fully prepared for expanding diverse career opportunities. The current emphasis is on a more student-centered learning
environment and expanded use of electronic technology. Significant movement in this area will necessitate expansion of both faculty numbers and faculty development programs.

3. Expand graduate and clinical internship/residency programs to provide greater opportunities for development of all disciplines in the college while contributing to the next generation of specialists in clinical practice, public/corporate practice, and faculty for academic institutions.

4. Increase the number of clinical specialties available in the teaching and service programs of the college. The number of individuals in each specialty area also should be increased in order to meet the expanding demands on the College for both new areas of instruction and new service requirements.

5. Cooperate with the University in a Capital Campaign designed to increase gifts and contributions from the private sector. This will complement and assist the efforts of the Development Office of the College of Veterinary Medicine in attracting additional resources.

**Education and Learning Environment**

1. Support all student organizational activities with special emphasis on the annual open house.

2. Support the student body in hosting the National Student Veterinary Medical Symposium at Oklahoma State University in March of 1996.

**Physical Facilities**

1. Complete present renovation programs and proceed with further planning to bring older buildings up to current needs in teaching, research, and service areas.

**Planning and Development**

1. Expand the "outcomes assessment" activity in the College and use this in further strategic planning to define major needs of the State, College, and Veterinary Profession. This will assist faculty and administration in planning the most cost effective use of its resources and the most expeditious methods of meeting the needs of its constituencies.

2. Progressively expand cooperation of the College with veterinarians in the State of Oklahoma, administration of the University, Oklahoma State Regents for Higher Education, faculty of other health profession colleges in the State, and animal related industries in the State.
Policies and Procedures

**Function Policy**

Subsequent to passage of Senate Bill No. 957, a function policy statement for the Center was approved by the State Regents on April 15, 1994, and incorporated into the "Policy on Functions of Public Institutions" under the policies and procedures of the State Regents. Major provisions in the function policy statement included:

- Functions assigned to the Center were the provision of upper division, undergraduate study in liberal arts and sciences leading to a bachelor's degree, graduate study below the doctor's level, programs of economic development for the Tulsa region, and transfer opportunities for students with an associate of arts or associate of science degree.
- Oklahoma public colleges and universities were directed to coordinate with the Center their off-campus and electronic classes for credit in Tulsa.
- The Center was authorized to provide through its own resources or in cooperation with the participating universities academic, student, and administrative support services and public service or non-credit courses.
- The Center was not to conduct research but could serve as the delivery site for applied research sponsored by the participating universities, other education institutions, businesses, or foundations.

**Contracting Policy**

On December 9, 1994, the State Regents approved a "Program Contracting Principles & Procedures" document. The document established policies and procedures for contracts between the Center and participating universities for the funding of academic programs, selection and approval of courses and programs, standards for delivery, and the provision of student services and facilities supporting the programs. On December 13, 1994, Oklahoma State University signed its first instructional contract with the Center for fiscal year 1995.

**Academic Standards**

The "Program Contracting Principles and Procedures" require that provider institutions conform to State Regents' policies and procedures relevant to instructional offerings. Specifically, course and program offerings are to be of the same quality as on-campus instruction as outlined in the State Regents' policy on Educational Outreach (II-3-1). Relevant provisions of the policy include the following:

- Courses should be taught by a regular faculty member from the institution awarding the credit, and the course should be taught on an "in-load" basis as part of the faculty member's regular teaching assignment.
- Instructional arrangements for a course should be comparable to the same course as taught on the main campus.
• The instructional methodology used in the course should be substantially the same as observed in the same course on the main campus.
• Students should have access to learning materials on essentially the same basis as students taking the course on the main campus.

Furthermore, provider institutions make no distinction between residence credit awarded for work accomplished at UCT and that awarded for work done on campus. Degrees are granted by the Oklahoma State Regents for Higher Education and conferred by the provider college or university.

Academic Programs Delivered by Oklahoma State University

Initial Programs

Following creation of the Center in 1982, Oklahoma State University, Langston University, Northeastern State University, and the University of Oklahoma were selected as the provider institutions. Authority to deliver degree programs in selected academic fields was delegated to each university.

The programs approved by the Oklahoma State Regents for Higher Education for Oklahoma State University to offer through the Center included three undergraduate, 10 graduate masters, and two certification programs. Approved programs were in the fields of arts and sciences, business, education, engineering, and home economics.

Current Programs

Several changes occurred after 1985 in the type and number of degree programs Oklahoma State University was authorized to deliver through the Center. As of July 1, 1994, Oklahoma State University offered 19 graduate master degree programs, one education certification program, and three undergraduate degree programs for a total of 23 programs. The total represents a net increase of seven over the original 16 programs approved in 1982. For a complete list of degree programs offered by Oklahoma State University as of July 1, 1994, please see the University Center at Tulsa file in the Resource Room.

Program Additions

During the 1985-1994 period, Oklahoma State University implemented 15 additional programs at UCT including three undergraduate degrees and 12 graduate master's degrees or options. The new programs and the dates they were approved are listed in the University Center at Tulsa file in the Resource Room.

Program Suspensions

Since 1985, Oklahoma State University has suspended 10 degree programs or options. In 1992, six programs were suspended as the result of insufficient student enrollments. In 1993, an additional four programs were suspended as the result of low enrollments and a reduction in state funding for higher education. The suspended programs and the corresponding dates suspended are listed in the University Center at Tulsa file in the Resource Room.
Enrollments

The addition of new programs and a corresponding increase in the number of course offerings resulted in a significant enrollment increase in courses offered by Oklahoma State University during the 1985-1994 period. In the spring 1986 semester, there were 586 students who were admitted to Oklahoma State University and attending the Center. In the spring 1994 semester, the student head count had increased to 930. Course sections taught increased from a total of 86 in FY85 to a total of 276 in FY94.

Faculty

The largest proportion of classes delivered by Oklahoma State University at the Center are taught by tenure track faculty who commute from Stillwater. Two faculty are assigned to the Center on a full-time basis and are responsible for teaching and advising in the engineering and aviation programs. During the spring 1994 semester, 69 faculty taught 95 OSU course sections at the Center. Eighty sections (81%), were taught by tenure track faculty and 15 by adjunct faculty (19%). The credentials of adjunct faculty must be approved by the dean of the respective college offering the course. Adjunct faculty teaching graduate level courses must be approved by the Graduate College.

With few exceptions, faculty are assigned to teach courses at the Center on an in-load basis as part of their regular teaching assignment. Of the 95 sections taught in the spring 1994 semester, 91 were instructed on an in-load basis and four were instructed on an overload basis. Only the College of Engineering authorized overload teaching assignments for courses at the Center which was required because of campus research and teaching assignments. Partial overload teaching occurred in three engineering programs. All courses offered by the Colleges of Arts and Sciences, Business Administration, Education, and Human Environmental Science were taught on an in-load basis.

The majority of courses are taught on-site at the Center by faculty commuting from the main campus. Of the 95 sections taught in the spring 1994 semester, 87 sections were instructed by on-site faculty and eight sections were delivered via compressed interactive video technology from the main campus.

Fiscal Resources

Programs delivered by Oklahoma State University at UCT were funded during the 1985-1994 period with state appropriated funds allocated by Oklahoma State University, fee revenue reimbursed to Oklahoma State University by the Center resulting from enrollments in courses taught by the University, and grant revenue.

In FY86, a total of $548,833 in combined revenue sources supported program delivery. Of this total, $350,000 came from OSU as a state general fund allocation and $198,833 was received from UCT in fee reimbursements. In FY94, total revenue support was $1,225,438; and increase of 123%. The allocation from OSU increased to $751,354 and fee reimbursements increased to $474,084.

Grant funds were received from the federal Dislocated Worker Program to support environmental engineering and science courses during FY90-92. Total grant support for the period was $458,643.
Facilities

When the Center was established in 1982, it was housed in the Oklahoma State Office Building located in downtown Tulsa. In 1985, the City of Tulsa approved a sales tax increase to fund construction of a $15.3 million facility to house the Center. Construction was completed in 1988 and classes first offered in the new facility beginning with the summer 1988 semester.

The 173,000 square foot facility was built on 70 acres of land located adjacent to downtown Tulsa. Included in the facility were 49 classrooms, 79 staff and faculty offices, a 60,000 volume library, 8 computer and science laboratories. The facility became a receive site for courses delivered via the State Regents' Talkback Television System. In 1989, two classrooms were equipped with digital interactive video equipment enabling course delivery from the main campuses of Oklahoma State University in Stillwater, the University of Oklahoma in Norman, and the University of Oklahoma Health Sciences Center in Oklahoma City.

In 1992, passage of a state bond issue provided for $230 million to fund capital improvements for state higher education institutions. The University Center was allocated $15 million to fund facility expansion. Construction of a 235,000 square feet facility was begun in 1993 and scheduled for completion in 1995. The new facility will double student capacity from 5,000 to 10,000. It will include 64 classrooms and laboratories, a new bookstore, an auditorium and conference center, additional faculty and staff offices, food service areas, and provide for library and student service facilities expansion.

Student Services

Responsibility for providing services to students enrolling in OSU courses at the Center is shared by Oklahoma State University and the University Center. The Center's primary responsibilities include enrollment and fee collection, career counseling and placement, and student activities. OSU students also have access to these services on the main campus in Stillwater.

Oklahoma State University is responsible for processing admission applications, providing academic advising, scheduling courses, and disbursing financial aid. On-site services are provided by Oklahoma State University staff offices at the Center. Staff is directed by a program Coordinator who is assigned to the Center and supervised by the Oklahoma State University Provost and Vice President for Academic Affairs. In 1988, the position was upgraded from part-time to full-time, and the coordinator was required to reside in Tulsa. In addition to the Coordinator, three full-time staff and five part-time staff assist with office and program administration.

Summary

The 1985-1994 period was marked by three major developments. First, access to Oklahoma State University degree programs at the University Center at Tulsa significantly expanded. An increase in programs delivered, courses offered, and associated funding support resulted in a significant increase in students served by Oklahoma State University in the Tulsa metropolitan area.
Second, program expansion was accompanied by expansion in services and facilities for students enrolling in courses and programs offered by Oklahoma State at the University Center at Tulsa. Facility expansion by the University Center in 1988 and 1994 and increased support for services from Oklahoma State University significantly improved the quantity and quality of educational services available to students attending the Center.

Finally, legislation and new policies and procedures adopted during the period significantly altered the relationship between Oklahoma State University and the University Center at Tulsa. The long term impact on Oklahoma State University's future participation at the Center is too early to assess because of the recent implementation of provisions in Senate Bill 957. There is, however, a potential under the new relationship for improving the quality and quantity of programs and services available to Oklahoma State University students attending the Center and clarifying the responsibilities of the University and the Center in providing the programs and services. The most significant contingency in realizing the potential is the availability of resources.
UNIVERSITY HONORS PROGRAM

Overview

This section, assessing the University Honors Program at Oklahoma State University, is divided into four major areas: (1) a brief history of honors education at OSU, (2) an assessment of the degree to which the University Honors Program fulfills its mission statement, (3) an assessment of the degree to which the University Honors Program meets the Sixteen Characteristics of a Fully-Developed Honors Program adopted in 1994 by the National Collegiate Honors Council, and (4) the goals to be achieved before the next NCA review in 2005-06.

The University Honors Program was created in 1989, and therefore it was not included in the 1985-86 NCA Self-Study. Its goal is to provide an enhanced and supportive learning environment for outstanding undergraduate students enrolled in all six colleges. The Program hinges on the active involvement of faculty noted for their excellence in undergraduate teaching in small honors sections of regular catalog courses, interdisciplinary Honors courses, special Honors seminars, and opportunities for research. Special Honors advising is provided by professional staff who themselves have earned Honors Program degrees. Oklahoma State University seeks to meet or exceed the criteria of the National Collegiate Honors Council for a fully-developed honors program.

Brief History of Honors Education at OSU

The College of Arts and Sciences inaugurated its honors program in the mid-1960's, and the first Bachelor's Degrees with Honors were awarded in 1969. Although a reader of the OSU Catalog during the 1980's might have thought that honors opportunities were available in other colleges, no other college consistently provided this opportunity. The University Honors Program was initiated in 1989 to provide enhanced educational opportunities to outstanding students from all six undergraduate colleges. Its policies and procedures were developed by a committee of faculty representing all six undergraduate colleges and approved by the Deans' Council and Vice President for Academic Affairs. An Honors Program Study Lounge with a computer facility in the Edmon Low Library was established, and a minimal budget was provided in FY90. A start was made toward providing honors advising for students based upon the increased commitment of the College of Arts & Sciences which allowed the combination of the two honors offices with a full-time director and staff assistant.

Oklahoma State University's first Provost made a serious commitment of funds to the University Honors Program which allowed the development of a series of interdisciplinary honors courses and a parallel honors advising system. Maintenance funding was increased to a level which has permitted upgrading of computer equipment and travel by honors students and program staff to regional and national honors conferences. (Please see the supplemental materials for the University Honors Program Office organization chart in the Resource Room.) Through the University Honors Program, students from all six undergraduate colleges now have earned the Bachelor's Degree with Honors—the highest distinction which may be achieved by an undergraduate student at Oklahoma State University. As a result of the commitment of faculty, administration, and students, the University Honors Program has received national
recognition for the opportunities it provides for students attending the state's land grant university.

**Assessment of Program Mission Statement**

Mission Statement of the University Honors Program

"The mission of the University Honors Program is to provide an enhanced and supportive learning environment for outstanding undergraduate students. This goal will be accomplished through the active involvement of faculty noted for their excellence in undergraduate teaching in small honors sections of regular catalog courses, interdisciplinary Honors courses, special Honors seminars, and opportunities for research. The University Honors Program shall be a unit with its own budget with a Director who is administratively responsible to the Provost and Vice President for Academic Affairs through the Dean of Undergraduate Studies. The Director shall work in close cooperation with a faculty University Honors Council and a University Student Honors Council to establish and review policies and procedures for the University Honors Program. Consistent with these policies and procedures, the University Honors Program shall:

(1) disseminate information about Honors requirements, benefits, awards, and Honors Degree recipients to prospective Honors students and other interested publics through direct communication, university publications, teleconferencing, and the news media..."

The University Honors Program sends information to high school seniors who will be eligible to enter the program as freshmen at OSU in the following academic year. In addition, information about the program and students' success in it are sent to high school counselors on an annual basis. Two national honors teleconferences with National Collegiate Honors Council sponsorship have originated from the OSU campus. The OSU News Bureau notifies home-town media of honors awards earned by OSU students, and the student newspaper (The Daily O'Collegian) frequently runs stories about the program and its students. Articles about the program have appeared in The National Honors Report, a publication of the National Collegiate Honors Council. The University Honors Program's home page on the World Wide Web allows instantaneous access to information about the Program from anywhere in the world via the Internet.

During the 1994 summer freshman enrollment clinics, a questionnaire distributed to honors students asked, "In selecting OSU as your university, how important was it that you were accepted into the Honors Program?" The pattern of responses from the 206 students who answered this question indicates that having an honors program is of real importance in attracting qualified students to OSU.
<table>
<thead>
<tr>
<th>Importance</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>97</td>
<td>(47.1%)</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>89</td>
<td>(32.2%)</td>
</tr>
<tr>
<td>Not Important</td>
<td>20</td>
<td>(9.7%)</td>
</tr>
</tbody>
</table>

(2) "...admit students to the Honors Program, maintain records concerning their continued eligibility for the Honors Program and their progress toward Honors..."
Program awards, and certify their Honors Program awards and Honors Degrees to the Registrar..."

In the 1993-94 academic year, students participating in the program represented 144 Oklahoma communities, 26 states, and 4 foreign nations. Honors program awards for the five academic years in which the university-wide program has been in existence are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Honors Award</td>
<td>38</td>
<td>40</td>
<td>55</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>Departmental/College</td>
<td>13</td>
<td>20</td>
<td>31</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Honors Award</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree with</td>
<td>8</td>
<td>15</td>
<td>25</td>
<td>31</td>
<td>32</td>
</tr>
</tbody>
</table>

(3) "...provide special Honors academic advising through the Honors Program Office by faculty and professional staff who themselves have earned Honors Program degrees..."

Honors advising is provided by the honors director, honors coordinator, and two honors advisors—all of whom have earned Honors Program degrees. Honors advising is available in the afternoons in Parker Honors Hall (the honors residence hall operated by the Department of Residential Life) as well as during regular business hours in the main office in the Library. Senior questionnaires returned by Honors Degree recipients consistently indicate that having had special honors advising was important to their success.

(4) "...encourage and coordinate the creation and scheduling of Honors sections of courses taught in the undergraduate colleges..."

The College of Arts and Sciences regularly offers honors sections of many general education courses. (Please see the supplemental materials for 1994-95 honors course offerings.) Other undergraduate colleges offer a limited number of honors sections. The College of Business Administration has made a significant effort to provide upper-division honors courses for its students by developing the following honors courses:

- BUHON 4053 - Critical Issues in Global Business
- BUHON 4063 - Topics in Contemporary Business
- BUHON 4073 - Literature in Business
- BUHON 4083 - Applied Research Processes

(5) "...develop, schedule, and budget interdisciplinary Honors courses and special Honors seminars using the HONOR course prefix..."

The University Honors Program budget supports the teaching of special interdisciplinary honors courses as well as honors independent study and research. All of the interdisciplinary honors courses are approved for general education credit. For a full listing of the courses, please see the Honors file in the Resource Room.
In addition, the University Honors Program funds "overflow" honors sections of departmental courses when the honors section on the departmental budget reaches capacity enrollment and there is sufficient demand to justify the addition of an additional section.

(6) "...promote Honors students' involvement in research which will culminate in a senior Honors thesis or project and public presentation of the research..."

Since the initiation of the University Honors Program in 1989, 172 students have successfully completed a senior honors thesis or senior honors project as part of the requirements for the Departmental or College Honors Award. Students have presented their findings during on-campus honors thesis colloquia and at regional honors conferences.

(7) "...facilitate communication within the OSU community among students, faculty, staff, and administration with regard to Honors matters..."

Regular meetings of the University Honors Council and University Student Honors Council facilitate two-way communication about the needs of students, faculty, and staff. Annual reports are prepared and distributed on campus. Memoranda are sent to administrators, faculty, and staff as needed to inform them of developments affecting the program.

(8) "...arrange special programs and events for the larger university community..."

The program acts as host for Oklahoma Scholar-Leadership Enrichment Program (OSLEP) seminars when they are scheduled on the OSU campus. Public presentations by the visiting scholars are a feature of these seminars. Honors thesis colloquia are held in the fall and spring semesters to allow seniors to present their research findings to the university community.

(9) "...equip and maintain the Honors Program Study Lounge and computer facility in the Edmon Low Library; and...

The Honors Study Lounge for honors students is located on the fifth floor of the Edmon Low Library. The lounge contains a computer laboratory with ten Apple Macintosh computers, an optical scanner, and a laser printer.

(10) "...participate fully in the activities of the National Collegiate Honors Council and the Great Plains Honors Council."
Representatives of the University Honors Program regularly present sessions at the national and regional conferences. The director is co-chair the Portz Fund Committee of the National Collegiate Honors Council which is responsible for innovation grants to honors programs and for the selection of three Portz Scholars on the basis of their undergraduate honors papers each year. The director also is co-chair of the NCHC Technology and Honors Committee which developed the NCHC Satellite Seminar program, and he is responsible for the "Developing in Honors" workshop for experienced honors directors and faculty at the national conference. The director and the chair of the University Student Honors Council serve on the 1995 national conference planning committee of NCHC. The chair of the University Student Honors Council serves on the NCHC Student Concerns Committee and the NCHC Finance Committee. Both the director and chair of the University Student Honors Council were elected to the NCHC Executive Committee in November, 1994, in nation-wide balloting.

OSU honors personnel and students frequently contribute to The National Honors Report and Forum for Honors, publications of the National Collegiate Honors Council. The chair of the University Student Honors Council has been selected as the 1996 Student Editor of The National Honors Report. OSU hosted the 1994 NCHC Summer Forum on the topic of "Technology and Honors," has been the origination site for two national honors teleconferences, and will be the coordinating institution for the NCHC Satellite Seminar series which will begin in the 1995 fall semester.

OSU was the host institution for the Great Plains Honors Council regional honors conference in 1993 and 1995, and has agreed to host the regional conference again in 1998. OSU Honors Program personnel and students have presented numerous sessions at the regional conferences.

Assessment in Terms of National Honors Standards

The National Collegiate Honors Council (NCHC) is an organization of public and private colleges and universities, faculty, administrators, and students which was established in 1966. (Please see the supplemental materials for a copy of the NCHC mission statement.) NCHC has adopted Sixteen Characteristics of a Fully-Developed Honors Program. These characteristics are enumerated below along with notations as to the degree to which the University Honors Program meets these criteria. Oklahoma State University was selected by the NCHC Honors Evaluation Committee as the first institution to be assessed using these criteria. In a letter to the Dean of Undergraduate Studies, Dr. Richard Cummings (Chair of the NCHC Honors Evaluation Committee) referred to OSU Honors Program as "outstanding" and "one of the most promising Honors Programs in the country."

Sixteen Characteristics of a Fully-Developed Honors Program

No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully-developed honors program.

1. "...A fully-developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated
INSTRUCTION AND RESEARCH

set of criteria (e.g., GPA, SAT score, a written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements..."

Admission of new freshmen to the program is based upon a combination of ACT (or SAT) score and high school grade point average, as follows: (a) a composite score of 27-29 on the ACT (or comparable SAT score) with a high school grade point average of 3.75 or higher, or (b) a composite score of 30 or above on the ACT (or comparable SAT score) with a high school grade point average of 3.50 or higher.

Entering freshmen who have either an ACT score of 27 or above (or comparable SAT score), or a high school grade point average of 3.75 or above, but who fail to meet the other criterion set forth above may petition for provisional admission to the program. A provisional admission committee consisting of the Director of the University Honors Program and the University Honors Program Office professional staff responsible for honors advising will review the petition and determine whether provisional admission to the program should be granted. If provisional admission is granted, it may include a limit on the number of honors hours in which the student may enroll.

The criteria for admission of new freshmen were made more stringent for the 1994 fall semester by inclusion of the high school grade point average component for the first time.

Students other than new freshmen will be eligible on the basis of OSU and cumulative college grade point averages which meet eligibility requirements for honors course enrollment. To be eligible for continued enrollment in honors courses (defined as courses, sections, seminars, etc., with section numbers in the 900-range), students must maintain the following minimum OSU and cumulative grade point averages for all college credit recorded on their transcript:

<table>
<thead>
<tr>
<th>Hours Earned</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 59</td>
<td>3.25 (See note below.)</td>
</tr>
<tr>
<td>60 - 93</td>
<td>3.37</td>
</tr>
<tr>
<td>94 and thereafter</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Note: Freshmen failing to earn at least 2.75 OSU and cumulative grade point averages during the fall semester shall not be eligible for continued enrollment in honors courses in the subsequent spring semester.

"...The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence..."

The mission statement of the University Honors Program provides the organizational framework of the second portion of this section of the NCA Self-study.

The FY95 University Honors Program budget includes a recurring salary base budget of $191,875.00, a maintenance recurring base budget of $18,176.00, $4,000.00 in one-time
salary dollars, and $1,726.00 in maintenance carryover from FY94.
3. "...The honors director should report to the chief academic officer of the institution..."

The honors director at Oklahoma State University reports to the Dean of Undergraduate Studies who in turn reports to the Provost and Vice President for Academic Affairs. Given the long-standing support of Honors by the current Interim Provost and Vice President for Academic Affairs and the current Dean of Undergraduate Studies, the NCHC Honors Evaluation Committee found that OSU's not meeting this characteristic did not jeopardize the program.

4. "...There should be an honors curriculum featuring special courses, seminars, colloquia, and independent study established in harmony with the mission statement and in response to the needs of the program...

In the 1994 fall semester, 45 honors sections of 26 courses were offered. In the 1995 spring semester, 39 honors sections of 34 courses were offered. (Please see the supplemental materials for a listing of honors courses in the 1994-95 academic year.)

5. "...The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% to 25% of their total course work and certainly no less than 15%...

The Bachelor’s Degree with Honors requires completion of both the General Honors Award and the College or Departmental Honors Award with a minimum of 39 honors credit hours with OSU and cumulative grade point averages of at least 3.50. Honors work thus constitutes approximately one-third of the hours required for most baccalaureate degrees—substantially exceeding the nationally-recommended minimum.

6. "...The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training...

The vast majority of the hours earned for the General Honors Award (21 honors credit hours, with distribution and honors seminar/interdisciplinary honors course requirements) are undertaken in courses which are approved for general education credit. Hours earned for the Departmental or College Honors Award must be in courses which are in the student's academic major or a related field included in the field of concentration.

7. "...The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus..."

Visibility for the program is provided by special recruiting materials for eligible students, special listings in the class schedule books, ceremonies for recipients of honors
program awards, special transcript entries, special honors diplomas, and honors hoods which are conferred during commencement convocations in the undergraduate colleges.

The University Student Honors Council distributes questionnaires in honors courses in the fall and spring semesters. Council members summarize the questionnaires for each course, and both the summaries and questionnaires are available in the University Honors Program Office for review by honors students. One of the stipulations to the faculty is that results of the questionnaires will be used only in the Honors Program Office and will not be distributed administratively (unless the faculty member so requests). In the 1994 spring semester student questionnaires, the mean course rating was 3.58 and the mean professor rating was 3.79 on a 4-point scale.

In the 1994 spring semester, the University Honors Program Office undertook a survey of faculty teaching honors sections. Narrative comments by the faculty are on file in the University Honors Program Office for review by interested persons. The responses on the quantifiable items on the faculty questionnaire were as follows:

1. In comparison with overall performance of students in regular (non-honors) sections you have taught at a similar level, how would you rate the performance of students in your honors section this semester:

<table>
<thead>
<tr>
<th>better</th>
<th>same</th>
<th>poorer</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.6%</td>
<td>9.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>78.1%</td>
<td>21.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>81.2%</td>
<td>18.8%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>87.5%</td>
<td>12.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>84.3%</td>
<td>12.5%</td>
<td>3.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2. In comparison with your teaching in regular (non-honors) sections at a similar level, how would you rate your teaching in your honors section this semester:

<table>
<thead>
<tr>
<th>more</th>
<th>same</th>
<th>less</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.7%</td>
<td>33.3%</td>
<td>0.00%</td>
</tr>
<tr>
<td>84.3%</td>
<td>15.7%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

3. Would you like to teach another honors section in the future?

   yes  uncertain  no
   100%  0.0%  0.0%

4. "...Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students..."

Faculty are selected by their respective department heads for honors sections taught on departmental budgets. Almost without exception, these administrators select top teaching faculty. The honors director selects faculty for the HONOR-prefix courses and other honors sections taught on the honors program budget. Selections are made after
consultation with department heads, and outstanding teaching ability is a prerequisite for selection. Under normal circumstances, a faculty member may not teach an honors course until he or she has taught successfully at OSU for at least one year. Mean student evaluation data for the 1994 spring semester are reported under point 7, above.

9. "...The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate decor..."

The University Honors Program offices are located on the fifth floor of the Edmon Low Library. A comfortable Honors Study Lounge for honors students is located adjacent to these offices, and it contains a computer laboratory with Apple Macintosh computers, an optical scanner, and a laser printer. In addition, the program provides half of the Apple Macintosh computer equipment for Parker Honors Hall.

10. "...The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program..."

The University Honors Council consists of seven faculty members (representing all six undergraduate colleges). The Council is chaired by the honors director, and it holds regular monthly meetings. On thirteen occasions since 1989 it has recommended one or more amendments to the University Honors Program policies and procedures—all of which have been approved by the Provost.

11. "...The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep them fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association..."

The University Student Honors Council consists of seven students (representing all six undergraduate colleges), and the members elect their own chair. The University Student Honors Council meets with the University Honors Council on a monthly basis, and it meets separately as needed. Members of the University Student Honors Council have approved all of the amendments to the University Honors Program policies and procedures noted above. The University Student Honors Council is responsible for the student evaluation of honors courses which is conducted each semester, and results of these evaluations are available to honors students in the honors program offices.

12. "...There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel..."
OSU has established a parallel honors advising system in which students have both an academic advisor in their college or department and an honors advisor in the University Honors Program office. The honors advisors must themselves have earned Honors Program degrees. The OSU honors advising system was featured in the 1994 spring issue of *The National Honors Report*. (Please see the supplemental materials for a copy of this article.)

13. "...The honors program, in distinguishing itself for the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for things that can work campus-wide in the future..."

A special honors freshman orientation course (A&S 1221) in the College of Arts and Sciences was designed for a condensed format in the first half of the fall semester. Since that time, the regular Arts & Sciences freshmen orientation course has been moved to the condensed format. There is discussion of a university-wide freshman orientation course, also to be taught in a half-semester format. To date there has been no campus-wide effort to duplicate the successful interdisciplinary HONOR-prefix general education courses.

14. "... The fully-developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution..."

As noted above, amendments to the honors policies and procedures proposed by the Councils have been approved on 13 occasions since 1989. In the same time period, all of the HONOR-prefix courses have been developed as additions to the curriculum.

75. "...A fully-developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other types of experiential education..."

All of the members of the University Student Honors Council participated in 1994 National Collegiate Honors Council national conference in San Antonio in October, 1994. The chair of the Council presented two sessions and served as a facilitator in a workshop for experienced honors directors and faculty. An additional student served as a session presenter. The Great Plains Honors Council spring honors conference was held on the Oklahoma State University campus in April, 1995, with presentations by more than 30 honors students. Honors students have been among those selected for Bailey scholarships for international study as well as for study at the OSU branch campus in Japan. (Please refer to point ten of the University Honors Program's mission statement in the second portion of this section for details of OSU's participation in the activities of the National Collegiate Honors Council and the Great Plains Honors Council.)
Transfer students may count up to 15 honors transfer hours toward the General Honors Award (21 honors credit hours), and they are admissible on the basis of the same cumulative grade point average as required for continuing OSU students. To earn honors program awards, both the OSU and cumulative grade point averages must be at least 3.50 at the time of the award.

In January, 1995, a cooperative effort was begun with Tulsa Junior College to facilitate transfer of honors students into the University Honors Program following completion of their honors work at Tulsa Junior College.

**Objectives for the Coming Decade**

In addition to maintaining the successful operation of the University Honors Program as it currently is structured while enhancing the opportunities available to honors students, the following objectives were developed by the University Honors Council and the University Student Honors Council for implementation in the next decade:

**Goals Relating to Curriculum**

- Encourage the undergraduate colleges to follow the lead of the College of Business Administration and develop upper-division honors offerings for students to supplement the wide range of honors courses already available at the lower-division level.
- Develop an interdisciplinary HONOR-prefix course in mathematics and statistics.
- Use the honors freshman orientation course in Arts & Sciences as a model to provide an honors freshman orientation opportunity for students from all colleges.

**Goals Relating to Other Aspects of the Honors Program**

- Build a greater sense of community among Honors Program students and faculty by developing programming such as a retreat for new honors students before the beginning of the fall semester. Having the University Student Honors Council take the lead to accomplish this could provide greater opportunities for social interaction and possibly community service.
- Facilitate e-mail communication among Honors Program faculty and students.
- Encourage the University Student Honors Council to develop an Honors Program newsletter to be distributed to students and faculty on a regular basis.
- Develop opportunities for enrichment activities, such as museum tours, during the semester and, if there is sufficient interest, possibly during fall and spring breaks.
INSTRUCTION AND RESEARCH

- Offer an informal lecture series involving faculty members and others to allow students access to expertise they might not encounter in the regular classroom setting.
- Work closely with the Oklahoma Scholar-Leadership Enrichment Program (OSLEP) to schedule more of its seminars on the OSU campus—ideally at least one such seminar each semester.

Conclusion

With the commitment of significant resources in the early 1990's, the University Honors Program has made the transition from a college-based honors program in Arts & Sciences to a university-wide program. Although commitment of resources within the undergraduate colleges remains uneven, OSU has made tremendous strides within the last decade in providing the enhanced undergraduate opportunities available through an honors program to students across our campus. The national recognition we have received is gratifying, but even more important is the response to the efforts of faculty in the University Honors Program by our students and the record of success these students have achieved.

As indicated throughout this section, OSU now has made the necessary commitment of resources to provide the development and staffing of new HONOR-prefix courses, a parallel honors advising system, and full participation in the activities of the National Collegiate Honors Council and the Great Plains Honors Council. The goals for the coming decade, given above, demonstrate that while some additional curricular developments are needed (particularly in the area of upper-division honors opportunities in the undergraduate colleges) the primary focus relates to providing greater opportunities outside the classroom to develop more fully a sense of honors community among students, faculty, and administrators at Oklahoma State University.
IMPROVING ACADEMIC PROGRAM QUALITY

Academic Assessment

Oklahoma State University Assessment Program

The University Assessment Program at OSU was established in 1992 in response to the Oklahoma State Regents for Higher Education (OSRHE) mandate. This mandate required all colleges and universities under its auspices to provide public assurance of program quality and accountability and data for periodic reports documenting progress toward meeting instructional, institutional, and programmatic objectives.

In January, 1992, OSU established the University Assessment Council consisting of 15 rotating faculty, staff, and student members. They developed the following overall philosophy:

1. To determine student readiness based on multiple indicators including: past academic performance, educational readiness, educational goals, study skills, self concepts, and motivation.
2. To ascertain student academic progress and learning competencies.
3. To ascertain student achievement of program goals and objectives.
4. To determine student satisfaction with academic and support services, curricula, and faculty/personnel.
5. To provide information to enhance academic and student service program design, development, and management.
6. To evaluate results of the assessment information collection, feedback, and integration process.

On July 1, 1994 the Office of University Assessment was created as an administrative unit. This office implements the OSRHE mandate by running two programs: assessment and tracking. The OSU Assessment Program is administered through the Office of University Assessment. The faculty maintains involvement in the assessment effort through its representation on the Assessment Council. The council, comprised of 15 faculty, administration, and student representatives, advises and develops policies on matters impacting assessment activities at OSU. The Office of University Assessment implements assessment activities and policies determined appropriate by the Assessment Council. One of the NCA criteria that will be stressed in this portion of the self-study is the continuing involvement of faculty and students in the assessment efforts and the impact of that involvement on the feedback and change process brought about by assessment at OSU.

The four levels of student assessment activity and findings are the same as mandated by the OSRHE: entry, mid-level, outcomes, and student satisfaction. The Office of University Assessment implements the OSRHE mandate in the previously stated areas by running two programs: assessment and tracking.

Assessment has four initiatives:
1. Entry level is composed of Entry Level Placement Analysis, COMPASS Test, ACT, SAT, high school GPA, and others.
2. Mid level is composed of departmental and university-wide measures of student achievement.
3. Outcomes is composed of departmental measures of student achievement.
4. Satisfaction is composed of student and alumni surveys.

Tracking has four functions:
1. Each student cohort (by semester) is followed from matriculation through graduation.
2. It provides an early warning system for proactive intervention.
3. It integrates assessment data into a longitudinal profile of each student.
4. It provides feedback to departments, colleges, and the central administration.

The OSU Office of University Assessment submits a yearly report to the Oklahoma State Regents for Higher Education which summarizes the activities conducted at OSU in the above areas. Each activity is also reported separately with information regarding objectives or outcomes, methods used, student population involved, and faculty involved.

Outcomes of Departmental Assessment

Oklahoma State University (OSU) implements assessment of student cohorts at the departmental level as well as the college and university levels. As a result, each academic department has developed their own outcomes assessment model. These models are designed to help the departments make program and curriculum decisions based on student and departmental needs.

Academic programs use a wide variety of assessment methods to evaluate (1) the appropriateness of their departmental outcomes, and (2) student success in achieving these outcomes.

The Assessment Process

The assessment process begins when each department submits an outcomes assessment report to the Office of University Assessment (OUA) which outlines the mission of the department, the population of students assessed, the methods used, and the results of the assessment. This information is then submitted to the Oklahoma State Regents for Higher Education (OSRHE) once a year as part of the total assessment program at OSU. Once the proposed model is approved, the department is funded and they begin their assessment activities. However, if the proposed model is not approved, it must be revised based upon recommendations made by OSRHE and/or by the Assessment Advisory Committee. See the Improving Academic Program Quality file in the Resource Room for a list of Assessment Advisor Committee Members.

Specifically, the mission of the departments varies according to the needs of the department. For the most part, the departments have two goals: (1) to achieve and maintain a high quality of teaching and research, and (2) to prepare the students for leadership roles in specific professions.

The population of students assessed by each department depends upon the programs within the department. In some cases, the entire student population of a department will
be assessed together while in other instances the students of a department will be
categorized by class rank, major, or random selection. Some departments also use
employers of recent graduates and alumni in the assessment process.

Different Methods Used

The methods used by individual departments to assess the programs and students
include: student surveys, exit interviews, course evaluations, senior seminars, graduate
comprehensive exams, intercollegiate competitions, Capstone courses, graduation rates,
alumni surveys, external program reviews, portfolios, graduate school placements, job
placement surveys, employers input, and others more specific to the particular programs.
Of all of the different methods used to evaluate students in the departments, surveys are
the most common.

The diversity of information in the departmental outcomes assessment summaries
reflects the multifaceted approach taken to outcomes assessment at OSU. One general
statement that can be made regarding the overall assessment of program outcomes at
OSU is that the majority of academic programs have been able to discover needs that
many have indicated would have gone unnoticed without the student outcomes
assessment process.

The Value of the Program

Faculty and staff perceptions regarding the value of the OSU outcomes assessment
program were observed in such statements as:

• Average critique scores and no national awards in the writing categories have
  encouraged the department to strengthen the emphasis on writing and Associated
  Press style.

• As a result of input from students on the Student Advisory Committee and in
discussion at the end of the Capstone course, advisors can be more sensitive to
individual needs of students as courses are selected.

• Based on responses from our alumni, we will be encouraging undergraduates to
broaden their non-geology curriculum to include economics, business classes,
and foreign languages. This will be implemented initially through advising.

• Due in part to responses in the exit interviews and the alumni survey two new
courses have been added to the department's catalogue.

• Exit surveys indicated a need for more emphasis in areas not currently covered
by Teacher Education outcomes and objectives. A task force has been charged
with reviewing current outcomes and developing those to better meet the needs
of students.

Through the assessment process, the academic programs discover gaps in curricula that
may have otherwise gone unnoticed. Such information is vital for any program to be
effective in preparing students for professional careers. In any case, both positive and
negative, but enlightening, feedback regarding the outcomes assessment program has
helped the OUA make the process more useful and effective for academic departments.
Overview of the OSU Assessment Program

The comprehensive assessment program, currently being implemented at OSU, is outlined next. The components included in this report are links to student learning, faculty participation, the role of assessment in institutional improvement, the chronology of the assessment activities, and administration of the assessment program.

Links to Student Learning

There are three primary facets of OSU's assessment plan that directly relate to enhancing student learning and academic achievement. These three facets are student placement, student evaluation research, and academic intervention research.

Student Placement

This office has developed statistical models for predicting academic success. These models provide a more precise method of placing students and determining student readiness regarding specific subject areas by identifying variables that are more predictive than traditional test scores. This method, called the Entry Level Placement Analysis (ELPA), is based on multiple variables and uses data gathered on students attending OSU.

The various data are analyzed using multiple and logistic regression to predict individual grades in particular courses. At this time, the ELPA utilizes eight variables: ACT English test, ACT mathematics test, ACT reading test, ACT science reasoning test, high school GPA, high school graduation class size, high school percentile rank (relative standing within high school graduating class), and gender. As opposed to using only test scores to evaluate students, the ELPA provides an additional assessment of academic readiness and allows advisors to more accurately place students in college level courses. To date, 17 of the general education courses most frequently taken by first year OSU freshmen have been targeted for placement analysis.

Another tactic used to evaluate and place students more accurately was to look at the ACT and SAT score concordance table to determine its effectiveness. After doing so, the OUA concluded that the method of establishing equivalent scores by comparing percentile ranks between the two populations was inappropriate. Therefore, a simple linear regression was used to set up a new equivalency table which is now more accurate for determining admissions standards, scholarship eligibility, the need for entry level assessment, and deficiencies in remediation curricula.

Additionally, this form of placement has been expanded to include measures of attrition proneness and academic difficulty. These two new measures will be incorporated into the student assessment report beginning with the summer 1995 semester.

The COMPASS® Computer Placement Test, developed and marketed by the American College Testing Company, was reviewed and approved for implementation by the OSU University Assessment Council. COMPASS is administered to two distinctly different sub-populations of students at OSU. The primary use of the test is to allow students with ACT subscore deficiencies the opportunity to demonstrate proficiency in a subject matter area by successfully completing a test in that subject. Cut scores have been established to assess students' readiness for college level.
COMPASS is also being used by the OSU College of Engineering, Architecture, and Technology (CEAT) to determine the readiness of entering majors for success in required calculus courses. Since the mathematical ability of entering CEAT students is generally at a higher level than other entering freshmen, it was appropriate to develop a specific test and administer it separately to CEAT students. Accordingly, an adaptive abilities test asks students questions at different levels depending on their consistency of response. The hierarchy of difficulty level is by math concept domain. Algebra is lowest, College Algebra next, and Trigonometry highest. The CEAT test results for the entering class of Fall 1994 will be used to establish scores related to student success in various math courses.

**Student Evaluation Research**

There are multiple research projects being conducted by the Office of University Assessment that directly link to student learning. These specific projects are outlined and briefly described next.

**The Mid-Level Writing Assessment**

The Mid-Level Writing Assessment project focuses on students and the general education curriculum in an attempt to answer two broad questions. First, does the OSU general education curriculum present writing and writing instruction to students in a manner that will prepare them adequately for the writing tasks they will complete in their major courses and in their careers? Second, are OSU students writing, reading, and thinking at appropriate levels of quality and complexity when they finish their general education courses? The study uses a variety of methods, including:

1. Quantitative studies that compare students' performance in English 1023/1113/1213 with their overall academic records.
2. A longitudinal study of a stratified sample of students from entry at OSU into their fifth semester. Written work from this sample will be reviewed to determine the changes that occur during the first 60-75 hours of coursework.
3. Interviews with teachers in selected general education courses about the use of writing in their classes, their expectations of that writing, and their responses to the writing they have received.
4. Ethnographic studies of student reading, writing, and critical thinking in selected general education courses.

**Language Efficiency as Academic Predictor Study**

OSU has a sizable population of international students that affects the institution. Research is being conducted to understand whether language skills (perceived or real), age, length of residency, presence of family, or satisfaction affect the academic experience of those students. This includes both undergraduate and graduate students representing 35 different nationalities.

**Retention Study**

Students who do not graduate may be a detriment to themselves and to the culture. This attrition study is based on the assumption that to develop and implement effective
attrition intervention and prevention programs, it is important to understand the processes involved in students' decision-making relative to dropout behaviors. The study measures decision-making in the behaviors that are most salient and related to dropping out of school; e.g., skipping class, failing to study for exams, working for extra credit, purchasing extra study aids, attending study sessions, and obtaining loans versus scholarships.

**Multicultural Studies**

OSU has a multicultural student body. Research is being conducted using a survey developed at the University of California at Los Angeles to determine the attitudes of students, faculty, and staff regarding multicultural issues. A stratified sample of 2500 students, all faculty, and all staff will be surveyed. This study should provide the OUA with valuable information to aid in making the OSU campus an equal opportunity experience.

**College of Engineering Study**

The College of Engineering has had a very consistent enrollment and graduation record over the past several years. In 1994, there was a decline in enrollment for the first time. The OUA did a descriptive study in 1993, and now, at the request of the College of Engineering, that will be analyzed and followed by a qualitative investigation. The results should help the College of Engineering profile those particular students who find success, and enable predictions of future success (or otherwise) for incoming students.

**Placement Study**

A major educational role for a land grant university is to develop graduates that find and fit the career opportunities in community, state, and nation. OSU currently aids its students in many ways as they seek work. The methods by which this is accomplished, the degree of satisfaction with those jobs, and the efficiency of the overall process are being investigated. Primary outcomes of this research will be better placement and increased alumni involvement mediated by alumni satisfaction with their education.

**Academic Intervention Research**

Supplemental Instruction (SI)© and Video-Based Supplemental Instruction (VSI)© are academic intervention programs designed to increase overall student performance and retention. SI and VSI are unique intervention programs in that they target high-risk courses as opposed to high-risk students. A high-risk course is defined as a course that traditionally has a large percentage of D's, F's, and/or withdrawals. The Office of University Assessment has begun a pilot program to determine the effectiveness of SI and VSI in addressing remediation needs.

1. SI is a 23 year-old program started at the University of Missouri-Kansas City which is now used at 500 universities world-wide. Its effectiveness has been recognized by ongoing funding from the Federal Department of Education since 1979. This voluntary program, led by students who have recently completed the course, integrates course content with critical thinking and problem solving skills.
2. VSI is a highly structured, time intensive variation of SI which integrates the course content with the reading/learning/critical thinking skills necessary for successful performance in a course. In VSI, the lectures are video taped and shown in the VSI sessions. VSI, which is a form of "tutored video," helps students do well in traditionally difficult courses even if the students are underprepared to meet the course demands.

Faculty Participation

After establishing the Office of University Assessment in 1994, the Assessment Council became the Assessment Advisory Council. The faculty maintains involvement in the assessment effort through its representation on this council. Comprised of seven faculty members, five administrators, and one student, this council develops policies on matters affecting assessment activities at OSU. The Office of University Assessment implements assessment activities and policies determined appropriate by the Assessment Advisory Council.

In addition to the faculty involvement through the Assessment Advisory Council, faculty are actively involved in the assessment process. Several participate in research directed by the OUA and others serve as committee members on dissertations sponsored by the OUA. Also, the faculty in the academic departments develop their own outcomes assessment models, with guidance from the OUA, to meet students' needs within those departments. Each department produces an outcomes assessment report explaining the mission of the department, the population of students assessed, the methods used, and the results of the assessment. As a part of the report, the departments set goals. Generally the departments have two goals: (1) to achieve and maintain a high quality of teaching and research, and (2) to prepare the students for leadership roles in specific professions. By using the outcomes assessment models to evaluate the programs according to these goals, the programs can discover gaps in curricula that may go unnoticed. Such information is vital for any program to be effective in preparing students for professional careers.

Role of Assessment in Institutional Improvement

The Office of University Assessment has a multi-dimensional role within the institution. For instance, some of these roles are disseminating assessment results, compiling departmental reports, providing on-line/real-time analysis to academic advisors, and tracking student progress. Each of these roles is addressed in this section.

Disseminating Assessment Results

Newsletter

The OUA publishes a quarterly newsletter entitled Synergy. Each issue focuses on a different research effort being conducted by the OUA and highlights the individuals on this campus who are involved in this particular research. Approximately 2500 copies of Synergy are distributed to faculty, staff, university departments, student newspapers, and various other entities. The publication finds readers in many factions of Oklahoma society, including education and government.
Presentations

The OSU central administration including the Dean's Council and the President's Executive Committee are presented assessment findings as projects and studies are completed. The Office of University Assessment staff is also available for specific departmental or college presentation upon request. In addition to the campus presentations, university assessment staff and council members have presented assessment research in approximately 15 regional and national conferences.

Brown Bag Luncheons

Campus-wide open forums are hosted by the Office of University Assessment as a means of discussing certain assessment reports and studies with any interested parties. These forums are conducted as "brown bag luncheons" where members of the campus community are invited to bring their lunch and join the discussion.

Assessment Reports

With each significant assessment research project, the Office of University Assessment publishes an assessment report summarizing the results and pertinent issues. This report is a one page summary used as a tool to clarify assessment related issues upon request from faculty, administrative, or student groups.

Campus Student Newspaper

Regular interviews are granted by the director of University Assessment to the campus student newspaper, the Daily O'Collegian. This allows the readership of the Daily O'Collegian to be informed of the various assessment initiatives and findings.

Compiling Departmental Reports

As part of OSU's overall assessment program, each academic department develops and implements an individualized outcomes assessment model designed to help the department make program and curriculum decisions based on student and departmental needs. Academic programs use a wide variety of assessment methods to evaluate (1) the appropriateness of their departmental outcomes, and (2) student success in achieving these outcomes. The Departmental Outcomes Assessment Matrix, located in the Assessment file in the Resource Room, provides a quick reference to the methods used for outcomes assessment by OSU academic departments. With such a wide assortment of plans and methods it is difficult to provide an institution-wide "snapshot" of outcomes assessment results. One general statement that can be made regarding the overall assessment of program outcomes at OSU is that the majority of academic programs have discovered needs that may have gone unnoticed without the student outcomes assessment process.

Providing On-Line, Real-Time Analysis to Advisors

Much of the research performed by the OUA needs to be disseminated to academic advisors. Many of those advisors are neither statisticians nor computer experts. Therefore, the OUA has built a computer database that is available over the campus
network to all advisors. The OUA has provided and installed all the software for this and purchased any necessary hardware so that accessing student profiles is a point-and-click affair for academic advisors. These profiles are presently updated each semester, but it remains the intent of University Assessment to update these profiles on a weekly basis. When the computer infrastructure on this campus so allows, the OUA will present these profiles so that the information will be no more than one day old. With this system of on-line, real-time student information, advisors will aid students in making better judgments concerning their student careers at OSU.

Tracking Student Progress

The Oklahoma State Regents for Higher Education assessment mandate lists two general categories of activities specific to an assessment program: assessment and tracking. The literature in these two areas indicates that assessment is a cross sectional process and tracking is a longitudinal process. In December, 1994, the OUA submitted a proposal for a tracking process at OSU that would follow every student from matriculation through graduation, cohort by cohort. While the scope of this is quite large, many of the pieces are already in place as registration, assessment, and graduation processes. The fruits of such a longitudinal effort would be enormous, affecting recruiting, retention, research, and right-sizing of the institution.

Chronology of the Assessment Activities

The annual chronological order of assessment activities is as follows:

1. A Student Assessment Report on each new student prior to enrollment each semester is provided to the student's advisor to assist in placing the student.
2. Student tracking is conducted on an on-going basis. Specific cohorts are identified at the beginning of each semester and reviewed at the end of each semester.
3. The ACT Survey of Academic Advising is administered at various times throughout the academic year to various colleges and cohorts.
4. The OUA participates in the Cooperative Institutional Research Program (CIRP) the first two weeks each fall semester. This program is a pre-test/post-test designed to measure attitudes of incoming freshmen as well as attitudinal changes that occur throughout their college careers. Specifically, the Student Information Form (SIF) is administered to first-time freshmen in an orientation class within the first two weeks of the fall semester. The College Student Survey (CSS) is a follow-up survey administered 2 or 4 years after completion of the SIF.
5. An Alumni Satisfaction survey is administered each fall. This survey is conducted on a rotating schedule attempting to measure OSU graduates 1, 3, 5, and 10 years after graduation.
6. A Student Satisfaction Survey is administered in early spring to a random sample of approximately 1500 international and non-international undergraduate and graduate students.
7. New prediction equations for the following academic year are generated by March 15 and implemented by May 1.
8. Entry Level Placement Analysis (ELPA) is implemented by May 1 for the following academic year.

9. May 1 of each academic year is the deadline for departments to submit their departmental outcomes for that current year. These outcomes are reviewed from May 1 to June 1 to prepare the annual assessment report.

10. The Annual Assessment Report is presented to the regents by July 15 each academic year.

The results of these collective activities are presented to various audiences such as regents, administrators, faculty, and students.

Student Satisfaction Survey Summary

In February 1995 the Office of University Assessment (OUA) conducted a study regarding student satisfaction on the Oklahoma State University Main Campus. The instrument used for this study was the Student Satisfaction Inventory™ published by Noel Levitz Centers, Inc. This instrument includes one hundred fourteen inquiries: 13 demographic questions, 10 locally developed questions, 6 questions regarding satisfaction with institutional commitment to non-traditional and diverse student groups, 9 questions assessing issues important to the student's decision to enroll, 3 summary items, and 73 questions regarding both importance measures and satisfaction measures of a variety of student concerns.

A stratified random sample of fifteen hundred students was selected. The stratification was based on ethnicity. Twelve hundred non-minority, 75 African American, 75 Native American, 75 Hispanic, and 75 Asian American students were selected for participation. The sample was selected from all students enrolled at the OSU main campus in the spring semester of 1995.

Upon selection of the sample, letters were sent to each of the individuals requesting them to either stop by a designated room in the Student Union on one of three dates or call the Office of University Assessment in order to make arrangements to participate in the survey. This method of administering the survey was selected because previous mail surveys conducted by the OUA had unsatisfactory response rates (below 20%). After the initial three days of administering the survey, it was apparent that OUA would have an unacceptable response rate if the survey were concluded at that time. Also, the OUA was still receiving telephone inquiries from members of the sample who still wished to participate. OUA then decided to extend the survey as long as was reasonable in an effort to elicit more responses. Additionally, a local computer vendor agreed to provide a computer as an incentive to draw a higher response rate than had been experienced in previous surveys conducted by OUA. The individuals in the sample were informed in the letter of invitation that one of the participants of the survey would be randomly selected to receive the computer. OUA hoped that this incentive would provide an unbiased increase in the response rate.

Results

Four hundred and seven respondents (27%) participated in this study. The attempt at stratification proved to be of no use to our results in that only the Asian American subgroup responded in numbers sufficient for inferences to be made with regard to the specific ethnic group. Because of the low response rate, it is crucial to make attempts to determine whether or not the respondents differ significantly from the non-respondents.
on issues of satisfaction. Preliminary results indicate that those persons participating in
the study had significantly higher high school grade point averages, ACT composite
scores, and cumulative grade point averages at OSU than those who did not participate.
Also, it appears that those who participated in the study tend to be higher performers
academically (than those who did not participate), but it is unclear as to the differences
that might cause a person's satisfaction levels to differ. A follow-up study is planned
which would attempt to obtain a smaller but representative sample of the non-
respondents. Attempts will be made to collect survey results from 50 of the original non-
respondents in order to compare the mean responses of the original response/non-
response groups. This would provide information as to the confidence level that we can
put in the original responses. OUA anticipates that the two groups do not differ
significantly on the issues of satisfaction.

Reporting the results of this survey can be approached from several angles. This survey
not only asked how satisfied a student was with a particular issue, but also how
important that issue was to the student. The philosophical approach, taken by the
developers of this survey, was that the performance gap (difference between level of
importance and level of satisfaction) was the more appropriate way of evaluating results.
Often, issues are ranked as low satisfaction and also low importance. It is likely that an
issue ranked as medium satisfaction yet high importance could be more problematic for
an institution. Although much discussion could be made with regard to satisfaction
levels, the following summary results will focus on the previously mentioned
performance gap. A complete item by item analysis will be provided for those wishing to
make other analyses.

Based on the findings from the original respondents the issues that appear to be most in
need of attention for OSU are:

1. The amount of student parking space on campus is not sufficient.
2. Student activities fees being put to good use.
3. Students feeling that they get the "run-around" when seeking information.
5. Channels for expressing student complaints aren't readily available.
6. Adequate financial aid is not available.
7. Graduate teaching assistants aren't perceived as being competent.

Based on the results of this study, the areas in which OSU appears to being doing a good
job are:

1. Maintenance of the campus.
2. Having a good reputation within the community.
3. Library staff are helpful and approachable.
4. Freedom of expression is protected on campus.
5. Students enjoy being a student on this campus.
6. Students feel that they experience intellectual growth.
7. Faculty are usually available after class and during office hours.
8. Students are made to feel welcome at OSU.
9. Class change policies are reasonable.
10. The variety of intramural activities is good.
When asked to rate their overall satisfaction with their experience at OSU, the respondents of this survey indicated satisfaction with their collegiate experience at OSU that was at a significantly higher (p = .01) level than the national norm group. A copy of this survey is located in the Assessment file in the Resource Room.

**Administration of the Assessment Program**

The OUA started as an adjunct to Educational Research, but was institutionalized as the Office of University Assessment in July of 1994. An organizational chart is in the Assessment file in the Resource Room to illustrate the organization within the Office of University Assessment and the place it holds within the institution. This office currently reports to the Provost and Vice President for Academic Affairs.

All research personnel are degreed experts and committed to valid methodologies and the use of unobtrusive measures where available. Additionally, the Assessment Council has been restructured to function in an advisory role (as the Assessment Advisory Council) to the Office of University Assessment and the Office of the Vice President for Academic Affairs.

**Future Goals**

The Office of University Assessment is working to establish a comprehensive assessment program designed to maximize student success and program effectiveness. To create such a program, the office would like to become more involved in qualitative assessment (i.e., interviews with students and focus groups). One of the assessment projects already using qualitative research is the Mid-level Writing Project. The results from this project indicate that qualitative research enhances and refines quantitative research.

Other future plans include developing and implementing projection models, like the Logit model, which will be used to predict such probabilities as (1) the student will receive a grade of "C" or better in a course, (2) the student will obtain a minimum passing grade in a course, (3) the student will not obtain a minimum passing grade in a course, (4) the student will earn a specific grade of A, B, C, D, or F in a course, and (5) the student will drop out of the course and/or college.

Similarly, the Office of University Assessment will execute a student tracking program. This program will provide a longitudinal look at students as they advance through the University system. Student tracking will be used to determine the students' achievements and enhance the students' development at OSU.

**Strengths**

The strengths of the assessment program at OSU include: staff members who are experts in various fields, faculty ownership of the assessment process, a commitment to empirically valid methodology, and the use of unobtrusive student assessment.

The Office of University Assessment staff members are experts in various fields (such as statistics, tests and measurements, and educational research and evaluation) who are committed to empirically valid methodology. For example, as previously mentioned, when the staff of the Office of University Assessment determined that the concordance tables for the ACT and SAT scores were not empirically sound, they found a better
**Burlington Northern Faculty Achievement Award**

One award annually of $2,500 is made possible by a Burlington Northern Foundation donation received April 1987 for awards to be presented FY '87-88, '88-89, '89-90. A letter of March 22, 1991 indicates renewal of the award at $2,500 for one year. The recipient of this award must be a full-time faculty member who demonstrates meritorious achievements in both teaching and scholarly activity. To be eligible, the faculty member must be nominated by at least two of the following groups: faculty, department heads, deans, and students.

**Merrick Foundation Teaching Award**

This cash award, currently of $1,000 annually, (from 1979-1989 the award was $1,500) is made available through an endowment from the Merrick Foundation and is given to a full-time faculty member with the rank of Assistant Professor or above who brings students a better understanding and appreciation of the American economic system.

**Regents Distinguished Teaching Award**

This award of a permanent salary increment of $1,000 plus fringe benefits, was established in 1991 by the Oklahoma State Regents for Higher Education, and is given annually to one faculty member per college (The College of Arts and Sciences has two). To be eligible, the faculty member must hold the rank of Assistant Professor or above and must demonstrate meritorious achievement in the instruction of students (graduate and/or undergraduate) for a significant period of years. He/she must be nominated by a student and dean. Nominations are reviewed at the college level and then by a committee composed of one undergraduate, one graduate student, two faculty members, and two department heads. The Provost and Vice President of Academic Affairs chair the committee.

**Graduate Faculty Teaching Award**

This award is given by the Graduate Student Association in recognition for exemplary teaching at the graduate level. It is patterned after the AMOCO award.

**Individual College and Departmental Awards**

Many colleges and departments recognize their faculty at an annual banquet for the work they do in the classroom. The College of Arts and Sciences Student Council, for example, presents a plaque to an outstanding teacher chosen by the students. Alpha Zeta, the agriculture honorary organization, designates an outstanding teacher at the College of Agriculture's spring banquet. Engineering has an annual Halliburton Outstanding Teacher Award. The Spring Banquet has also been the traditional time to honor the outstanding teacher in the College of Human Environmental Sciences.

**Accredited Programs Within the University**

In addition to accreditation by NCA, many of the colleges and programs at Oklahoma State University are accredited by specialized accrediting bodies.
College of Agricultural Sciences and Natural Resources

Four programs in the College of Agricultural Sciences and Natural Resources are accredited by specialized agencies or societies.

The Forestry Program has been continuously accredited since 1971 by the Society of American Foresters. The program is reviewed every five years with team visits every other five year period.

The Landscape Architecture Program was granted initial accreditation by the American Society of Landscape Architecture, Landscape Architecture Accrediting Board in Fall of 1982 and extended Provisional status in 1986. In 1990 the program was granted a second initial accreditation providing they have a second team visit and review the next academic year. In 1993 they were granted a full five-year accreditation. The Landscape Architecture Program at OSU is the only accredited program in the state.

The Agricultural Education Program, specifically the teacher education program, was accredited through the Teacher Education Unit at Oklahoma State University under the National Council for the Accreditation of Teacher Education (NCATE) since 1985. Accreditation was denied after a review of the Teacher Education Unit in 1991. The Teacher Education Program in Agriculture Education is accredited by the Oklahoma State Board of Education.

The Biosystems and Agriculture Engineering Program is accredited through the Accreditation Board of Engineering and Technology, Inc. (ABET) and has been continuously accredited since the last NCA visit in 1985.

College of Arts and Sciences

The College of Arts and Sciences has four programs accredited by specialized bodies. All four were accredited before 1985 and have maintained that accreditation by periodic review.

Journalism and Broadcasting is accredited by the Accrediting Council on Education for Journalism and Mass Communication. Music is accredited by the National Association of Schools of Music. Psychology is accredited by the American Psychological Association. Speech Pathology is accredited by the American Speech, Language and Hearing Association.

College of Business Administration

All academic programs in the College of Business Administration, including undergraduate, master's and Ph.D. programs, are accredited by the American Assembly of Collegiate Schools of Business (AACSB). This is the principal accrediting agency for colleges of business in the United States. The AACSB also provides for separate accreditation of accounting schools in the country and the School of Accounting at Oklahoma State University is fully accredited by that agency. All programs have been continuously accredited since before 1985.
College of Veterinary Medicine

The College of Veterinary Medicine holds full accreditation by the American Veterinary Medical Association and has held this accreditation since 1952. The state diagnostic laboratory is accredited by the Association of Veterinary Laboratory Diagnosticians, and the teaching hospital by the American Animal Hospital Association.
GRADUATE EDUCATION

Introduction

The Graduate College at Oklahoma State University is a multifaceted unit with close ties to the University Research Office. The Graduate College manages all centralized aspects of graduate programs at the University and integrates these with the research programs. The Graduate College and Research Office is directed by the Vice President for Research and Dean of the Graduate College. There are also two half-time Associate Deans: the Associate Dean of the Graduate College and the Associate Dean of Multidisciplinary Studies, as well as a Director of Strategic Research Development.

Two primary advisory bodies give regular input to the Graduate College; these are the Graduate Faculty Council and the Graduate Student Association. The Graduate College also communicates with and seeks advice from college graduate student councils and the Minority Graduate Student Association.

This document summarizes the activities that come under the auspices of the Graduate College. Although the research programs of the University are closely tied to the graduate programs they are not specifically discussed here. The document, "A Year in Review: 1991-92" describes the programs which come under the direction of the Vice President for Research and Dean of the Graduate College.

The Graduate Student Experience

A graduate student at Oklahoma State University is placed on a success path involving knowledge acquisition, knowledge creation, and knowledge dissemination. Each of these components of a graduate student's experience plays an integral role in training the student to become a qualified professional in their chosen discipline. Knowledge acquisition comes from a number of sources; the primary ones are course work and research. Students acquire knowledge through a number of other avenues, too. They are exposed to internal seminars, lectures from external scholars, library and field studies, and one-on-one mentoring. These components act as a cohesive whole to provide the graduate student with the most complete knowledge possible within their course of study; no single method of knowledge acquisition is complete without the support of the others.

Knowledge creation is a fundamental aspect of the graduate student learning process. In this stage of the graduate degree program the student is actively involved in research. By studying advanced topics which are relevant to modern theories and practices, the graduate student is educated on the processes of discovery within their chosen area of study. The graduate student then becomes involved first-hand with the creation of knowledge through their research phase of their degree program. At the Master's level all students complete a creative component, report, or thesis; each of these requires the student to focus on a specific topic at the forefront of research in the discipline. At the doctoral level this research becomes more intense with a major portion of the degree program devoted to the creation of knowledge, culminating in the doctoral dissertation. The component of knowledge creation is strengthened by the interaction of research and graduate programs at the University.
Knowledge acquisition and knowledge creation are not sufficient in themselves for a complete graduate education. To be a true scholar, a graduate student must also be trained in knowledge dissemination. This ability to share new found skills and information with others is a fundamental trait which should be acquired by all receiving a graduate education. Many graduate students serve as teaching assistants during their graduate careers. They work side-by-side with faculty in teaching undergraduates the skills of the discipline. In addition, graduate students are involved in the knowledge dissemination through seminar presentations, lectures, and small group discussions.

The Role of the Graduate College

The role of the Graduate College at Oklahoma State University is to provide an intellectual environment in which graduate students and faculty can work together to maximize the acquisition, creation, and dissemination of knowledge. This is accomplished through the creation and management of the graduate student success path. This path begins with the first contact a potential student has with graduate programs at OSU, follows through the entire programs of graduate study, and culminates with a graduate degree and employment in the discipline.

The Graduate Student Success Path

The graduate student success path is not a discrete sequence of events; rather, all of the components of a successful graduate program are integrated together and overlap to form a continuous track leading through the process. There are, however, identifiable stages of the success path through which all students progress. The Graduate College serves as the agent of continuity and quality control throughout this entire process.

The graduate student success path begins with the first contact between a prospective student and some representative of the Graduate College at OSU. This contact either results from the recruiting program or leads the student into this program which involves both the graduate departments and the Graduate College. As recruiting nears its successful completion, the admissions process begins to play a role in the success path, closely followed by enrollment and orientation. During the period of study at OSU, students are most closely tied to their home departments through class work, research, and communication of information. However, they continue to be influenced by the Graduate College through its regular monitoring of graduate student progress as well as monitoring of faculty credentials. The Graduate College also serves the students during continued enrollment and special programs designed to enhance the acquisition, creation, and dissemination of knowledge. It is the cohesive force of the Graduate College that ties the different components of the success path together, ensuring the highest possible quality at all stages.

First Contact

The first contact made between OSU and a potential graduate student comes from a number of sources. Many times students hear about graduate programs at OSU through national publications or contacts with alumni, friends, or previous mentors. Personal contacts are of course the best reference for any graduate program and provide OSU with a number of prospective graduate students. The staff of the Graduate College believes that these initial contacts should begin as early as possible and have included a
sophisticated scheme for identifying potential students as part of the Comprehensive Recruiting Plan (as described later in this document). The initial written contact with a prospective student results in the student receiving a listing in the Graduate Student Tracking System (GSTS). This computer database will track the student up until the time of enrollment at OSU.

**Recruiting**

The first contacts with prospective students often come as a result of the recruiting program run by the Graduate College. The Graduate College recruiting program is a complex activity designed to help disseminate information on the University and the culture of graduate school at OSU, as well as to provide knowledgeable advice about the breadth and depth of graduate opportunities at the institution. All of the recruiting activities of the Graduate College are a part of the Comprehensive Recruiting Plan developed by the Graduate College. This plan is carried out by the regular staff of the Graduate College using their expertise and knowledge of graduate programs. Their multiple roles in admissions, enrollment, orientation, and monitoring components of the graduate success path make them especially qualified to represent OSU.

**Admissions**

A successful recruiting effort results in students seeking admission to the Graduate College. Students apply for admission directly to the Graduate College. Their applications are divided into two groups: domestic and international, as the admissions criteria for each of these is vastly different. The Graduate College serves to facilitate the admissions process by acting as the intermediary between departments and students, A summary of Graduate College services is listed below.

**The Graduate College Admissions Process**

- Collects all relevant information for a complete admissions folder. This includes such items as transcripts, test scores, diploma verifications, and the application fee.
- Monitors credentials for authenticity.
- Evaluates student credentials.
- Integrates the admissions process with the recruiting process to help maintain continued flow of information to the student and department.
- Corresponds regularly with faculty and students regarding student records and files.
  - Updates information to the student information system.
- Refers qualified students to departments for recommendations on admission.
- Maintains the database, GSTS, which tracks the status of potential students.
- Handles transfers from one OSU graduate program to another.
- Handles admission deferrals at the request of a student.
- Manages collection and depositing of application fees.
- Advises students on departmental policies and time frames.
The admissions process for international students involves all of the preceding components as well as a number of special actions.

**International Admissions Processes**

- Convert international credentials to U.S. standards.
- Check for proper language exams.
- Solicit and verify financial statements guaranteeing proper backing for attendance at OSU.
- Issue 1-20 forms and certificates of admission to students, allowing them to obtain visas.
- Coordinate with International Student Services on special issues.

Another part of the admissions process is coordinating materials for UCT (University Center at Tulsa), extension, and educational television, as well as for special students. This involves many group enrollments and group workshops. A particularly large number of these students use the phone-in-enrollment service.

A major role of the Graduate College admissions process is to carefully monitor credentials of students. The Graduate College staff are highly trained specialists who know how to check for accreditation of undergraduate programs, translate different grading systems to ones equivalent to ours, evaluate international degrees, and monitor the validity of test scores and transcripts. Their knowledge of these issues also makes them invaluable in assisting with the recruiting process as well as future components of the graduate student success path: enrollment, orientation, and monitoring.

A flowchart showing the admission process from first request by the student through the time they are accepted into graduate school can be found in the Graduate Education file in the Resource Room.

**Orientation**

When new students arrive on campus they are walked through an orientation program designed to acquaint them with academic and culture aspects of the University in general and graduate school in particular. The orientation includes presentations by Graduate College staff who work with admissions, enrollment, and monitoring of student progress. There is also a welcome table with information on the University and community, and special programs for international students. The international orientation is especially intensive. The international student specialists in the Graduate College counsel the new students on rules and regulations of OSU and how these might differ from those at schools in other countries. A special evaluation program of potential international teaching assistants is conducted. Each student is expected to prepare a lecture from material in their discipline and present it to a select group of faculty and students. These lectures are evaluated on a number of criteria related to teaching skills, and students are either certified for instructional duties or required to take a semester-long class on communication and teaching techniques.
Enrollment

During the final stages of the admissions process, future graduate students will seek enrollment at OSU. The main role of the Graduate College in the enrollment process is to ensure that students are in good standing with the University. New students must have their files completed; current students must be in good academic standing, students nearing the end of their programs must file for graduation, international students must be in status with regard to immigration. The staff of the Graduate College who work are trained in the recruiting, and admissions process are knowledgeable in all aspects of this form of quality control.

An important enrollment service supplied by the Graduate College is the "phone-in-enrollment" program. Students are allowed to register for classes over the telephone by calling an enrollment specialist in the Graduate College. This saves them trips to campus, which is especially important to students who are involved in research projects at remote sites and those using UCT or ED-TV courses.

Monitoring

During the entire graduate student success path, the Graduate College serves as the chief agent for monitoring student credentials and progress. This monitoring is a continuous process which begins with the recruiting program and culminates with the final approval of a completed degree. Along the success path the Graduate College runs regular checks on academic progress in classes. Students with academic deficiencies are flagged by computer and warned of potential problems, placed on probation, or in extreme cases suspended from school. Each student must submit a plan of study listing their proposed course work for their degree program. A staff member of the Graduate College who must be knowledgeable about university requirements as well as departmental requirements reviews each plan before it is approved. This same staff member uses her expertise to run final checks on graduating students to make sure that all requirements have been completed. Another portion of the monitoring process involves checking of theses and dissertations to guarantee that they meet established guidelines.

The Graduate College also serves as the mechanism for appeal of departmental decisions regarding results of comprehensive or qualifying exams, admission, or suspension. Such appeals are usually handled by the staff of the Graduate College, but in extreme cases grievance committees are organized to review cases.

The Graduate College is also the chief agency for monitoring faculty credentials. Membership in the graduate faculty is a privilege granted to faculty in recognition of their professional accomplishments, particularly with regard to research. The Graduate College checks to make sure that members of advisory committees have appropriate graduate faculty status, approves temporary status of adjunct faculty for specific duties, and carries out the directives of the Graduate Faculty Council with regard continuing status of graduate faculty privileges.

Automation

The Graduate College is taking a proactive stance in automating its processes. The primary programs underway are described here,
The Graduate Student Tracking System (GSTS), Phase I

GSTS came on line the fall 1992. This system manages a database of all students who make contact with OSU about graduate study up until the time they enroll for the first time. Some of the services GSTS provides are to:

a. Monitor the ratio of applications sent to those received. Continual real-time communication to prospective students will maximize the probability that students will apply.

b. Maintain continual communication with students who submit an incomplete application to maximize the probability that we will receive a completed application in a timely fashion.

c. Increase the referral turnaround from the Graduate College to academic departments.

d. Monitor the length of time referrals are in departments to encourage rapid turnaround. This facilitates our apprising students of their admission status in a timely fashion. Research has shown that speed of acceptance is the most important variable in international students' admission choice decision.

e. Upgrade and cross train the staff more effectively resulting in a more efficient use of staff time. Productivity is being greatly increased.

f. Greatly reduce the probability of error and misplacement of files because the admissions staff will "work" the file in a real-time environment.

g. Utilize FOCUS to extract data from DB2 tables to allow user freedom and flexibility in controlling system output.

The Graduate Student Tracking System (GSTS), Phase II

The next step in the tracking process, now under development, is to continue the current GSTS monitoring through completion of the student's program at OSU.

Degree Audit System

In 1993, a formal request was made to automate the process of checking plans of study and graduation credentials. The basic plan calls for electronic submission of all plans of study. These will be checked by computer for standard format and basic criteria and rejected if they fail to meet these conditions. The remaining review which requires considerable knowledge of individual programs will still be done by a Graduate College staff who is an expert on departmental and college requirements and exceptions. It is estimated that 75% of the problems on plans of study can be identified by computer. Checks for credentials of degree candidates will be virtually instantaneous once this system is in place. Currently, it takes several weeks after the end of the student's final semester to verify completion of all requirements.

Electronic Thesis Submission

The Graduate College at OSU is taking the lead nationally in developing procedures for the electronic submission of theses and dissertations. Working in conjunction with Virginia Polytechnic Institute, Mississippi State University, University Microfilms, Inc. (UMI), and the Coalition for Networked Information, OSU is conducting a pilot study involving the capture, storage, and dissemination of these documents electronically. The
current method used by UMI to store and distribute dissertations and abstracts on microfiche is becoming outdated and methods are being sought to replace it with an electronic method of accomplishing the same goals with more efficiency and greater storage capacity. OSU and the other universities would like to adopt similar compatible systems for the capture of the doctoral dissertations and abstracts for transmittal to UMI.

Presently, approximately 150 theses/dissertations are submitted each semester. As is current procedure, each student submits three paper copies of their thesis for binding. Two of these copies stay in Edmon Low Library—one copy in the library archives and one on the shelf for public access. The third copy is sent to the student's department for their own use. The Thesis Automation System involves graduate students submitting all theses and dissertations to the Graduate College in electronic format rather than the traditional method of submitting them on paper.

Recruitment of Graduate Students

Recruiting highly-qualified students to the University's graduate programs is an important task shared by the Graduate College and the individual departments. In considering recruitment efforts there are both policy and practical questions which need to be addressed. But clearly, the answers to such questions impinge on one another. Generally, these two questions can be stated as: "should we expand our programs and seek an increased enrollment?" and "how best may we recruit more qualified students to our current or projected programs?" The Graduate College has asked all graduate programs to respond to a questionnaire which included details concerning recruitment. The following are generalizations gleaned from reading their responses.

It was by no means axiomatic that departments sought for their graduate programs to grow. On the contrary the established programs in some of the sciences see the need not to grow, especially in light of the current job market situation. This is true, for example, in regard to the Ph.D. program in Physics. In the sciences, especially, the uncertainty as to the availability of extramural research funds also has prompted many to look toward maintaining rather than expanding their graduate programs. It appears that growth was anticipated more in the social sciences and departments within the College of Human Environmental Sciences. Agriculture sciences programs also anticipated a slight growth.

But even for those programs for which some growth was seen as desirable the most often expressed concern about such growth is the tentative nature of support given by the University for present—not to mention expanded—programs. Frequently mentioned was the need to support additional faculty to teach graduate courses, increase the level of extramural funding through grants, and supervise the research of graduate students. Many faculty believe financial support for the additional faculty is being "siphoned off" via the "indirect costs" from the departments to support the administrative bureaucracy.

In addition to the need for faculty, all but a few departments expressed concern that current graduate assistantship stipends are below those offered by peer institutions. Many of the science programs suggested that "good" Ph.D. graduate students could be found for OSU only among the international students because the "U. S. students could not be bought" for our less than regional average assistantship stipends. [Departments in the College of Agriculture were generally better off than those from other colleges.] Understanding the limitations on resources, they, nevertheless, suggested again and again that even without leveraging a raise in TA and RA stipends, the Graduate College should
help by providing out-of-state tuition waivers for selected students, including international students, whether or not they have an assistantship.

Other suggestions included providing meaningful ($14,000 annually) Graduate Research Fellowships and Research Assistantships especially for those students near the completion of their degree program. Also paying "fringe benefits" to graduate assistants such as individual and family medical benefit premiums (as is now done by many other Universities) was suggested. Without such support from the University most departments are unwilling to commit to expanding graduate programs. Presently, a very limited in-state tuition waiver program is funded through the Graduate College but it is applicable only to U. S. citizens holding assistantships in the various departments.

In regard to recruitment, the Graduate College itself sends representatives to various Colleges and Universities by way of their "Graduate Fairs." Indeed, such initial contacts have generated "names and addresses" forwarded by the Graduate College to the particular departments. It is generally up to each department to follow up these initial contacts, usually by mailing information about the program of interest along with application materials. However, the Graduate College also follows up with a letter to such students acknowledging their initial contacts and encouraging them in the process. Most departments were happy with the computerized tracking system now on-line. The only logistical flaw to be worked out appears to be related to cases when initial contact is made through departments and not the Graduate College. In such situations the standard Graduate College letters are not always appropriate.

Each department has its own strengths regarding their approach to recruiting new graduate students. The following are generalizations gleaned from the questionnaire. Especially in the sciences, engineering, and mathematics inquiries from international students overwhelmed those from U. S. students. These departments expressed the desire for increasing the pool of U. S. applicants. There is certainly no problem with the quality of the international applicants. Many departments, especially in the social sciences and humanities, found adequate supply of U. S. applicants and believed they had a very qualified student body. Often, however, their graduate students were recruited from among their very best undergraduates.

One of the more important "recruitment" strategies appears to be contacts by faculty with faculty in other institutions and continuing contact with former students. This appears to be important in regional recruiting. Indeed, forming a "network" with colleagues in four year Colleges and regional Universities was cited often as the most effective recruiting tool. In this regard the departments felt that the faculty member's reputation among his or her peers was their greatest recruiting strength. This theme was more common among the programs directly relating to agriculture and veterinary medicine. Also, direct contact with students at national (or regional) disciplinary meetings was listed an effective tool for some departments. Having established such contacts everyone agrees it is most important that Departments provide a prompt and thorough "follow up" on all the leads they obtain. In so doing the entire faculty is usually involved.

At the other extreme, many departments thought that advertising in Peterson's Guide—although they did it—was the least effective recruiting tool. Some departments also advertise in professional journals. Most departments, especially in the sciences, have a Graduate Programs poster (with postcards) which they annually send out to other departments throughout the U. S. While Peterson's Guide was cited as not very useful by more than one department, others believed the GRE recruiter service was especially
useful. It was suggested that the Graduate College pay the charges for getting the listing for the various disciplines. In the past the Graduate College had distributed the GRE "Minority Locator."

Other suggested means of recruitment included visiting regional college campuses, including graduate fairs, and giving talks to various clubs, presenting research colloquia, etc. Mailings to students requesting information should be prompt and as personal as possible. Telephone follow-ups with "targeted" applicants is necessary. Still, perhaps the most important tool for attracting targeted students is to have them visit the department. This is very expensive and it is suggested that the Graduate College could help with financial support for these efforts, should funding be available.

In summary, the recruitment is a labor intensive effort which is also very expensive. There is a good centralized system of recruiting, but there is very little support in the way of financing at the departmental level.

**Graduate College Recruiting**

The Comprehensive Recruiting Plan designed by the Graduate College has several key components that are listed below.

**Recruiting Activities**

- Identification of colleges and universities where recruiting efforts should be prioritized.
- Special visitation days for minority students from targeted schools.
- Faculty and staff visits to colleges and universities in the region.
- Faculty and staff visits to minority career fairs in the region.
- The Graduate Student Research Symposium featuring over 100 presentations of research activities by current graduate students. Prospective students and faculty are invited to the program.
- Graduate College representation at graduate recruiting fairs at selected universities across the country.
- Programs for graduate coordinators and other faculty and staff on effective recruiting methods.
- Coordination of the production of joint recruiting materials for multidisciplinary programs.
- Presentations at OSU student groups, such as graduate student councils and minority student programs.
- Identification of alumni and current faculty with ties to targeted schools.
- Corresponds with potential students. Through the use of the GSTS the Graduate College is able to identify which students have not followed through on earlier inquiries and provides follow-up contact with these students.
- Develop contacts with international organizations to increase the applicant pool of funded international students.
Contacts Made from Recruiting Trips

The Graduate College makes a number of recruiting trips to universities and colleges around the region and country. At each location interested students are asked to complete cards describing their interests so that appropriate departments can follow up with details of their programs. The number of contacts made at each of the sites visited during 1992-93 are available in the Graduate Education file in the Resource Room.

Financial Aid

A review of information indicates a dramatic increase in the in-state tuition waiver budget. Tuition waivers cover a wide range of stipends including tuition waivers granted by or for departments and deans, teaching and research assistantships, waivers for spouses, waivers of social justice, and academic non-resident waivers.

Starting with 1986-87, the budget for in-state tuition waivers increases sharply. The increase from 1986-1987 to the present is 366%. Departments with graduate programs were surveyed in October, 1994, about financial aid used for graduate assistants, teaching assistants, and research assistants. Departments varied greatly in the number and type of assistantships granted.

In general, at the masters level assistants were paid an average of $800 per month on a nine month contract. In general, at the doctoral level assistants were paid an average of $1000 per month on a nine month contract. These amounts varied by department; the terms of the contract also varied with several departments offering 12 month contracts. The only group losing percentage are Blacks although the actual numbers increase. Since fall 1990, the number of fellowships has varied but the percentage has been consistently less than one half of one percent (.5%). The number and percentage of tuition waivers has increased from fall 1990 to fall 1993 by 126% (1126-498=628/498=126.1%).

Multidisciplinary Programs

The past decade has shown a remarkable growth in multidisciplinary programs on campus. Ten years ago the two major programs supervised by the Graduate College were Environmental Sciences and Natural and Applied Sciences. Environmental Science is a multidisciplinary program that uses faculty and courses from across campus to provide M.S. and Ph.D. degrees. Natural and Applied Science is more flexible and provides M. S. degrees on a variety of subjects depending on campus and community demand. The growth within some of these programs has been significant as specific needs are addressed.

Environmental Science

In 1984 Environmental Science had six M.S. students and four Ph.D. students. Today there are 125 students enrolled with about one-third of them being Ph.D. students. This is remarkable growth in view of the fact that faculty participation is volunteer. Admission into this program is determined by a faculty steering committee. The steering committee is made up of faculty members from all colleges on campus. This group sets forth the rules, regulations, and determines admission into the program.

This program is unique because each student, under the guidance and direction of the student's graduate advisor and committee, develops a degree plan specific to the
individual's goals. The minimal program requirements permit the student to be creative in the mix of courses he or she takes to build background knowledge in preparation for innovative research. This program capitalizes on the strengths of the University: water resources, renewable natural resources, environmental education, environmental policy and energy. Thus, programs can be designed to fit an individual's needs. Each student defines his or her goals and may include biological, physical, social, economic, and political characteristics of a topic.

Matriculation through this program is achieved through several steps. These steps include: the identification of an advisor, admission, the selection of committee members, the development of a Plan of Study, development of a thesis or dissertation topic, the thesis or dissertation proposal, the research itself, writing of the thesis or dissertation defense, and Graduation. Admission into this program is competitive. This process depends upon a variety of factors. A steering committee made up of volunteer faculty members representing 12 departments on the OSU campus reviews and evaluates the potential success of the prospective student based upon his or her goal statement, resume, transcripts, Graduate Record Exam (GRE) scores, and application form. Undergraduate degree performance and life experiences are significant factors in making admission decisions. While the steering committee as well as the applicants often hold similar concerns about "saving the planet," their decisions are made upon the specific research and interest areas of the student in achieving a particular piece of this noble cause.

Beyond this part of the application process, the essential and potentially limiting factor of entering the Environmental Science Program at OSU is the identification of an advisor. Assistance in this task is available through the Environmental Sciences Program office in the form of general information and the scheduling of interviews.

All students should already have taken an upper division undergraduate ecology course before entering this program. If a student has not had such a course it will be considered a deficiency which must be made up. This may require a student to spend more time completing the degree requirements.

Natural and Applied Sciences

The Natural and Applied Sciences program has four options: Natural Sciences, Aviation and Space Sciences, Gerontology, and Interdisciplinary Sciences. Aviation and space sciences is administrated by the department of Aviation and Space Sciences with no actual supervision by the graduate college. The other three options have a volunteer faculty steering committee and program coordinator. This structure is similar to the Environmental Sciences Program. At present, these programs are small but have growth potential. The Natural Sciences option is currently being evaluated to determine its future direction. The program was originally designed to train returning teachers in science, but that need is no longer present. Gerontology has both a certificate and a degree program. Growth potential seems high. Interdisciplinary Sciences currently has a few students, but this degree can be used to satisfy special needs such as the health management program being developed.
Future Directions

At the present several new multidisciplinary programs are under development. A Plant Science Ph.D. has been developed by faculty from six different departments in the College of Agriculture and the College of Arts and Sciences. This new program operates with a volunteer steering committee and a graduate coordinator. Existing course and faculty package in a unique way allowing for an innovative program which facilitates interaction across disciplinary lines.

Also being developed is a Health Care Administration Program. Initially this program will use the Interdisciplinary Sciences degree, but may eventually become a separate degree program. Over fifty potential students have been identified to begin the pilot program. A volunteer faculty steering committee will oversee the program.

Additional multidisciplinary programs are being discussed which will create opportunities for students and faculty. The advantages of programs of this type are 1) low administrative costs, 2) ability to respond to short term demands, 3) stimulation of cross-disciplinary interaction, and 4) creation of unique and innovative programs. When proper credit for participation is given back to departments supporting such programs, few roadblocks are encountered.

The Graduate Faculty and the Graduate Faculty Council

The purposes and general functions of the Graduate Faculty are:

1. to determine the requirements of membership in the Graduate Faculty,
2. to review and approve or disapprove programs leading to advance degrees,
3. to accept or reject recommendations for membership in the Graduate Faculty,
4. to approve candidates for advanced degrees,
5. to take action on recommendation of the Graduate Council, and
6. to initiate action pertaining to Graduate affairs.

In general, the goal of the Graduate Faculty is to establish and maintain high standards of quality for the graduate programs at Oklahoma State University.

The Graduate Faculty is organized into five subject matter groups as follows:

1. Biological Sciences,
2. Humanities,
3. Physical Sciences and Technology,
4. Social Sciences and
5. Teacher Education.

Each group meets at least twice a year to examine the qualifications of persons nominated by departments in the group for membership in the Graduate Faculty, and to vote on whether or not to recommend them to the Graduate Faculty Council for membership in the Graduate Faculty at OSU. A faculty member must be a member of the Graduate Faculty at OSU to be eligible to serve as the major advisor for a graduate student. The Graduate Faculty groups also elect representatives to serve on the Graduate Faculty Council. It is the individual members of the Graduate Faculty who are ultimately responsible for the quality of the graduate programs at OSU.
The Graduate Faculty Council is composed of elected representatives of the five Subject Matter Groups (three from each group) plus a Vice-Chair who is elected by vote of the entire Graduate Faculty. The Chair of the Council is the Dean of the Graduate College. The duties of the Graduate Faculty Council are:

1. to act on petitions requesting that exceptions be made to Graduate College requirements,
2. to propose those changes in procedures and policies in the conduct of the Graduate College as will result in its efficient operation for the good of the students enrolled in the College,
3. to elect full and associate members who have been recommended for membership by the groups,
4. to bring to the attention of the various subject matter groups such matters as concern them,
5. to advise the Dean of the Graduate College concerning Graduate College matters, and
6. to hold regular meetings each month except in August and September and at other times on the call of the Chair.

Changes Over the Past Ten Years

Over the past ten years the Graduate Faculty and Graduate Faculty Council have acted to maintain the high standards of quality for the graduate programs at Oklahoma State University in several notable ways. Recently the Graduate Faculty Council revised the Bylaws which had not been changed for many years. Some of the changes were more or less "housekeeping" types of changes to address changes in organizational structure at the University over the years, but many changes were substantial and focused on improving the quality of the programs.

An example of a substantial change was the addition of a requirement for all Subject Matter Groups to review the qualifications of its members on a regular basis to ensure that they continue to meet the criteria for membership. Previously, some groups were doing this on a yearly basis, but some groups were not doing it. Thus, the new Bylaws require that each group shall set up a procedure for continuing evaluation of its membership to determine that each full and associate member meets the criteria for membership at that level. To retain all rights of full or associate membership, the member must demonstrate scholarly activity during the previous five years. The revised Bylaws sets out procedures to handle situations in which members no longer meet the membership criteria. These changes in the Bylaws are good in that they bring the membership standards of the different groups to a more consistent and higher level.

Another major change in the Bylaws which has led to an increase in the quality of faculty teaching graduate level courses is the requirement that persons who are assigned to teach graduate courses even on a temporary basis must be approved by the Dean of the Graduate College to teach only specified courses. If the appointment is to continue beyond one semester, then the subject matter group and the Graduate Faculty Council must approve the person as a Temporary member of the Graduate Faculty before the second semester of teaching in the graduate course begins. Temporary members are authorized to teach only those graduate courses for which they are approved. They may attend group meetings, but they are not eligible to vote, hold office or chair or be a
voting member of a graduate advisory committee. These changes in the Bylaws address a situation which, unfortunately, has become more common at this University, which is utilizing temporary persons to teach graduate courses which would ordinarily be taught by permanent, tenure-track faculty.

In addition to the duties and responsibilities listed above for the Graduate Faculty Council, the Council also interacts with representatives of the Graduate College (other than the Dean) and with representatives of the Graduate Student Association. These representatives meet with the Council at its regular meetings and provide information about their activities. Many times the Council is asked for input on matters of concern to these groups, and sometimes passes resolutions of support for specific actions by these groups. These interactions are good for both the quality and vitality of the graduate programs of OSU and should continue.

**Future Concerns**

In recent years the Graduate Faculty Council has served as the sounding board for ideas about new graduate programs. Some of these programs have been developed along traditional lines, but some are quite new and respond to new technological developments such as compressed video for distance learning. Some programs are oriented toward a new audience of non-traditional students. In all cases, the Graduate Faculty council plays a vital role in maintaining the high standards of quality that characterize the graduate programs taught in residence on campus or by more traditional means.

It is important that the Graduate Faculty of OSU maintain this tight control over the development of new graduate programs to ensure that all students get the same high quality experience whether they are physically on the campus or at some distant site. We owe it to our future students, our previous students and to ourselves to keep the quality of all of our graduate programs as high as possible.

The Graduate Faculty at OSU should become even more involved in the activities of the Graduate Faculty Council, of the Graduate College and of the Graduate Student Association. Attendance at the Subject Matter Groups is poor at best, and it is uniformly low for all groups. If the Graduate Faculty Council could find some way to stimulate interest in the Groups' activities, this would lead to an overall improvement in awareness of the importance of the Graduate Faculty and the Graduate Faculty Council to the maintenance and improvement of the quality of the graduate programs at OSU.

**Minority Graduate Students**

Currently, Oklahoma State has 363 minority graduate students enrolled. The ethnic breakdown includes: 115 African Americans, 102 Asian Americans, 95 American Indians, and 51 Hispanic students. While the numbers of American Indian, Asian, and Hispanic students have increased in recent years, the numbers of African American students have decreased. However, African American students still comprise the largest group of minority graduate students enrolled at the University. Enrollment of these individuals is disbursed throughout the various colleges with the vast majority of minority graduate students being enrolled in the College of Education and Arts and Sciences respectively.

Various support services are available to minority graduate students. These include membership in various faculty, staff and student organizations such and Black Faculty
and Staff, Native American Student Association, and the Hispanic Student Association. Other services include consultation and assistance from the Multicultural Development and Assessment Center, the Graduate College, and the office of the Associate Vice President For Multicultural Affairs. In addition, membership in the Minority Graduate Student Association is available to all minority graduate students as well as any non-minority student who is interested in minority issues. The purpose of the Minority Graduate Student Association is to provide professional development and enrichment activities, encourage professional networking and academic exchange among minority graduate students, to stimulate periodic social interaction, and provide a forum through which the views and concerns of minority students can be addressed.

**Future Concerns**

Minority graduate students make up a small percentage of the student body at Oklahoma State. Fewer still are the numbers of minority faculty. Among the concerns of many minority graduate students are: the need for more minorities among both faculty and students, the lack of a centralized office space for minority graduate students, the need for a work-study or graduate assistant to assist with the daily operational tasks of the Minority Graduate Student Association, the need for a greater thrust in programming toward minority issues, and resources from the Multicultural Development and Assessment Center to be geared toward minority graduate students.

While faculty-student relations are amiable between minority and non-minority faculty, more minority faculty are needed to serve as mentors and role models for the minority students who are enrolled at the University. The presence of more minority faculty could conceivably influence more minority students to attend the University. With increased numbers of minority students, the feeling of isolation sometimes voiced by minority students could be eliminated.

The Minority Graduate Student Association would benefit from a centralized office space where officers and volunteers could carry out their assigned tasks. In addition to course work, membership in academic organizations, jobs and assistantships, many minority students serve on a variety of committees in their various departments and colleges, especially those which deal with multicultural issues. They also tend to be closely aligned to family, community or religious organizations. Amid these responsibilities they must find time for research and socialization and the ongoing of the organization with little technical assistance. But, overall most minority graduate students consider their experience at Oklahoma State University to be a positive, challenging and rewarding experience. It is recommended to other minority students who are committed to reaching their academic goals.

**Graduate Student Mentoring**

An important component of any graduate student's success path is the mentoring relationship formed between that student and a variety of individuals including faculty and other students. In order to address this issue, in March, 1993, the Graduate College appointed a Mentoring Committee of Graduate Faculty and Graduate Students to further develop graduate student mentoring at Oklahoma State University. The committee met several times to develop a concept of mentoring at OSU and to propose a plan of action for fostering mentoring relationships among graduate students and faculty at Oklahoma State. A survey of Coordinators of Graduate Programs at the University was completed.
to determine the status of mentoring at OSU and to develop ideas for encouraging mentoring relationships.

The Committee and the Graduate College sponsored a number of activities throughout 1993 and 1994. University-wide activities included: (1) presenting a "Graduate Mentoring Forum" with invited speaker and a panel of OSU graduate students and faculty; (2) hosting a teleconference on graduate student mentoring originating at Georgia State University; (3) sponsoring a "mentoring" luncheon for mentors and mentorees, and (4) developing and printing a color brochure for faculty and graduate students, focusing on mentoring.

Approximately 60% of the departments with graduate programs at OSU have some type of formal mentoring program. Other departments simply require that graduate students select an advisor for their graduate program according to graduate college guidelines. Most departments (approximately 75%) appoint the graduate student advisor/mentor with the remainder permitting students to self-select their advisor which in essence is the selection of a mentor.

Among the mentoring activities developed on a departmental basis are:

1. Discussions of courses and content at formal and informal seminars
2. Student participation in faculty committees
3. Student participation in interviewing potential faculty candidates
4. Department sponsored pizza luncheons before semesters begin
5. Holiday potluck luncheons
6. Monthly brown bag luncheons with faculty/students
7. Departmental research symposiums
8. Graduate student clubs in subject areas
9. Lunch time seminars with guest speakers

A number of variations of the above activities exists among departments. Some of the activities are regularly scheduled events while some occur on a varying schedule.

In addition to the departmental activities listed above, a wide variety of activities developed by individual faculty/students contribute significantly to the mentoring program. Some of those activities include:

1. Presentation of student faculty research papers at regional and national professional association/organization meetings or conventions
2. Co-publication of research papers and articles with students
3. Assisting students with identifying internship opportunities
4. Tutoring in selected areas
5. Joint research projects
6. Working with students to develop and submit proposals for funding
7. Student/faculty family get togethers/picnics
8. Discussions of professional responsibilities and relationships

Approximately 85% of the departments with graduate programs at OSU report that all or nearly all of their masters/doctoral students are involved with some type of mentoring activity, either at the departmental or individual level. A very small number of departments report that none of their students are involved with mentoring activities.
Although mentoring is encouraged by most departments on campus, only four departments report that mentoring activities are considered in annual faculty evaluations. In summary, mentoring has been emphasized for only a short time in the graduate program here at OSU. However, in that short period of time, many departments have become aware of the value of mentoring, and are realizing that they have been engaged in mentoring activities for some time, without much notoriety. With the emphasis from the Graduate College through the awareness activities sponsored, it appears that mentoring is beginning to be realized as a valuable asset in the graduate program.

The Role of Distance Education in Graduate Education

OSU extension and outreach programs began to serve the Oklahoma public in the late 1890's with programs of practical training for farmers and youth clubs. It was not until the launching of the first orbital satellite by the Soviets in 1958, however, that higher education officials in the U. S. understood the necessity of graduate education, both on and off campus, as critical to the nation's defense and economic well-being.

The development of graduate degree programs through what is now called "Distance Education" was an outgrowth of both years of experimentation by the academic departments and college extension units through noncredit program delivery and the advancement of compressed video technology. The college academic units provide the faculty, courses and degrees while the college extension offices provided planning, promotion, course facilitation and the financial mechanism to support the effort. OSU Educational Television Services provides the technology for program delivery while charging fees to cover personnel and equipment depreciation.

Currently, OSU's academic college units deliver six master degrees via the two-way compressed video network. These programs have been approved by the Oklahoma State Regents for Higher Education (OSRHE) to be delivered at various sites around Oklahoma. These six degrees include: Computer Science; Chemical Engineering; Mechanical Engineering; Electrical Engineering; Curriculum and Instruction and the Masters in Business Administration. A Master's degree in Bio-Systems Engineering is also available in a videotape format. In December of 1994, the OSRHE approved the offering of a new M.S. degree in Telecommunications Management. This new degree program will be under development for the next year and will also be available over the two-way compressed video network.

Courses to Degrees

In its earliest distance education graduate programs, OSU's emphasis was on short courses with contents of a practical nature or videotaped versions of complete graduate on-campus courses. Starting in about 1971 with the creation of the Oklahoma Talk-back Television System (a point-to-point microwave radio system of relay towers throughout the State), OSU began to actively distribute complete degree programs for the benefit of working adults. The Oklahoma Talk-back Television System is still active in 1994, but much of the programming from OSU that had previously been on the System has shifted to satellite and 2-way compressed digital television networks.

Latest government statistics indicate the more than half of all graduate students in the U.S. are studying as part-time students and that of all part-time students in the country, 90% enrolled in credit programs seek a degree. OSU's distance graduate education
programs have mirrored this national trend with emphasis shifting over the past 30 years from a series of disconnected short courses to complete graduate degrees available at the student's work location or within their home community. In times past, students traveled to the place of education, but in the coming years education will travel to the students via distance education methodology.

**Contributions by OSU Colleges**

Each of the OSU colleges has made significant contributions to the role of distance education in graduate studies. Each has attempted to serve its constituency by utilizing one or more distance education methodologies. A detailed list describing how each college has approached its mission to serve distance students is contained in the Graduate Education file in the resource room.

**Issues Resolved & Under Study**

OSU has worked through a number of issues involved in the management of distance education programming within the past 10 years, but many issues still remain that must be resolved if maximum use of the hardware is to be achieved. OSU has addressed and resolved the issue of centralized versus decentralized management of the physical facilities in the organization, and has elected to place all hardware and technical support services within a centralized unit. It has determined that the programmatic issues and management should reside within the colleges who control the curriculum, faculty and administrative functions for various disciplines. The results have been the creation of first rate facilities that all colleges can utilize and the creation of quality programming under the direction of colleges charged with oversight of the discipline areas and management of human resources.

OSU has also learned, primarily as a result of its experience with the Oklahoma Talkback Television System in the 1970's, that proper funding of the programs and proper rewards for the faculty and participating colleges are necessary for on-going success and expansion of programmatic offering and service to the Oklahoma public. In general, tuition and fees for distance graduate education have increased for satellite and compressed digital television delivery.

These increased costs to students have funded continual upgrading and replacement of facility hardware, rewarded faculty and academic departments for increased workloads associated with teaching distance students and provided extension support personnel to handle logistics considered important to success by students and faculty. The development of facsimile, over-night package express and the Internet allow for improved interaction between faculty and students within the past 10 years, but at some additional cost.

OSU has also given increased attention to team management concepts to improve the delivery of the programming and to make sure that all persons involved in distance education programs (faculty, on and off-campus students, OSU administrators, staff and remote site company management) have a voice in the educational process and in improving the delivery systems and courses. OSU's leadership position involving distance education has truly been a team process and required the cooperation of many individuals, both within and outside the University. The encouragement and
understanding from the OSU Board of Regents and the Oklahoma State Regents for Higher Education has also been key to OSU's success.

There are many issues in distance education at OSU that are just now being addressed. Issues of cooperation between colleges for interdisciplinary programming, the role of state funding in the tuition and fees charged to remote students, the voluntary cooperation between OSU and other publicly funded institutions of higher education, coordination involving the rapidly expanding nature of the number of remote sites, and scheduling of faculty and facilities for optimum use of the network are only a few of the issues under present study. A more detailed discussion of these and other issues will follow.

**Issues of the Present and Future**

Presently at OSU, administration, faculty and staff are dealing with a number of critical issues that will have significant impact on its ability to serve Oklahoma.

One of the issues being studied is that of finance and involves modifying the way that students are assessed fees for services. The question is whether off-campus distance education students should pay such service fees as those normally charged for the library, computer access, health, activity, facilities and financial aids. In addition, with the significant increase in faculty workload the issue becomes a debate about how to reward faculty and how faculty and departments are to be compensated.

Another issue presently under study involves issues of student services. Questions involve whether OSU should issue student identification cards to off-campus students, how academic advising is to be handled, electronic access to the OSU Library and last but not least, should distance education students qualify for student rates on tickets to athletic events?

**Academic regulations** are issues also presently being addressed. Issues such as admission standards for adult distance education students, concurrent enrollments in two or more higher education institutions at the same time and scholarship requirements all impact current OSU policies and procedures.

The issues mentioned are being addressed at the present time, but final resolution of these issues may take months and even years to achieve. OSU is making a pioneering effort in addressing change as there is almost no experience either within or from outside the University to draw upon. But, OSU is committed to making the necessary changes and to resolving the issues that limit access to graduate distance education.

**Next Steps**

During the past few years, OSU has become a national leader in the field of distance education. Its educational television facilities are first rate and may be the finest such facilities at any university in the world. Individuals and groups beat a steady path to OSU to view these facilities and to talk with the OSU staff who have created the facilities and programs. Commercial suppliers of equipment and telecommunications services seek permission from OSU officials to test new products and concepts for distance education.

Research funding in OSU distance education has been considerable in the past 10 years with the University being selected for grants and contracts valued in the 10's of millions of dollars. The challenge now facing OSU and others wanting to expand access is to
create the human infrastructure necessary to sustain rapid growth and expansion of the systems in the face of increased public demand for services.

OSU is currently anticipating the acquisition of new equipment necessary to service existing and new sites in very large multi-point networks. A new $250,000 multi-point video switch has been ordered and will be operational by May 1995. This new switch will allow for the simultaneous connection of up to 30+ remote classrooms. OSU is the prime contractor for the U. S. Department of Defense 2-way compressed digital television network and has created about 100 remote sites at military facilities that receive television programming via 2-way transmission using satellites. Projections are that this network could eventually expand to thousands of sites worldwide and provide graduate education to all branches of the U. S. military. The State of Oklahoma is presently devising long-range telecommunications plans and has about $14 million in reserve funding for implementation of the plan.

OSU needs to be alert to the many possible applications created by these expanded networks and new technology in the next few years. Whether we successfully utilize new networks and technology will largely dependent on OSU's recognizing the opportunities, and harnessing its human and financial resources to take advantage of its knowledge base. Continuing education of the OSU administration, faculty and staff will be important if OSU is to take the steps required to recognize and properly address the coming changes.

2004: OSU's Future in Distance Education

Today, 1995, a modern business office, or university, can hardly function without multiple facsimile machines; CODEC cards for computers cost about $5000 each; educational television classrooms rival the equipment found in the most modern commercial studios; satellite broadcast and receiving equipment is common in higher education institutions ranging from junior colleges to comprehensive research universities and it is a deprived faculty member who does not have direct access to the INTERNET. To look forward to 2004 and make any rational prediction of where OSU and higher education will be in distance education is an exercise in futility. Needless to say, the advances that can be expected will be revolutionary in providing access to the citizens we serve. The advances hold the promise of making the OSU motto, "the State is our campus," a reality for all of Oklahoma's citizens and if we are very successful our new motto may become "the World is our campus."
Introduction

Oklahoma State University places primary emphasis on basic and applied research as the fundamental source of new knowledge. The scope of research is diverse, and includes disciplinary, interdisciplinary, and multidisciplinary activities. Sponsored research at OSU includes investigations in the physical, biological, and social sciences, engineering, the arts and humanities, business, education, and the health and medical fields. Instructional research provides an added dimension to the research mission through providing innovative approaches for disseminating new knowledge. Accordingly, it is an effective means of synthesizing new knowledge with the existing body of subject matter being taught.

University-based research is the catalyst behind technology transfer and progressive educational programming. One goal of the modern research university is to utilize new research findings in building cultural, scientific, and technological literacy. To accomplish this, close linkages and cooperative involvements among academia, industry, and governmental agencies engaged in related research activities must be forged. Society is also demanding more accountability for public expenditures in education. These facts have altered the modern university's research enterprise and are forcing cultural changes within the university and other public and private sector entities. The 21st century research university must continue to make significant changes to respond to the changing global environment.

This section on research and scholarship is divided into three parts:

- A historical narrative of research and scholarship from 1985 to the present
- A description of the current research environment
- A discussion of future goals for research and scholarship

Included with the general narrative are appendices from the academic colleges and other central units that include statistics and individual goals, objectives, and strategies.

Historical Perspective: 1985-Present

Several key themes characterize the decade since the last North Central Association self-study.

Decreased Faculty

The faculty size is down approximately 20%. While some departments have experienced even greater declines and a few have remained static, overall, the decrease in full time tenure-line faculty has been felt university wide. This decline has been further complicated by the opportunity for early retirement and reduced state funding, resulting in inadequate salary enhancements and hiring incentives. The College of Arts and Sciences quotes, "...the inability of the College to provide salary incentives has been one of the primary causes of the loss of promising young researchers. In the past year, two associate professors have been recruited to other institutions, due in large part to salary
increases of as much as 80%.” The College of Business Administration echoes that sentiment, "Many of the faculty who left were the most productive in terms of both scholarly publications and/or generating funded research dollars." The maturing of the remaining faculty is of central concern. Many departments' most productive research faculty will soon be eligible for retirement.

Research Productivity

A concern in recruiting researchers in the hard sciences is the current inability to provide adequate start up funds. The decrease in faculty size has not correlated positively with research productivity, as demonstrated by research expenditures. In 1985, total expenditures were $49.1 million, while preliminary figures for 1994-95 academic year reflect $76.4 million. OSU is the only institution of higher education in the state listed in the top 100 universities in terms of federal support. The University is rapidly increasing its position in this important ranking, moving from 89 in 1991, to 80 in the following year. These achievements are largely due to the faculty's success in obtaining outside funding. Most departments have experienced an increase in faculty publication rates during the last decade. Others also state that the quality of the publications has increased significantly, as reflected by the quality of the journals in which their research appears.

Organizational Changes

The University made a major commitment to research and scholarship in 1991 by hiring a Vice-President for Research. At the time the Vice-President was hired, the decision was made to combine the position of the graduate dean with the research vice-president. This organizational decision exemplified the symbiotic relationship between graduate education and research. The units reporting directly to the Vice-President for Research and Dean of the Graduate College include: Graduate College, University Center for Laser Research, Institute for Environmental Sciences, the University Center for Water Research, the University Center for Energy Research, the Oklahoma Cooperative Fish and Wildlife Research Unit, and the Office of University Research Services.

Graduate Student Enrollment

Graduate student enrollment has remained relatively stable from 1985-1994, with 3,376 students enrolled in the fall of 1985 and 3,424 in the fall of 1994. An elaboration of this component can be found in the section on graduate education and the Graduate College.

Multidisciplinary Research

There has been a significant increase in multidisciplinary research, as reflected in the extraordinary increase in the number of environmental sciences graduate students. In 1984, the program had six master's students and four Ph.D. students. Currently 125 students are actively pursuing graduate degrees, of which approximately one-third are doctoral students. Faculty doing environmentally related research number approximately 135, and their research foci include biological, physical, social, economic, and political characteristics of a topic. The Natural and Applied Sciences program offers a master's degree in one of four options: natural sciences, aviation and space sciences, gerontology, and interdisciplinary sciences. Currently the most active options are aviation and space
sciences and gerontology. However, the interdisciplinary sciences option is used to satisfy special needs, such as the newly created health management program.

The size of the graduate programs is related to the availability of resources and faculty with those research interests. Potential exists to strengthen these programs and the associated research and scholarship through developing strategic alliances with other universities and other public or private entities. Currently the Vice-President for Research and the Dean of the Graduate College oversees these programs.

Research Infrastructure

Because of diminishing state resources, which has continued in varying degrees of severity since the "oil bust" of the 1970s, OSU's research infrastructure has been sorely neglected. This situation has severely constrained the Colleges in their effort to maintain and expand research activities. Although the realities of fiscal considerations prevented massive renovations and adequate maintenance, some aspects of the research enterprise have improved. Clearly, the dramatic increase in research expenditures from 1985 to the present reflects this fact.

Another positive occurrence was the creation of the Oklahoma Center for the Advancement of Science and Technology (OCAST) and the related research program. The Oklahoma Economic Development Act of 1987 authorized the creation of OCAST to foster innovation in existing and developing businesses by supporting basic and applied research laboratories and firms. The Centers of Excellence program is a keystone of this science and technology initiative. Two of the three Centers established are located on the OSU campus. Faculty from OSU, the University of Oklahoma, and Tulsa University join scientists from industry to identify and solve pressing scientific and technological problems.

Oklahoma Center for Laser Development and Applications

The Oklahoma Center for Laser Development and Applications (OCLDA) was established to expand the current laser research in Oklahoma into a world-class multidisciplinary center of excellence. The Center's primary goals are:

- To advance science and technology related to lasers and their applications
- To provide a focal point of expertise in laser technology for the support of medical institutions, high technology industries, and research laboratories in Oklahoma
- To attract top-quality scientists, medical doctors, and engineers to Oklahoma
- To attract outstanding students to Oklahoma and provide them with state-of-the-art education in laser science and technology

The unifying intellectual theme of the OCLDA Center is the use of lasers in medical and technological applications. The Center provides the mechanism for continuing a strong basic research program, while stimulating multidisciplinary applied research programs with scientists from industry and academia. OCLDA personnel currently include 13 staff and faculty members plus 48 research and graduate students from Physics, Electrical and Computing Engineering, Chemistry, and Veterinary Medicine. The Center currently houses 30 laser stations containing a large number of continuous wave and pulsed laser systems and sophisticated detection systems. The researchers are engaged in a wide
variety of basic and applied research projects. Since all of the Center's projects involve
direct, on-going collaborations between industry and faculty, there is a continuous and
direct transfer of new knowledge and technology to the end user. OCAST has funded
research both at the basic and applied levels, and a number of faculty have been
successful in using OCAST funding to leverage funding from other sources.

Over the past five years, faculty associated with the OCLDA have expended $13.5
million in external funding. The future research foci will be photonic materials and
devices, new laser technologies, and biomedical laser research. The Oklahoma Center for
Integrated Design and Manufacturing (OCIDM), an OCAST Center of Excellence,
utilizes complementary centers and major laboratories at OSU, the University of
Oklahoma and the University of Tulsa to advance technological innovations in
manufacturing, design, and system integration. The primary facilities include the
Computer-Integrated Manufacturing center, the Robotics Laboratory, the Web Handling
Research Center, the Computer-Aided Design and Interactive Graphics Laboratory, the
Artificial Intelligence Laboratory, and the Manufacturing Processes and Materials
Laboratory. Including both State and non-State resources, OCIDM was funded at more
than $12 million over a five-year period.

With funding obtained from state and private sources, a significant increase in the
number of endowed chairs and professorships have occurred over the past decade. The
OSU Foundation Endowed Chairs program began in 1988, and to date, over 83 chairs,
professorships, and/or lectureships are fully or partially funded. This accomplishment
sends a positive signal throughout the academic community that research and scholarship
are valued and rewarded.

Policies are being revised and new ones developed to enhance the research enterprise.
Policies have been formulated to attract more and higher-quality post-doctoral fellows. A
policy revision will change the way recovered indirect costs are distributed such that the
units generating the revenue, including the principal investigators, receive a greater
proportion of the indirect costs.

**EPSCoR History**

Oklahoma State University, in coordination with Oklahoma's other two research
universities, has participated in the National Science Foundation's (NSF) Experimental
Program to Stimulate Competitive Research (EPSCoR) since 1985. EPSCoR's primary
mission has been to stimulate promising research programs to the extent that they
become nationally competitive for federal and private research dollars. In support of this
state-wide effort, the management office of the Oklahoma EPSCoR program has
continuously been located at OSU.

In the fall of 1986, Oklahoma received a commitment of $3 million from NSF, while the
State of Oklahoma added another $3 million to begin a 5-year program. The impact of
this funding included the following advances:

- The average external research support, excluding EPSCoR, for each scientist
  rose from under $7,000 annually to almost $45,000 annually
- The average number of refereed publications per scientist per year increased
  from 1.5 to 2.9

In the spring of 1992, Oklahoma began receiving its second round of funding for
EPSCoR funded projects from NSF. In the course of three years, NSF has contributed
another $4.26 million, while the State of Oklahoma and the universities have invested $7.2 million. The research during this phase of the EPSCoR program has centered in five research clusters, with two located at OSU: plant biotic stress and photonics, lasers, and electro-optics. OSU researchers are also participating in cluster research focusing on surface hydrology. A partial listing of the rewards of this investment by NSF, the State of Oklahoma, and the universities includes the following:

- The generation of over $10 million in competitive funds
- An increase in the average external research funding, excluding EPSCoR, for each scientist from $62,000 annually to $97,000 annually
- An increase in the average number of refereed publications per scientist per year from 1.0 to 3.6
- The development of strategic alliances with 18 industry, federal, and private laboratories
- The opportunity for approximately 141 undergraduate and graduate students and 33 post doctoral researchers to work with EPSCoR scientists during the two years of funding

In November 1994, Oklahoma submitted a third proposal to NSF for $4.5 million. Contingent on funding by NSF, the State of Oklahoma and the universities have committed another $5.9 million to the continuation of this program. The research proposed will focus on three areas: the environment, material sciences, and biotechnology.

The NSF EPSCoR program has been so successful in meeting its objectives that other federal agencies have designed similar programs. Oklahoma, with OSU as an active participant, has chosen to submit proposals to the following agencies: the Department of Energy, the Environmental Protection Agency, the National Aeronautics and Space Administration, the Department of Defense, and the National Institutes of Health.

**University Center for Water Research**

The University Center for Water Research (UCWR) was established in 1979 as a center of excellence in the state for water research. UCWR focuses on research, education, and information transfer activities in the areas of water science and engineering. Funds appropriated by the state support research at Oklahoma State University in several different ways. A fellowship program was established to support graduate research in water resources. The program has supported an average of 10 graduate students each year in disciplines which include all colleges of OSU. Additionally, state dollars fund a research program open to all OSU faculty. The program has encouraged research in basic water sciences, and the application of this knowledge to water resource problems. Multidisciplinary research is encouraged. Although open to all OSU faculty, the program gives priority to new faculty or innovative ideas, providing seed money which develops research to the point that federal agency or industry funding can be obtained.

The UCWR has also housed the Oklahoma Water Resources Research Institute since its inception in 1964. One of the 54 institutes established by Congress through the Water Resources Act of 1964, the OWRRI has played an important role in establishing and continuing state funding for water research at OSU. OWRRI funding has been used effectively as seed grants for junior faculty to initiate research, and to develop interdisciplinary teams that provide innovative solutions to water-related problems.
Additionally, the UCWR has been a member of the National Center of Water Research, a research Consortium consisting of Oklahoma State University, University of Oklahoma, and Rice University. The consortium supported a number of OSU faculty to perform research in the areas of groundwater characterization, contamination, modeling, and remediation.

**University Center for Energy Research**

The University Center for Energy Research was established in 1980 to deal with the complex problems of fossil and synthetic fuel production, energy policy and alternate energy sources. Funds made available by the state support a research program designed to promote the development of energy related research and expedite the organization of interdisciplinary activities. Priorities of the program are much the same as those of the water research program.

**Environmental Institute**

During 1993, the University Centers for Water and Energy Research were incorporated into a new entity: the Environmental Institute. The Environmental Institute promotes interdisciplinary research, education, and information transfer related to understanding, using and sustaining the natural environment. The Environmental Institute contains the Oklahoma Water Resources Research Institute, the University Center for Energy Research, the Spatial and Environmental Information Clearinghouse, and MEND, an environmental dispute mediation program. The combined budgets for the Institute approximates $800,000 with 10% coming from federal funds and the remainder from appropriated state funds. With these funds the Institute supports research, graduate scholarships, and information transfer through conferences and publications.

The Environmental Institute is administered by the OSU Vice President for Research office and is not affiliated with a particular department or college of the University. This structure enables the Institute to interact freely with researchers in all disciplines who have interests and abilities in water, energy and environmental research. The Institute maintains active contact with over 130 faculty members on the OSU campus, and is active in a number of state and national organizations.

The Environmental Institute acts as an umbrella entity for research, education, and information transfer activities in the areas of water, energy and the environment. The Institute maintains an active information transfer program and has sponsored or co-sponsored 15 major conferences on various aspects of water and environmental research. A bimonthly newsletter, *Waterfox*, is published and distributed nationwide. The Spatial and Environmental Information Clearinghouse (SEIC), currently in development, will provide the Institute with direct access to world-wide geo-spatial datasets via a World-Wide-Web /Gopher Access point on the Internet.

As sponsor for the Early Settlement Program for North Oklahoma, the Institute is expanding into the mediation of environmental disputes. MEND, Mediation of Environmental Disputes, is a new division of the Institute which will act as a program vehicle for expanding statewide conflict resolution services for environmental concerns. The Institute will focus on research, policy development and conflict resolution within the scope of environmental concerns within Oklahoma.
Office of University Research Services

The Vice-President for Research and Dean of the Graduate College restructured the Office of University Research Services (OURS) in an effort to streamline activities and to provide all the pre-award services from one office. Since 1991, OURS has worked more closely with the office of grants and contracts (post awards). OURS does not duplicate efforts performed by the individual colleges. Rather, it performs a coordination function. In the streamlining process, a matrix was developed which identifies the units that perform the various research functions at OSU. In many cases, a number of units perform different parts of a single function. A detail list supplements the matrix by specifically describing each unit's activities regarding a particular function. These documents can be found in the Research and Scholarship file in the Resource Room. Specific functions performed by OURS include the following:

- Providing access to grant and contract information and related management tools
- Administering the Institutional Research Board (IRB) activities
- Supporting other compliance committees and compliance with federal, state, and local regulations
- Formulating policy affecting research
- Preparation and tracking of proposals
- Assisting faculty, staff, and students in learning new technologies
- Administering graduate student scholarship information and awards for graduate students which are under the auspices of the Vice-President for Research and Dean of the Graduate College
- Managing grants and contracts for research conducted through the office of the Vice-President for Research and Dean of the Graduate College

Edmon Low Library

The library has been much more aggressive in grantsmanship since 1987. Some of the more notable accomplishments include the Kerr Challenge Grant of $500,000 for the Edmon Low Library Endowment. The challenge was met within two years and one-half of the award will be used to purchase current books and library resources. Others include the Neustadt grant, the Puterbaugh grant, and W. P. Wood Charitable trust grant, which established services and/or professorships.

The library administration has assumed a leading role in developing an ORACL network to create the Oklahoma Research and Community Library Network, which was begun in 1992. The advancements achieved from this initiative places OSU on the leading edge of computer-based technology for libraries.

Collection development has remained a priority, and collections have substantially increased since 1986. Nearly 300,000 volumes have been added, journal subscriptions have risen by more than 2,000 titles, and the microform collection has increased by nearly one million units. The Edmon Low Library continues to be the only library in Oklahoma designated as a depository for U. S. patents and trademarks, and is one of only seventy-four in the United States. Three unique collections were added to the Special Collections area from 1988-1993: the papers of Angie Debo, M.P.S.I aerial photographs.
of major urban areas in the U. S. and major foreign cities, and materials relating to the public service career of Oklahoman Hannah D. Atkins.

The library's new online system became operational in 1991. PETE, as the system is nicknamed, has terminals throughout the library which are accessible using a boolean search strategy. This strategy makes the system especially useful for interdisciplinary research. As the library has moved more extensively into CD-ROM and online databases, training is necessary. During 1994, two state-of-the-art microcomputer training rooms were developed.

**Wellness Center**

The Wellness Center administers over $1 million in grants and contracts. Currently most of the grants are training grants. However, several disciplines are actively involved under the "wellness umbrella," and the changing shape of health care today provide exciting multidisciplinary research possibilities.

**Future of Research and Scholarship**

The nation's progress has been closely tied to the strength of the academic institutions, their research excellence, and the quality education they provide to students. Changes are taking place in the world that require OSU to adapt if progress is to continue as it has for the past 40 years. Not only has the geo-political landscape changed dramatically, but there have been changes in the nature of research itself: the rising prominence of multidisciplinary research, the rapid pace of discovery, and the tighter linkages between the creation and application of new knowledge.

It is essential that OSU's research enterprise maintain the ability to manage change with minimal disruption to the academy. Rapid technological change causes a certain amount of social disorganization. Material elements of a culture change much more rapidly than the non-material elements (such as values, beliefs, norms, and the ability to absorb new technologies and related changes into the social system). Increased pressures will be exerted on higher education to anticipate change and respond quickly and effectively. The prevailing paradigm for education is reactionary. In the future, higher education will have to position itself as a proactive player in the forefront of the sociopolitical, economic, and cultural scene.

To live and work effectively in the 21st century, people will assume a global lifestyle, understanding and appreciating many cultures. As people live and work longer, they will require education over a longer time span. Social pressure will heighten to reduce the gap between the persons who have the requisite skills and those who don't. Increased emphasis will be placed on teaching global socio-technological problem-solving competencies. Higher education will be called upon to prepare people for this environment. This charge requires a redefinition of the educational structure.

Major changes are needed in the relationships of society's problems-solving organizations: government, industry, and academia (g/i/a). The office of the Vice-President for Research and Dean of the Graduate College will investigate and establish new types of strategic alliances among g/i/a. Optimally, this framework will not disrupt existing relationships, but will facilitate continual interaction among constituencies in g/i/a to identify and solve pressing socio-technological issues.
To this end, the Vice-President for Research and Dean of the Graduate College has developed a set of goals and objectives for OSU over the next five years:

(1) **To foster excellence in research, scholarship, and other creative activities.** It is our hope that the University ranks in the top 50 research institutions on a number of ranking criteria. To this end, we will recruit, develop, and retain outstanding researchers and scholars in strategically determined areas in the University, to include an emphasis on attracting scholars from under-represented groups. Resources will be committed to develop existing faculty. A mechanism will be established to provide the start-up costs which are necessary to attract first-choice candidates in disciplines designated for excellence. A mentoring system for untenured faculty and graduate students will be implemented. A process to encourage faculty and staff exchanges among governmental, industrial, and academic entities to share intellectual resources will be developed. This process will be international in scope and will insure a rotation of scholars in areas of national priority. Policies will be implemented to turn back more of the indirect costs to the academic units and principal investigators to stimulate research activities.

(2) **To provide the required support for existing and newly-created University centers.** The change in the indirect cost recovery policy will result in increased revenues for multidiscipline centers. Additionally, the policy governing university revenues generated through centers from the sale of intellectual property will be evaluated to maximize the return to them.

(3) **To promote interdisciplinary and multidisciplinary research and scholarly activities.** Significant efforts will be devoted to develop multidisciplinary research centers, coupling with other institutions, industry, and governmental entities to form partnerships to facilitate research which spans RDT&E, training, and deployment. As a land-grant university, OSU is uniquely positioned to play a key role in marshaling and disseminating knowledge and new and emerging technologies for the solution of pressing problems.

(4) **To maintain and strengthen existing research programs of excellence.** This goal will include working closely with academic colleges and other units to identify target areas, to provide core facilities, as necessary, and to forge strategic alliances to ensure critical mass. The office of the Vice-President for Research and Dean of the Graduate College will enhance its capability to forecast trends, problems, and opportunities, to determine where the current and future funding streams are, and marshal resources strategically and accordingly.

(5) **To provide more opportunities for researchers to contribute to economic development by generating new knowledge and its transfer to the private sector.** This goal will include developing and implementing mechanisms for effective commercialization of intellectual property.

(6) **To promote faculty and staff development.** Faculty development requires a compensation system which will attract and retain a diverse faculty and staff. Incentives for lifelong learning experiences must be created. This feature includes (1) evaluating the sabbatical leave and tenure and promotion policies to accommodate two-career families and (2) taking advantage of
opportunities for faculty and staff to engage in inter-institutional academic programs and non-institutional alliances to further their scholarly pursuits.

(7) To provide programs and services that infuse new techniques and methodologies into the learning community. To accomplish this objective, state-of-the-art technology showcases and training must be made available to faculty, staff, and students. Accommodations must be made to facilitate expert evaluation of commercial-off-the-shelf (COTS) technologies and trend lines of new and emerging technologies.

(8) To coordinate programs involving strategic alliances with government, industry, and academia. Appropriate alliances selected worldwide must be developed in a "virtual" mode whereby they can assemble resources easily, perform the needed research, and disband. The Vice-President for Research and Dean of the Graduate College will use a management structure which maintains the resources within their respective units and facilitates appropriate teaming relationships.

The Vice-President for Research and Dean of the Graduate College has begun setting the structure in place to achieve these goals and objectives. A technology transfer initiative is being implemented which will be the model for subsequent research thrusts and their management.

Changes must also occur in the relationship between the federal government and the research-intensive universities to ensure that research and development funds are efficiently used in generating and disseminating new knowledge. The Vice-President for Research and Dean of the Graduate College will be actively involved in creating that new relationship. A brief summary of how the relationship between the federal government and academia evolved over the past 40 years lays the groundwork for examining the weakness of the relationship in the current environment.

The Department of Defense (DoD) was established to absorb and utilize scientific knowledge rapidly and continuously by performing the entire RTD&E cycle. The Department of Energy (DoE) has similar capabilities; however, most other governmental agencies and the private sector are not equipped to absorb knowledge continuously. The typical approach is to absorb new knowledge up to a point, then settle into a lengthy status-quo phase. An example of this is the U. S. automobile industry which reached a point where the expected return on investment caused technological innovation to cease in the 1950s until global economic competition force a paradigm change ion the 1980s. The research universities must interact closely with the federal government in this transition period from the Cold War to economic competitiveness. There must be an innovative federal initiative which includes:

(a) an infrastructure which facilitates strategic partnerships among g/i/a to leverage resources to solve current and evolving socio-technical problems. This feature must include a commitment by the government to pay the true cost of the research it contracts with the universities. The current climate is forcing the universities to over cost share, accelerating the deterioration of their infrastructures. This problem is exacerbated when state governments are unable to support the universities' research mission as they did previously;

(b) a structure which allows g/i/a to manage change collectively. Some aspects of change are managed more effectively collectively, while other aspects
require independent action by government, industry, or academia. As such, it is also essential to have a structure whereby government, private industry, and academia can also maintain separate identities;

(c) a continual revenue stream must be devoted to non-obsolescence (i.e. equipment and repair). Funds to create and maintain shared core facilities must continue to be available.

The nation's research universities are expected to assume (and are assuming) an ever-increasing set of roles and responsibilities. Even a partial list would include serving as a think tank, a government and corporate research arm, a small business incubator, a technology-transfer mechanism, and a promoter of economic development. These responsibilities reflect increased recognition for the contribution research universities can make to regional and national economic growth, as well as the value of linking research, education, and training to non-academic settings. A major paradigm shift is occurring in the research arena which profoundly affects the way research will be conducted in the next decade. The goals and objectives for the OSU research enterprise described in this final section have been formulated to place the University in a pro-active position to respond to these exciting challenges.
EXTENSION AND OUTREACH
UNIVERSITY EXTENSION

Mission

As Oklahoma's land-grant institution, OSU has as one of its three missions the extension/outreach of educational programs and services to external audiences. The mission of University Extension is to facilitate the dissemination of the teaching, research, and professional expertise of the university faculty and staff in order to benefit individuals, groups, and society. These university resources are normally extended to nontraditional learners and/or through nontraditional methodologies via organized educational programs and public service activities.

Planning Principles

University Extension has adopted specific planning principles for guidance in developing and evaluating extension/outreach goals and objectives. They are:

• In keeping with the land-grant tradition, Oklahoma State University is committed to providing a comprehensive program of educational outreach services.
• Extension/outreach programs are a form of scholarship that cuts across teaching, research, and service and involve generating, transmitting, applying, and preserving knowledge for the benefit of extended audiences.
• Extension/outreach programs are distinguished from traditional programs by distance, time, clientele, and/or formats.
• Within a decentralized structure, University Extension outreach programs rely on faculty expertise and are college-based or college-sponsored.
• Extension/outreach programs are client-centered and include credit offerings, noncredit offerings, and public service activities.
• Extension/outreach programs and activities are delivered that utilize a variety of different methodologies, emphasize quality, and are evaluated by criteria appropriate to objectives stated, audiences served, and resources utilized.

Goals and Objectives

Listed below are the five key university wide goals of University Extension which are relatively stable but subject to annual revision. These goals are approved by the University Extension Council and serve as guides in developing unique college extension plans.

I. Program Delivery

To provide quality continuing education and public service programs and activities within a global context to: (a) pursue academic degrees and programs, (b) update professional qualifications and/or certification, (c) develop new job and career skills, (d) improve personal development and citizenship responsibilities, and (e) disseminate research outcomes and contribute to economic development and the quality of life.

Objectives:

A. Offer credit programs when and where appropriate.
B. Offer a broad range of professional development noncredit programs.
C. Respond to requests for public service programs.

II. Needs Assessment and Delivery Systems
To identify the educational needs and the appropriate delivery systems to meet those needs.

Objectives:
A. Maintain systems to provide continuing flow of information concerning program needs.
B. Encourage personnel development and make recommendations with regard to new educational technology.
C. Seek to provide state-of-the-art professional development conference facilities and train personnel in the use of these facilities.
D. Seek and provide funds for innovative outreach programs and delivery systems.

III. Cooperation with University Units and External Organizations
To encourage cooperation with other university units and external organizations to attain mutually identifiable objectives.

Objectives:
A. Collaborate with other OSU units outside University Extension to facilitate the development and delivery of continuing education, public service, and other outreach services to the citizens of the state, national, and international audiences.
B. Serve to facilitate program exchange between University Extension units and other interdisciplinary program activities.
C. Collaborate with Educational Television Services, Wellness Center, the Institute for International Trade and Economic Development, Cooperative Extension, and KOSU-FM, in the formulation of outreach strategies and delivery mechanisms.
D. Strengthen relations and explore cooperative efforts with other universities and external organizations.

IV. Administrative Support Systems
To continue development, implementation, and review of the appropriate administrative structures to enhance the function of University Extension.

Objectives:
A. Maintain and process unified data for outreach activities.
B. Evaluate and upgrade, where appropriate, the University Extension management systems.
C. Review, evaluate, and implement program and budget review process.
D. Implement a personnel development program for faculty and staff involved in the outreach effort.
V. Communication and Visibility

To implement programs and communications that will increase the visibility, effectiveness, and understanding of the University Extension mission among internal and external groups.

Objectives:

A. Develop and implement plans and strategies for program promotion,
B. Develop communications about extension mission, program activities and achievements to internal and external groups.
C. On matters of outreach, serve as OSU's representative with external committees and associations.
D. Disseminate information regularly concerning University Extension activities.

Programs and Audiences Served

University Extension programs and services flow from the college-based extension units and are delivered by college faculty or college-approved adjunct faculty. Each program unit has prepared a section in the following report. In FY94, over 95,000 individuals participated in over 2,400 outreach programs and public service activities that generated over $8 million. A total of $13 million were generated by Fire Protection Publications ($8 million) and the NASA contract ($5 million).

Nearly half of the OSU faculty participated in one or more program activities. These programs and services primarily include: upper-division, professional, and graduate credit courses and programs; short courses, conferences, and workshops; teleconferences; and problem-solving assistance to individuals, groups, and organizations. Provided both on and off campus, these programs and activities cover a wide variety of disciplines and use a variety of delivery techniques, including various forms of media and telecommunications.
EXTENSION AND OUTREACH

Trends and Changes:

Since 1985, various circumstances have caused fluctuations in type and number of programs offered by University Extension college units. However, during this period the number of programs and participants has increased. Additional exhibits for number of programs by program unit and number of participants by program unit are provided in

| FY94 At a Glance |  |
|------------------|------------------|------------------|------------------|------------------|------------------|
| Number of Programs | Participants | Faculty | Adj. Fac. | Hours | Generated |
| Credit           | 254             | 6,245   | 116         |  56   | 9,620       | $1,218,000       |
| Credit (Electronic) Media | 71             | 1,052   | 41          |  10   | 3,584       | $417,000         |
| Noncredit       | 1,702           | 47,728  | 139         | 339   | 28,603      | $4,138,000       |
| Noncredit (Electronic) Media | 21             | 28,136  | 19          |  10   | 352         | $1,105,000       |
| Special Events/ Projects | 367             | 13,887  | 118         |  5    | 1,337       | $1,446,000       |
| Total            | 2,415           | 97,048  | 453         | 420   | 43,496      | $8,324,000       |
| Publications and IFSAC Accreditation* |  |  |  |  | 88,355,432 |
| NASA Aerospace Education Services** | 7,947           | 748,000 | -         | -      | -           | $5,160,000       |

*Fire Protection Publications sold 492,000 items and IFSAC accredited 41 programs
**Demonstrations, not including television and radio.

Table 17. University Extension Programs
the Extension file in the Resource Room. Most fluctuations in the data relate to abrupt changes in teleconference program delivery, program refocus in the College of Human Environmental Sciences and shifts in credit programming in the College of Education.

With the advent of compressed video technology and the need for graduate degrees at a distance, the emphasis is again shifting toward credit programs. The most recent thrust in the credit area has involved organizing an evening/weekend program for the University which has necessitated a change in time and effort emphasis for the staff in the Office of University Extension and the college extension offices.

Organization

University Extension programs and public service activities are provided through five OSU colleges: Arts and Sciences, Business Administration, Education, Engineering, Architecture and Technology, and Human Environmental Sciences. In addition, University Extension is responsible for college programs offered through Independent and Correspondence Study. University Extension programs and services concentrate on Oklahoma audiences without excluding national and international service opportunities.
EXTENSION AND OUTREACH

Structure
The organizational structure of University Extension is decentralized. An organizational chart is located in the Extension file in the Resource Room. Each of the five colleges has an extension director and staff who report to the appropriate college dean. The college units are responsible for the development, promotion, and coordination of extension programs and public service activities. The Office of University Extension, which reports to the Provost and Vice President for Academic Affairs, provides centralized services which support the activities of the colleges. The Director and staff of Independent and Correspondence Study report to the Dean of University Extension.

Central Office
The central office provides various services and overall coordination for the University Extension programs and public service activities which are provided through the five colleges and Independent and Correspondence Study. This office serves to support and link the decentralized organization on matters related to planning, organization, policy and procedure, budget, personnel, data collection, and reporting. It also serves as a central point of contact for external as well as internal publics seeking outreach assistance from the University.

University Extension Council
The Council provides the main coordinating and policy formulation group for University Extension. Given the decentralized structure, the University Extension Council meets bi-weekly to facilitate communication, discuss mutual concerns, develop interdisciplinary programs, and recommend administrative procedures and policy changes. The University Extension Council consists of the directors of the five college extension units, the Director of Independent and Correspondence Study, the Associate Director of University Extension, and the Dean of University Extension. The representatives in the Oklahoma City and Tulsa offices serve as ex-officio members of the Council. The Dean of University Extension serves as the chair of the Council.

Trends and Changes
Since the last review in 1985, University Extension has undergone several administrative changes while still maintaining the basic, decentralized organization put in place in 1975. At the time of that review, the position of Director of University Extension and the incumbent had been in place for ten years. On July 31, 1989, the UE Director retired from the University after serving his last year as not only Director of University Extension but also Interim Vice President for University Relations and Development.

Following this retirement, from August 1989 through May 1990, the Dean of the College of Business Administration served as Interim Director of University Extension. Also in August 1989, the Vice President for University Relations and Public Affairs (a slightly redefined version of the former University Relations and Development vice presidential area) was named and assumed, as part of his responsibilities, the University Extension function. This vice president also subsequently served as Interim Director of University Extension from May 1990 until a new director was appointed to the position in May 1991. Then, on July 1, 1994, in a major organizational change to more effectively support OSU’s academic mission, University Extension was transferred administratively...
to the Provost and Vice President for Academic Affairs, and the position of Director of University Extension was changed to Dean, University Extension.

Funding Trends and Changes

Of the total University state E&G budget, the University Extension function receives about 2%. With these funds, salaries and maintenance in the UE Office as well as a major portion of salaries in the five college extension offices and Independent and Correspondence Study are supported. Of the total University Extension allocation, the Office of University Extension retains about 20% with 70% going to support college programming and another 10% to support other functions at the University such as Educational Television Services, KOSU Radio, Wellness Center, and until FY95 the Office of the Vice President for University Relations and Public Affairs, Audiovisual Services and the Museum. No new program and position funds have been provided to University Extension to pass on to program units. Since FY92, funding has declined because of budget cuts. These percentages of state resource distribution have remained stable over the past 10 years.

During the first five of this ten-year review period, a major portion of discretionary funds, as well as reallocation of college funds, was directed to Educational Television Services (ETS) to support electronic distance learning programming. Over $500,000 was reallocated from college extension state funds to ETS. In addition, the Office of University Extension during that same period increased its permanent extension state allocation going to ETS by 75% as well as investing over $150,000 in one-time funds for new equipment and technology upgrades. College extension earned funds of over $150,000 have also been transferred for the benefit of upgrading electronic classroom space maintained by ETS. Also related to the telecommunications thrust, over $370,000 was reallocated from the Office of University Extension to support the National University Teleconference Network (NUTN) during this period.

In a major permanent reallocation of University Extension funds, in FY90, the President directed that $180,000 of E&G funding be reallocated from the University Extension function to support emerging functions in the President's office. Of this amount, all but $50,000 came from the University Extension Office budget and did not effect the college programming support. In addition, since 1990, UE has provided support to non-extension endeavors by over $275,000 as well as sustaining permanent reallocations of $11,500 to support maintenance costs of a new KOSU transmitting tower, $43,000 to the Vice President for University Relations and Public Affairs, and $64,000 from the I&C budget to fund overall university budget reductions. In FY94 the base budget was reduced by $287,945 due to budget cuts. In this five-year period, the base budget was reduced by approximately 20 percent—a total of $630,000.

Since FY91, in a major effort to adjust UE Office reallocations to more directly support extension programming, over $100,000 one-time funds have been directed to the college extension units for additional support of their efforts. Also, the usage of permanent central funds has changed from support to NUTN, the museum, Audio-Visual and the Wellness Center to computer support, marketing assistance, and program development incentive funds with continued support to ETS and KOSU-FM.
Future Opportunities

Many opportunities are available to University Extension to provide expanded service to various constituencies. The President's recently released vision statement called for a 50 percent increase in extension programming over the next ten years. These program opportunities include:

• continuing the development of evening/weekend college;
• highlighting and expanding OSU's various economic development programs and services;
• expanding distance learning degree and noncredit programs;
• developing partnerships with other private and government organizations to expand services;
• seeking more federal and state grants and contracts;
• expanding international programs; and
• assisting in expanding summer school and intersession course opportunities.

Future Challenges

UE also faces many challenges:

• continued reallocation and conversion of extension base funding will decrease the ability to maintain service opportunities;
• faculty losses and the faculty reward system present challenges to the faculty-based extension system;
• regulations by state regents have curtailed the ability to offer credit opportunities to many sectors of the state;
• enhanced efforts are needed by extension to communicate more effectively both externally and internally;
• maintaining focused goals and objectives;
• being accountable for funds and program outcomes and allocating base funds on performance; and
• the need to be able to respond in a timely basis with programs and services that are of a general university nature.

Arts and Sciences Extension

The mission of Arts of Sciences (A&S) Extension is to deliver high quality outreach programs to people anywhere in the state of Oklahoma. These outreach programs, which are offered through various media, include public service activities, conferences, noncredit training courses, and credit courses.

The goals of A&S Extension are to excel in programming, technology, reliability, and value. To provide clientele with exceptional educational experiences at the lowest cost possible, the staff seeks to discover customers' needs, develop the best program possible, deliver that program in the most effective and efficient medium, and charge a reasonable fee for the services. To achieve the highest level of efficiency possible, A&S Extension builds in tight financial controls, continuously evaluates program operation, provides ongoing training for our staff, and aggressively markets its services.
The philosophy of the unit is to be proactive as well as reactive. On the one hand, the staff readily responds to faculty requests to offer outreach programs. When they receive such a request, they support the faculty in numerous ways, from developing marketing materials and providing satellite facilities to registering students and handling finances. On the other hand, the staff proactively identifies educational needs in the state, initiates programs to fulfill those needs, and recruits faculty to deliver those programs.

**Audiences Served**

A&S Extension serves a large and diverse constituency across the state and the nation. During the FY94, over 20,000 individuals participated in programming offered through the office. These participants included middle school and high school students, undergraduate and graduate university students, professionals from various industries and businesses, retired persons, and others who chose to continue their education.

For example, in FY94 A&S Extension served over 500 Oklahoma high school students at the annual OSU High School Mathematics Contest; over 700 high school and junior high school students in Oklahoma (and thousands of others nationwide) through live broadcasts of German and Physics by Satellite; and 379 retired persons through 14 Elderhostel programs. A&S also enrolled a total of 505 students by extension in credit courses, generating 1,766 student-credit-hours.

**Programs Currently Offered**

In FY94, A&S Extension offered over 90 conferences, workshops, and seminars and numerous public service programs. During the same period, departments in the College offered 23 credit courses by extension. For a list of all programs offered in FY94, please see the Extension file in the Resource Room.

**Changes in Program Offerings**

During the past 10 years, A&S Extension has undergone several important changes, including expansions in some programs, reductions in others, participation in consortia, introduction of new technology, and reduction of administrative staff.

One very positive development was that in 1994 Arts & Sciences offered its first degree program through Extension—a Master of Science in Computer Science. The courses are electronically delivered to several remote business sites in Oklahoma and are taken by professionals who cannot travel to campus.

Another positive change was the growth of the Elderhostel program, which is offered through A&S Extension. Reflecting an increase in energy and resources the office has devoted to this program, Elderhostel grew from 2 programs and 48 participants in 1982 to 14 offerings and 379 participants in 1994.

An external change was an increase in competition from other educational institutions and private firms delivering satellite courses to public schools. A&S Extension was an early leader in distance education through satellite, and it continues to offer several outstanding programs via satellite. However, in the past decade, other institutions used federal grants to start up competing programs and have siphoned off clients in their regions. Because of reduced enrollments, A&S Extension discontinued offering Russian by Satellite and offered Advanced Placement Calculus on an irregular basis. However,
other A&S Extension programs remain extremely strong, both in Oklahoma and in across
the nation.

To increase enrollment in satellite courses and to reduce marketing costs, A&S
Extension formed a consortium with three other educational groups. The consortium
IDEANET (Interactive Distance Education Alliance Network) combines the partners' pro-
grams into one catalogue for "one-stop shopping" and eliminates duplication of
marketing efforts. In addition, A&S Extension began offering graduate classes in
computer science through the National Technological University (NTU), a distance
education institution serving graduate engineers, technical professionals, and managers.

New developments in electronic media technology allowed A&S Extension to offer
courses to remote sites via two-way compressed video. Another new technology is video
computers, which are used in teaching German III to students in high schools. With this
technology, students can talk to and see the instructor on their computer monitor in a
highly interactive tutorial session.

A new thrust for A&S Extension in the past five years has been international offerings.
Several programs have offered OSU students international experience, and others have
taken our faculty to foreign countries. Examples of credit courses offered abroad for
OSU students are Tropical Marine Biology and the International Cooperative Education
(ICE) Program. Tropical Marine Biology is a summer course at a research facility on
San Salvador Island in the Bahamas. The course offers students a unique scientific
experience as well as the opportunity for first-hand contact with a different culture.

Through the ICE Program, Extension also makes it possible for OSU students to gain
educational experience abroad through a work-study program in France, Belgium,
Germany, or Switzerland. Students enroll during the spring semester in either German or
French classes and then spend the summer working at jobs arranged for them by an ICE
representative. Students gain internship credit for these experiences.

A&S Extension sends faculty as well as students to foreign countries. For example, the
English Department offered several extension graduate-level courses at the Instituto
Tecnologico y de Estudios Superiores de Monterrey (ITESM) and also offered credit
courses at various sites in Taiwan.

In addition to programmatic and technological changes, two important organizational
changes have occurred in the past decade. One was the elimination in 1992 of a separate
administrative structure for A&S Teleconferencing Service, which delivers courses to
students in public schools across the state and the nation. Whereas once there were two
administrative structures in place, now the programs are managed under one roof,
resulting in greater administrative efficiency and effectiveness. The other organizational
change for increased efficiency and centralization was the elimination of coordinators
housed in the various departments within the College.

**Organization of A&S Extension**

Arts and Sciences Extension has eleven full-time employees. The office has a director,
an associate director, three program coordinators, two unit assistants, a financial
coordinator, a financial assistant, and a secretary/receptionist.
Future Plans and Challenges

In the next 10 years, as dramatic technological and societal changes continue to occur, A&S Extension will strive to keep pace with the new technologies and meet the needs of existing and emerging markets. The rapidity of change in research and technology will require that professionals in every field must undergo continuing education to revitalize their college degrees. Growth in certain populations will open new opportunities for credit and noncredit courses while shifts in the economy will create certain jobs and eliminate others. Following are some of the areas A&S Extension will focus on in the next decade:

Technology obviously will play a key role in future education. A&S Extension will make even greater use of technological innovations as electronic networks are established and satellite costs decline. More and more students will be interacting with professors through electronic mail, two-way video, and desktop video. Whereas at present only a fraction of A&S courses are delivered through Extension, in the future the College expects to project its expertise and intellectual talents over fiber optic networks to every home in the state. Through a marriage of telephone, television, and computers, A&S will be able to deliver seamless, interactive, real-time video.

Specifically, more courses will be offered using the following technologies:

- **Teleconferences.** As electronic media become more accessible and economical than air travel, A&S Extension will host more regional, national, and international teleconferences as a way for faculty to exchange ideas, communicate research findings, and collaborate on research projects.

- **Compressed Video.** Two trends will allow A&S Extension to use compressed video technology. The first is the establishment of studio classrooms at remote sites. As a result of this trend, courses delivered by two-way compressed video will increase dramatically. The second trend is the creation of a national data infrastructure, which eventually will carry compressed video into homes as well as businesses. These trends will allow nontraditional students almost unlimited access to the intellectual resources of the College.

Training, as opposed to education, will be stressed in future years. A&S Extension will hold more in-house training courses, retraining of personnel, and recertification.

- **Corporate In-House Training.** If Oklahoma is to develop a strong economic base, it must provide continuing educational opportunities to professional employees. Rather than sending these employees to generic, public programs, however, businesses will want training tailored specifically for their own fields and delivered at their own sites. In the past, A&S Extension has not made training of workplace professionals a high priority. In the future, however, the faculty and staff plan to expand their collaboration with Oklahoma business and industry by offering more corporate education.

- **Retraining.** As certain segments of the economy decline and others expand, there will be a need to train displaced professionals. A&S Extension will be there to develop and deliver such training.

- **Recertification.** More and more professions and associations will require members to obtain annual continuing education credits to maintain licenses or to
become certified in particular areas. A&S Extension will work closely with such organizations to provide certification-specific training courses.

Three special areas A&S Extension expects to emphasize are technology transfer, internationalism, and the environment.

- **Technology Transfer.** In the future, A&S Extension will strongly emphasize the connection between faculty research and faculty outreach. Excellence in academic research—software development, scientific discoveries, behavioral findings—will be translated into economic advantage for the State of Oklahoma.

- **International Programs.** With technology such as Internet and satellites making global communication increasingly accessible and economical, and with the emergence of new educational markets in China, Africa, Russia, and Eastern Europe, A&S Extension will develop and offer a variety of courses to students, professionals, and citizens in many foreign countries.

- **Environmental Courses.** Environmental issues will continue to be of great concern to people worldwide, and A&S Extension will develop additional courses that address the social, technological, legal, geographical, geological, and political issues surrounding environmental pollution and wilderness conservation.

Two special populations will also receive increased attention from Arts & Sciences Extension.

- **Native Americans.** Oklahoma has more Native Americans than any other state, and the needs of the various tribes are enormous. A&S Extension will be actively involved in developing educational grants for Native Americans and offering social, cultural, and language courses for this important population.

- **Retirees.** By the year 2005, the Baby Boomers will be at, or very near, retirement age. To serve this senior population, A&S Extension plans to increase its Elderhostel offerings and develop other special programs. Courses will address such areas as: retirement planning, transitioning to retirement, continuing careers for the semi-retired, personal finance for retirees, oral history, art appreciation, creative writing, estate planning, health care, housing, and safety issues for the elderly.

The future is not without challenges, of course. The three major challenges facing A&S Extension will be establishment of a fiber optic network, acquisition of hardware, and faculty recruitment.

Ours is a rural state with 3 million people spread over 69,000 square miles. The main resource required to reach this diffused population is a fiber optic network that will allow A&S Extension to deliver interactive video courses to other sites around the state. When the State establishes such a network, eventually connecting the university with every home in the state, A&S Extension will be ready to offer courses and even degree programs through two-way video.

Delivering these courses and degree programs will require more video classrooms, which means purchasing cameras, monitors, microphones, computers, CD-ROMs, and other
equipment. The initial capital outlay will be extremely high, but the long-term return on investment will be high as well, both in economic and intellectual terms.

The third major challenge for the College will be retention of faculty who teach through Extension and recruiting new faculty to teach extension courses. First, teaching in Extension must be recognized and adequately rewarded. Second, many faculty are somewhat reluctant to seize the opportunities that technologies such as compressed video afford. One of the goals of Extension is to make faculty more receptive, to demonstrate the tremendous opportunity various media offer, and to explore these options creatively. Putting A&S's curriculum on the air will require changes in pedagogy, and A&S Extension is committed to helping faculty learn to adapt their teaching to the new media.

Arts & Sciences Extension has an aggressive long-range plan for meeting the challenges of the early 21st century. The College, which assumed a national leadership role in teleconferencing in the past, will remain receptive to innovation, maintain a clear sense of purpose, make the necessary investments, exhibit an entrepreneurial spirit, and continue to insist on the academic integrity of its programs. Through vision, energy and commitment, A&S Extension will broaden its programming and successfully meet the needs of its various constituencies.

**Business Extension**

Over 240 programs are offered through Business Extension to 20,500 people annually. Business Extension's mission is to serve business, industry, and government constituencies utilizing the faculty resource base of the college.

Students on-campus and off-campus are also being served through credit courses offered through Business Extension. In the 17 credit courses offered through Business Extension in 1993-94, there were 1,140 student enrollments and 25,240 student credit hours. Courses for credit available to students and offered internationally include Japan, Mexico, and England. The Corporate MBA Program offered through two-way compressed video is now serving 68 students at four corporate sites: Conoco, Halliburton, Phillips Petroleum Company, and Seagate Technology, Inc.

Associations such as the Municipal Clerks and Treasurers and Professional City Administrators are being assisted with their annual conferences. Business Extension keeps the transcripts for certification requirements of the clerks and treasurers in Oklahoma. Professionals in accounting, insurance, and real estate are also being assisted by Business Extension granting continuing education credits through programming. Business Extension is also involved in grants and contacts which assist organizations through Small Business Administration cases, and assist international constituencies through USIA grants where faculty instruct programs related to business issues and curriculum. For a complete listing of programs currently offered by Business Extension, please see the Extension file in the Resource Room.

**Program Changes Since 1985**

In 1984-85, there were 264 programs offered to 10,331 participants with 2,861 hours of instruction and 75,558 participant hours. The Center for Economic Education, working through Business Extension, targeted high school instructors and students and provided 100 programs in 1984-85. A grant from Tinker Air Force Base involved 57 in-house programs on topics such as Computer Literacy, Supervisory Training, Oral
Communication, and Time Management. IBM Corporation and Phillips Petroleum Company also were large organizations that requested several in-house programs. The total income was $505,646 with an overage of $96,827.

In 1993-94, there were 244 programs (8% decrease) offered to 20,475 participants (51% increase) with total program hours taught of 2,675 (9% decrease) and participant hours of 115,858 (35% increase). Program income is $1,333,546 and projected overage is $170,000 for 1993-94. Compared to 1985, there is more emphasis on flagship high visibility programs and credit courses. There were no courses ten years ago in the international area which is an area where the college is now expanding. Although there was some involvement in teleconferences, compressed video courses offers an inexpensive and convenient medium for providing distance learning. More credit courses are being offered with plans to expand the number of offerings to students.

There are a significant number of public service programs being offered to OSU departments, nonprofit agencies, and other associations. Many different organizations are involved in in-house programs compared to the number of requests from larger organizations a decade ago.

**Resources to Accomplish Goals and Objectives**

Business Extension has 16.25 FTE employees and receives $374,910 in state funds for salaries of faculty and staff. The staff consists of a Director, three Program Managers, three program coordinators, an administrative assistant, a data control analyst, a senior financial assistant, and four senior office assistants. The faculty consists of a Director of International Business Programs with a partial salary on the extension budget. There are two graduate assistants and six students employed currently working on various projects. The Director of Business Extension reports on program activity to the Dean of the college.

Business Extension has a college faculty advisory committee consisting of a representative from each of the five departments. The college extension director and research director also serve on the CBA Extension Advisory Committee in an ex-officio capacity.

**Future Plans and Challenges**

Distance learning will have an impact and more courses will be offered through compressed video, satellite, or possibly television. Graduate education will be extension's niche as we offer degree programs not only in Oklahoma, but throughout the nation. Technology will have an impact on the way programs are offered and the formats used. Classes could be offered by television, videotape, Internet, and other means.

Business Extension will be expanding with more programs offered on an international basis. With advances in technology, there will be increased interest in the global environment. Network capability will continue with increasing corporate and university contact.

Economic development will be emphasized more as the demographic trends state that small businesses will be the largest employers of the future. Technical assistance and application of practical research will continue to grow.
There will be more cooperation with the University of Oklahoma on both noncredit and credit programs. As financial resources remain stable or possibly decrease, the two comprehensive universities will offer more joint programs for efficiency.

Organizationally and financially, if programs continue to expand, more staff will be needed. A program coordinator, secretary, and student assistance will be utilized for program development. More space would be needed for staff and classroom purposes. Several rooms would be set aside for distance learning purposes for nontraditional students. These rooms would be equipped with the necessary technology capability for delivery.

Financially, due to inflation, faculty will require more in overload pay for incentive to be involved in programming. State resources will probably not increase unless bills pass to increase funding for higher education, and there will be pressure on extension to overload pay.

Business Extension will seek to be more responsive to organizations needing professional certification. More associations will utilize extension services for certification requirements. Also there will be a market for the "aging workforce." More people will return to the University for retraining.

Several strategies will be used to save funding in the college budgets. More grants and contracts will be pursued to increase external funding for the college and summer pay for faculty. There is a possibility that University Extension would be charged with Summer School which would cause extension to focus more on credit courses. Classes would be market driven.

Alternatively, if funding is decreased, extension could be centralized for greater efficiency among utilization of resources. This would possibly result in using staff or adjunct faculty to instruct if the trend is for the extension unit to become more self-sufficient. Public service would not be emphasized if state funding decreased and the extension unit is bottom line driven.

**Education Extension**

Education Extension works with the six academic departments in the college to provide courses, workshops, conferences, and seminars which enrich the experience of educators and other professionals in College of Education. The flexibility and convenience of time, place, and format are primary considerations in developing offerings to serve Extension clientele. Extension offerings allow clientele to have direct contact with OSU faculty and staff which would not otherwise be possible. Though always seeking innovative means of delivering quality and timely instruction to greater numbers of place and time bound students, Extension is guided by the expertise of the outstanding faculty which comprise our College.

For a complete listing of programs currently offered by Education Extension, please see the Extension file in the Resource Room.

**Changes in Education Extension Since 1985 NCA Report**

Education Extension has experienced significant changes in scope, content, and clientele of those targeted and those served by Extension instruction. Through administrative changes, course requirements and the approval process for credit courses have oscillated
to the extent that course offerings and faculty participation have reached a historical low point. Societal demographics tell continuing educators that the demand for nontraditional courses and delivery systems will necessitate changes in our higher education model. Older students are seeking more advanced courses and have higher expectations of time and place service since increasing numbers of students are employed full time.

Education Extension has responded to today's student demands with new formats of course formulation and delivery like the compressed video program at Bartlesville which provides multiple site course delivery, and the superintendent's certification program offered at McAlester. Video conferences have been emphasized and delivered to a more sophisticated audience while cooperative endeavors have been pursued with industries and federal agencies. Extension participated in the federal Star Schools Grant to deliver multiple credit courses and noncredit instruction to practicing teachers. Strategies for events like the Academic Challenge are changing to pursue greater volunteer participation in its planning for the future.

**Resources to Accomplish Goals and Objectives**

Education Extension facilitates the outreach efforts of the College of Education to serve the various constituencies of the College. To a greater extent than in the other college extension offices, the thrust has been in offering credit courses. Thus, much of the Education Extension resources are funneled in that direction. However, the trend has shifted over the past decade as is described above. Currently employed are three classified personnel and two-and-a-half administrative personnel with one of those holding faculty rank. Additionally, each of the six academic units in the college has a faculty member assigned at approximately .20 FTE to extension. These six are involved in coordinating outreach activities within their units as well as in presenting seminars, teaching classes, consulting, etc.

Within the office itself there is a .50 FTE Coordinator of Marketing and Outreach who is responsible for marketing all of the extension activities. Additionally, a full time Associate Director provides leadership in the credit and noncredit areas. As a result of funding cuts two, classified positions have been eliminated so those responsibilities are being assumed by part time student employees. Two, half-time graduate students are employed; one who assists with the Texaco Academic Challenge and the other who designs and produces brochures and publications.

**Plans For 2005**

Technology has had a major impact for the past ten years and will continue to for the next ten years. Delivery of programming via satellite will decrease because of the cost and difficulty of generating sufficient revenue. Over the past decade many vendors of programming have entered the market making it very competitive. Unless the Extension Office is successful in obtaining grant money to fund programming, satellite delivery will decrease. However, in the technology arena other opportunities have appeared in the past five years to provide considerable promise. The College currently offers a master's degree in curriculum and instruction and is pursuing offering additional degrees and course work leading to certification. As more sites are added to the system, credit and noncredit programming will be attractive. Thus, the future will require allotment of additional resources to coordinate these efforts.
The state is in the midst of revamping its professional development requirements for educators which will require establishing professional development institutes. The College of Education will apply for such an institute which would require considerable allocation of resources to coordinate program delivery. Also, Education Extension plans to expand its services to the non-teacher education activities of the College.

Communications, contacts, and planning should be improved after the College's administrative and academic units are housed together in the renovated Willard Hall. State of the art technology will be available for program delivery, facilities will enhance professional development activities, and proximity of faculty will improve the opportunities for participation through extension. With strong administrative support the College of Education will be able to serve through teaching, research, and service.

**Engineering, Architecture & Technology Extension**

The extension/outreach arm of the OSU College of Engineering, Architecture & Technology (CEAT) is one of the largest such public service and adult continuing education operations in the United States in terms of number people served and revenue generated. It involves almost 100 full-time faculty and staff and operates with a total annual budget of about $13 million (94% comes from participant registration fees and sale of materials). Details of individual program activities provide by the College's various outreach departments follow.

**Center For Local Government Technology**

The Center for Local Government Technology (CLGT) is committed to providing programs and services to promote quality and productivity in the delivery of services by local units of Oklahoma government. Audiences served are county elected officials and their deputies, state employees, city public works personnel, transportation officials and members of various professional associations.

CLGT is the major educational resource for Oklahoma County officers and deputies. Programs involve legislated and voluntary certification and training for county assessors, commissioners, clerks, treasurers, sheriffs, court clerks, equalization board and purchasing agents. Major programs include technical assistance, rural transportation, public works and are carried on through the use of seminars, workshops, regional and national conferences, and training delivered by satellite broadcast. These programs have resulted in significant financial savings for counties as well as increasing the quality and professionalism of local government units.

Within the past year, 85 courses were presented at various North American locations and reached in excess of 11,000 participants. CLGT is rapidly becoming known in the field of "public works" for its high technology satellite delivered programming which serves thousands of technical professionals each year.

**Future Goals**

The CLGT expects to grow in the future through partnering with a broad range of clients and thereby become less dependent upon state funding. Within 10 years, the Center expects to be the premier institution for local government training and reference.
publications in the United States. It also expects to make significant progress in international training conducted with partners around the world.

**Engineering Extension**

The Office of Engineering Extension strives to provide a number of outreach services to benefit the continuing education goals of technical professionals throughout Oklahoma, the region, the nation and in a few cases, internationally. It does this by providing technical degree program opportunities by using distance education methodologies. These programs involve the use of high technology communications equipment and facilities by way of videotape, fiber optic cable and satellite delivery. Engineering Extension distance education program delivery is recognized throughout the engineering education community as among the largest and finest in the nation. Engineers within Oklahoma at Conoco, Halliburton Services, Phillips Petroleum and Seagate Technology regularly participate in Masters degree programs without leaving their work sites.

Noncredit training programs from Engineering Extension provide the practicing technical professional with the latest knowledge and expertise aimed at immediate application in the work environment. About 40 to 50 faculty members from the College of Engineering, Architecture and Technology teach seminars, short courses and workshops each year as part of the Engineering Extension noncredit training program. In 1994, some 4500 engineers, technicians and technical managers participated in these training activities.

In 1985, outreach units within the College received about $700,000 of state funding. That amount has remained constant for the past 10 years. Engineering Extension positions have decreased from 22 staff members in 1984 to 18 in 1994. The number of people served has gone up considerably and the revenue received from participants has more than doubled within the 10 year period. The improved efficiency and performance of the group has been achieved by keeping the staff turnover very low, in the use computers and other high technology tools.

**Future Goals**

Engineering Extension plans for the next 10 years call for expanding the number of credit courses offered and complete degree programs for the benefit of technical professionals in Oklahoma business, industry, military and governmental organizations. This expansion will be aided by the use of new technology such as desktop video, low-cost interactive computer disk, INTERNET assisted distribution, videotape, and other methodologies.

In the noncredit training programs, Engineering Extension presently derives about one-third of its revenue from custom designed short courses for specific companies and organizations. By 2005, this type of in-house programming is expected to increase to approximately two-thirds of noncredit training activities in the College of Engineering, Architecture and Technology. The bottom line is that Engineering Extension outreach services will become much more company specific within the next 10 years.


**Fire Protection Publications**

Fire Protection Publications (FPP) is a self-supporting division of the College of Engineering, Architecture, and Technology, Oklahoma State University. Its mission is to develop, publish, and distribute training materials for the fire service throughout the world. Fire Protection Publications currently distributes materials in all 50 states, all Canadian provinces, and in 33 other countries. A copy of our current catalog is available in the Resource Room.

The division has grown from annual sales in excess of $2.5 million in FY85 to over $8.2 million in FY94. The number of items shipped annually has increased from 143,000 in FY85 to over 274,000 in FY94. The number of employees has increased significantly to our current staff of 65 full- and part-time employees.

**Future Goals**

Maintaining a leadership role in the world’s fire service is Fire Protection Publications’ challenge for the future. This will require current and additional dedicated personnel who are aware of changing technology and new media for delivering training. It will also require administration with visionary and conceptual approaches to management and the environment.

**Fire Service Training**

Fire Service Training is an extension/public service program of the College of Engineering, Architecture and Technology. Since 1935, Fire Service Training has trained municipal fire fighters in Oklahoma. The program provides training and services to the Oklahoma fire service community through comprehensive programs that teach the technology necessary to prevent and minimize the loss of life and property from fire or other emergencies.

Though the program’s primary audience is the personnel of the municipal fire departments in Oklahoma, training is also provided for industrial firefighters, public sector emergency responders, and national and international participants. Services benefit cities and towns in Oklahoma as they improve the level of fire protection and emergency response provided for their citizens.

Fire Service Training provides a broad spectrum of training ranging from the ten basic skills of firefighting to more advanced and specialized topics. National certification for each professional qualification standard for the fire service is available though the program. All courses are continuing adult education and not recognized for academic credit.

Fire Service Training is the state point of contact recognized by the federal fire programs which are part of the Federal Emergency Management Agency. Fire Service Training is also the only organization in Oklahoma with legislative mandate to train Oklahoma firefighters. We are proud of our long tradition and national reputation as a leader in fire service training and education.

The number of federal and state regulations impacting the fire service has grown significantly the last ten years. These factors set the stage for more sophisticated training, for expanded subject areas, and for the target audience to demand training that satisfies government regulations. Further, in Oklahoma the number of fire departments has
increased 30%. As a result of all of these external factors, Fire Service Training has doubled the number of course deliveries, doubled the budget, made available an expanded number of subject areas, and streamlined the record keeping and delivery system.

Fire Service Training is joined administratively with two sister organizations (Fire Protection Publications and The International Fire Service Accreditation Congress) to comprise the Fire Service Programs. Classes are delivered by staff instructors, a large cadre of adjunct instructors located throughout the state, and local in-house instructors. All instructors are certified. Fiscal year 1994 total funding was in excess of $900,000. Fire Service Training delivered 1,376 classes representing almost 300,000 participant hours of training and directly serving 20,395 people in FY94.

Future Goals

The future holds additional growth. To meet the training needs of a changing emergency response community, Fire Service Training must involve additional allied professionals in preparing and delivering courses. We must continue to expand the subject areas represented in our catalog and embrace new educational technologies while delivering this training. We must be ready to adjust in a timely manner to meet the demands of the audiences we serve.

Program growth demands additional resources. In the next ten years our financial support will once again double, but the source of the funds will probably come from external sources and from developing educational programs and delivery systems that generate their own funds.

The organization's personnel objectives will continue toward developing management teams and utilizing full time staff to coordinate the delivery system, and adjunct instructors to provide the direct deliveries. The professional staff will increase to nine from the present four coordinators to reflect this philosophy.

Service is the hallmark of Fire Service Training. We design and deliver our products and services to meet the needs of our customers. We listen and we serve. We measure our quality by our customers' satisfaction. These values will continue to guide the program through the next decade.

Ground Source Heat Pump Unit

The mission of this unit is to provide continuing support of the ground source heat pump industry by providing outreach functions that include: 1) classroom training on- and off-campus, 2) scheduling and delivery of workshops and seminars in- and out-of-state, 3) a clearing house for design methods and research information, 4) support of Oklahoma industries in economic development as it relates to ground source heat pumps, 5) provide national leadership to this industry in this technology, 6) become the leader and national center for this technology and 7) provide coordinated activities between the University academic and research programs. In addition, have OSU serve as the management organization in providing services for the International Ground Source Heat Pump Association (IGSHPA).

Audiences served by this unit include electric utilities, government agencies (DOE, EPA, DOD), private research agencies (NRECA & EPRI), heating and air-conditioning
dealers, private companies and individuals in Oklahoma and out-of-state. Programs for these audiences include single and multiple day installation workshops, national conferences and seminars, national teleconferences, training materials (manuals & videotapes), and informational brochures.

Program growth has progressed from regional to national to international activities with a balance of funding being provided by government agencies and private industries. Membership in the IGSHPA has grown to include more than 2000 individual and company members.

Funding for the program is totally from external sources with no state support being required. Direction for the IGSHPA is based upon annual review of the Association's advisory committee elected by the membership. At OSU, the Associate Dean of Instruction & Extension of the College of Engineering, Architecture and Technology provides leadership to assure that university needs and requirements are met.

Future Goals

Plans for the year 2005 call for integrating the functions of this unit into the existing external and internal infrastructure of the OSU academic programs in areas such as Construction Management Technology and Architecture. Plans also call for increasing the membership of the IGSHPA to 5000 with 50% of all U. S. electric utility companies having an understanding of and operational ground source heat pump emphasis.

International Fire Service Accreditation Congress

The International Fire Service Accreditation Congress, an outreach unit of the College of Engineering, Architecture and Technology, accredits fire service training programs internationally. Accreditation is generally limited to one entity per state or province plus one or more national government organization, such as the national defense system.

The Congress has expanded to include an assembly for fire related degree granting programs. Policies and procedures are being developed and reviewed to administer accreditation to degree granting programs.

Continuous quality improvement in fire training and educational programs is the long range goal of the accreditation Congress. Degree program review and accreditation will begin within two years. Growth in the number of accredited training entities has been rapid, but is expected to slow. Degree program accreditation should expand rapidly after the policies and procedures are approved.

Human Environmental Sciences Extension

The mission of CHES University Extension and Development is: 1) to provide quality marketing and program development assistance for the College outreach programs, that are centrally aligned and support the College's mission, that impact the human and economic development potential of our constituencies, and meet their educational needs, 2) to cultivate alumni involvement with the College and 3) act as a steward and solicitor for priority areas of development.
University Extension Audiences Served

CHES focuses on the study of individuals in their natural, behavioral, and social environments. CHES University Extension and Development serves both graduate and undergraduate students currently enrolled in Family Relations and Child Development; Design, Housing and Merchandising; Nutritional Sciences; and Hotel and Restaurant Administration. In addition to students enrolled at OSU, CHES University Extension and Development also provides continuing education and faculty development programs for many diverse constituencies nationally and internationally.

Current Programs

The programs sponsored by CHES University Extension and Development focus on human and economic development and are as diverse as the audiences served. Programming ranges from credit to noncredit, for traditional and nontraditional students, and from traditional semester format to condensed format to specially designed programs for industry. Information is also available in printed booklets and on video tapes.

Current credit programming is focused on meeting the continuing graduate education and certification needs of our constituents such as early childhood education teachers, marriage and family therapists and cooperative extension staff. Other credit and noncredit programs focus on helping professionals achieve a certification, maintain licensure, or develop further skills.

Current noncredit programs are primarily focused on hospitality industry employees. Needs are assessed through focus groups with members of the board of the Oklahoma Restaurant Association and with their special restaurant category groups, i.e., quick service, catering, full-service, etc. Through this organization, OSU is able to tap into needs and interests of the Oklahoma Tourism Association and the Oklahoma Hotel and Motel Association.

Credit programs target the graduate study needs of early childhood educators and cooperative extension staff, as well as the individual who wants to pursue a graduate degree but is unable to pursue their studies as a full-time resident student. Other credit and noncredit programs are aimed at the apparel and interior design professional. Program and publication content ranges from human resource and management-related topics to more discipline-related subjects.

Program Changes Since 1985

A strategic planning process begun by the College of Human Environmental Sciences in January of 1990 resulted in redefinition of the College and, specifically, the office of University Extension. Up to that time, programming did not adequately represent all the academic areas of the College and was primarily delivered by University Extension staff. Programming focused on areas outside the mission of the College and were primarily public service and not revenue generating activities.

In 1991, new staff and leadership were added to the University Extension office and the focus expanded to include development, alumni, publications, and other activities related to the College's external constituents. Needs assessments were conducted with many of the external users of services and departmental capabilities were assessed to determine directions for on-going and future programming. The focus in now on creating
partnerships with industry, education, and other organizations served by the College. Activities vary from credit to noncredit programming, as well as those programs meeting certification requirements.

**Organization**

The organizational structure of OSU University Extension is decentralized with offices and staff in each of five colleges, as well as a central office which provides overall support for the colleges. The college staff report directly to the dean. The College of Human Environmental Sciences University Extension and Development office is responsible for the development, promotion, and coordination of extension programs and public service activities.

**Future Opportunities**

Opportunities for CHES University Extension include:

- Expanding distance learning undergraduate and graduate degree programs in Hotel and Restaurant Administration, Family Relations and Child Development and Nutritional Sciences.
- Expand distance learning non-degree programs in all areas.
- Seek more private, federal and state extension grants and contracts.
- Develop partnerships with private and government organizations to enhance services.
- Expand CHES' programs aimed at human and economic development.
- Create and expand professional certification programs in Marriage and Family Therapy, Hotel and Restaurant Administration, and Early Childhood Education.
- Expand the condensed format or weekend college opportunities for degree seeking students, and assist with the expansion of summer school and intersession offerings also.
- Expand the selection of printed materials and video tapes available to business operators to enhance management and marketing practices and educators to enhance curricula to include all disciplines in the College.
- Expand international partnerships.

To capitalize on these opportunities, financial resources will need to be reallocated to support the marketing efforts and to sufficiently reward faculty for these efforts. University Extension's funding base must also remain intact and conversion of these funds to support other College activities must decrease in order to facilitate new opportunities to generate revenues. More marketing and support services will need to be provided by the central office so that a more efficient, effective, and unified plan is presented to external constituencies.

Expanded programming and services will require more staff. Much of the expansion of programs and staff can be funded through generated funds, but seed monies will be needed to launch many of these opportunities. Internally, the College and Oklahoma State University must recognize the efforts of University Extension and the potential impact of programming. OSU administration must recognize and begin to articulate the extension aspect of the University mission and the impact on the people and businesses of Oklahoma. In addition, because OSU's University Extension model uses OSU faculty
for program support and to extend the research and expertise of the University, the losses of faculty positions in recent years of budget reallocation and the faculty reward system must be reviewed in order to expand programming.

**Independent & Correspondence Study**

Independent and Correspondence Study provides an enrollment safety net, which increases OSU student recruitment and retention. With a total annual enrollment of 3,480 students, it offers university courses for undergraduate credit in all of the six academic colleges at OSU. Independent and Correspondence Study (I&CS) personnel help students progress through their courses by processing enrollments, maintaining a textbook service, recording and transmitting assignments, and monitoring examinations. Since correspondence students are considered a "class of one," they benefit from direct interactions with their instructors, most of whom are regular OSU faculty members.

University course designations are the same as those offered for resident credit. The content and evaluation for these courses have been approved by the appropriate academic departmental administrator. Also popular are several courses offering continuing education credit, which fulfill the educational and professional development needs for specialized interest areas. High school level courses in traditional general education subjects as well as enrichment courses are also offered. In addition, I&CS has adapted its service to utilize various telecommunications delivery modes including computers, audio and video cassettes, broadcast radio and television, and audio teleconferencing.

The goals and objectives of Independent & Correspondence Study (I&CS) are developed as strategies for accomplishing the mission of I&CS, which is to provide independent study opportunities to learners whose work, family responsibilities, physical isolation, or closed course sections may preclude participation in regularly-scheduled class meetings.

In congruence with the planning principles of its supervising management unit, University Extension, the programs of I&CS: (1) will utilize the expertise of the regular OSU instructional faculty/staff; (2) will be based on college approvals; (3) will focus on client needs (both individuals and organizations); and (4) will be evaluated by criteria appropriate to stated objectives, audiences served, and resources utilized.

**Audiences Served**

Many of the students served by I&CS' college credit courses are demographically different from those who attend on-campus classes. While half of the correspondence enrollees have been concurrently enrolled in at least one on-campus class, the other half of the enrollees has been located in all 50 states and over 45 foreign countries.

I&CS plays a role in student retention for OSU by attracting students who have been out of school for at least one year (28.6% of the total enrolled). While 80% of the OSU students took an I&CS course to satisfy degree requirements, only half the non OSU enrollees listed degree requirement as the top motive. Other non OSU enrollees listed their top motive for enrollment as certification (11 %), college transfer (7%), improve job skills (6%), and self improvement (5%).

The other students who are enrolled in I&CS high school courses or continuing education courses add to this diversity. Within both kinds of courses, I&CS is aiming to
meet very specific needs, the satisfaction of which can attract new students to OSU’s campus or correspondence college courses.

**Programs Offered**

A listing of all current I&CS courses is located in the Extension file in the Resource Room.

**Program Changes Since 1985**

Yearly trends in student enrollments among the correspondence offerings are similar to the patterns noted on campus, but with one exception. Because of the role played by laboratory equipment within most professional colleges, which often cannot be provided through correspondence, the proportion of I&CS enrollments in the College of Arts and Sciences has become higher than that of other colleges on campus. In another trend, continuing education courses from I&CS in fire technology and real estate have served the needs of many busy professionals. Finally, it is expected that high school courses will continue to have decreased enrollments in the next several years due to the decision to close out most existing courses after the present stock is depleted. This decision was prompted by a 50% reduction in state funds to I&CS.

A variety of measures can be used to evaluate the quality and appropriateness of I&CS courses. From a consumer perspective, on a standard course evaluation instrument completed by 5,324 students, the overall average rating given was a 7.5 on a 10 point scale for all courses. Review by peers is another excellent evaluation strategy. With regard to a perspective that is completely external to OSU itself, it is noteworthy that for 13 of the past 16 years, courses developed under I&CS auspices have won national awards for their outstanding clarity, organization, and thoroughness.

**Organization of Human and Financial Resources**

Within I&CS currently there are 3.63 A&P and 6.10 classified staff. Because of a 50% reduction in the state funds coming to I&CS during the past year, the positions of associate director and senior office assistant were not filled when vacancies resulted.

Most of the operational duties of the associate director were assumed by the director. Many of the mail-in registration duties of the senior office assistant were added to the senior unit assistant position along with some additional student support; then the position of senior office assistant was not filled after a promotion took place.

There are 128 regular OSU faculty members who instruct, develop, and/or revise I&CS courses on an overload pay basis. Because I&CS offers 70 high school and continuing education courses, it also employs 76 adjunct instructors on an overload basis. An ongoing monitoring mechanism is available in an Advisory Committee comprised of the I&CS Director, a faculty member representing each college, an advisor from each college, and two students who have taken I&CS courses. The Committee acts as a two-way liaison group and discusses issues of mutual concern affecting students, faculty, and I&CS personnel. For instance, ideas generated at Advisory Committee meetings were used to promulgate an I&CS academic dishonesty policy consistent with the entire University, to establish an incentive for timely grading, and adjust the submission rate for assignments.
**Unit Plans for 2005 and Related Resources**

Computers will play a much stronger role in the administration and delivery of I&CS programs and services. Bar coding will provide more accurate enrollment, mailing, and materials inventory. During the registration process the bar codes on existing OSU identification cards will speed the determination of correct charges and actual billing or payments. Bar codes on course materials will improve the accuracy of receipts and inventory control. Computer tracking of catalog mailings will improve the database on the relative effectiveness of various methods of marketing.

Computer-based electronic mail will increase the speed and frequency of interactions between students and instructors. The posting of timely information on computer-based electronic bulletin boards will make courses more up-to-date, plus boost the tendency of course members to share information with others. Computer conferences will enable students who are working on varying schedules to participate in group discussions and joint projects within the same time frame. Use will also be made of desktop video and multimedia in appropriate courses.

The efficiency and consistency of I&CS course development will be improved by authors utilizing software templates. The expanding access to and capabilities of Internet (or other information highways) will enable easier collaboration between I&CS staff and OSU faculty regardless of location, as well as among faculty and staff from several institutions.

These added I&CS future services will necessitate at least a full time computer applications staff member, plus increasing computer-sophistication on the part of all I&CS staff, faculty and students. At the same time the present trend of increasing expenses for computer hardware and software will continue through the next 10 years, but at a decreasing rate.

**Office of University Extension**

**Overview**

The Office of University Extension (OUE) provides services which will support and enhance the extension programming activities carried out at the college level. Through OUE, resources are dispersed to assist colleges in utilizing their knowledge-based resources to help individuals, firms, and organizations fulfill their training, development, and problem-solving needs.

The OUE also helps to identify programs that blend together, build upon, and serve to extend OSU’s teaching and research programs in support of statewide economic development. In addition, the office is responsible for providing leadership in identification of state needs and the appropriate delivery systems to meet those needs; encouraging cooperation with other university units and external organizations; providing administrative structures to enhance the extension function; implementing programs and communications that will increase the visibility, effectiveness, and understanding of the extension mission; and maintaining accountability for the function. Reporting directly to OUE are the two metropolitan area university extension offices (Oklahoma City and Tulsa) and the Independent and Correspondence Study office.
Support to Other Program Units
The OUE also provides funding in support of several other OSU units that support the extension mission.

Educational Television Services
Educational Television Services (ETS) provides professional video services to the OSU campus. Two broadcast studios and three classroom studios provide the access and equipment required for educational programming. A key function of ETS is to provide the technology, facilities, personnel, and management expertise to deliver college-level courses electronically to nationwide high schools via satellite and full graduate-level degree programs to other state institutions and corporations via two-way compressed video. ETS supports the missions of the campus extension offices by providing studios and technical assistance for course delivery. In addition, ETS provides technical assistance to OUE for the two-way Sprint Conference Room.

KOSU-FM
KOSU, is one of the most visible and active examples of OSU's public service and outreach missions. It expands the University campus by broadcasting to 1.5 million potential listeners 365 days per year. A quality check at Oklahoma State University is as simple as tuning the radio dial to 91.7 FM. The station represents the University with distinction through award-winning coverage of the Oklahoma legislature. Students, faculty, and Oklahomans alike have access to a nationally recognized public radio station and its operation for observation and research.

Wellness Center
The Wellness Center offers both credit and noncredit extension programs. The course "Exercise Leader," held in conjunction with the American College of Sports Medicine training and certification workshop, was held on campus with three of the participants attending for credit. The Wellness Center also conducted six training workshops in cooperation with OSU Fire Service Training. The workshops, entitled "Fire Fitness Instructor Training I, II, & III," enrolled 10 students in each of the sessions offered.

Future Plans
The Office of University Extension (OUE) should continue to provide leadership and coordination in the University Extension mission. The recent restructuring under the Provost's office and membership on the Deans' Council should complement the future expansion of extension/outreach activities. In order that extension activities have the opportunity to expand, the base budget must be committed to extension outcomes and extension earnings reinvested in further extension initiatives. This assumes that new base funding is not forthcoming. The extension base budget is about two percent of total OSU state funding and, through innovative college-based programs, multiplies itself by a factor of eight. This number could perhaps be larger except that University Extension units also have a commitment to provide public service programs that are not necessarily revenue producing. If extension programming is to meet the growth expectations
expressed in the President's vision statement, the base funds and earnings must be protected and invested in extension activities.

The central office must also focus attention on dealing with reward structures provided faculty for participation in extension activities. Efforts will be made to evaluate other university models and a recommendation made to resolve the inload/overload pay dilemma.

The OUE should also maintain an effective relationship with the OSRHE and actively pursue strategies that allow for external expansion of OSU programming. The importance of distance education programs, as stressed in all the program unit plans, are contingent upon State Regent's approval, so effective communication must be maintained as well as strategies that do not duplicate other university efforts.

The central office should also provide leadership on issues related to multidisciplinary initiatives that involve distance learning programs; federal and state grants and contracts; international programs; weekend, evening, intersession and summer school programming; and partnerships with the private sector.

Future funds need to be focused on new program development in priority areas such as economic development. The central office should increase its ability to promote university extension programs to the various target markets that need university service. Finally, the central office should develop, in conjunction with the program units, appropriate measures of performance so that resources are allocated to the most productive program units.
UNIVERSITY RELATIONS AND PUBLIC AFFAIRS

History of the Division

The Vice President for University Relations and Public Affairs' function has changed considerably during the last ten years. From 1985 through 1988, the Vice President's office was called University Relations and Extension, with University Extension, University Information and Publication Services, Educational Television Services and University Placement reporting to this vice president. The organizations administratively grouped under the heading of University Relations existed to support those units and individuals responsible for accomplishing the academic mission of the University through teaching, research and extension. Thus, University Relations is a part of the "support services" component of the University. Radio station KOSU-FM was added in July 1985 and in 1987 the OSU Alumni Association began reporting to this vice president.

When the vice president stepped down to return to teaching July 1, 1988, two interim vice presidents served until a new vice president was named in September of 1989 for University Relations and Public Affairs. With the restructuring of University Relations, University Placement was transferred to the Vice President for Student Services and the reporting of the OSU Alumni Association was transferred to the President's Office. The organizational structure changed to include areas of economic development responsibility; a greater focus on State government relations, particularly the working relationship with the State Legislature; and focusing resources to effectively tell the University's story through the media, organized presentations and interactive forms of communication. The units reporting to the Vice President for University Relations and Public Affairs are Communications Services, the Institute for International Trade and Economic Development, University Extension and Educational Television Services. The Institute for Telecommunications was established in 1991. KOSU-FM was moved under the Director for Communications Services as was the National University Teleconference Network (NUTN) that had reported through University Extension (NUTN moved to Old Dominion University in April of 1994). Audio Visual Services was also added to this director in July of 1990.

The OSU Museum was transferred from the Provost's office to this vice presidential area in 1992; the museum closed its doors to the public in June of 1994 due to inadequate funding. In order to place the three primary academic missions of the University in a common reporting channel, University Extension's director was named Dean of University Extension and moved to report to the Provost in July of 1994.

Goals of University Relations and Public Affairs

The goals of the University Relations and Public Affairs area are:

- to assist in developing a positive image of Oklahoma State University through information, publications, and presentations, and to serve as a spokesperson for the University.
- to provide support services to the campus including educational television services, distance learning technology by delivering courses, teleconferences and
lectures developed by the colleges to audiences throughout Oklahoma, the U. S.
and the world.

• to serve as the University's primary representative with the State Legislature and
other agencies of state government.

• to work with the University's academic units to facilitate entrepreneurial activity
among the faculty, provide economic diversity in Oklahoma, and develop
opportunities and assets for the University consistent with its academic mission.

Each unit currently reporting to the Vice President for University Relations and Public
Affairs has been asked to investigate their specific responsibilities in light of the
educational mission of Oklahoma State University. Their reports follow.

Institute for Telecommunications

Educational Television Services

The Institute for Telecommunications at Oklahoma State University was founded in
1991 to increase the opportunities for teaching, research and extension at the University.
Specifically, the purpose of the Institute is to provide a framework for an ongoing
coalition between industry, government, and academia to apply and develop
telecommunication technologies and services to meet local, national, and global critical
educational, training and learning needs.

Mission

The mission of the Institute is to:

• make a significant contribution to the revitalization of the United States
  educational system using telecommunication technologies.

• use mixed-media telecommunication technologies to improve the effectiveness
  of educational programs to meet each student's needs regarding time, place, pace
  and diverse learning skills.

• combine mixed-media education technologies with interdisciplinary university
  resources to conduct research and test methodologies to meet national and
  international educational challenges.

• provide leadership in the continued evolution of mixed-media education systems
  through experimentation, analysis and effectiveness validation.

• identify and promote effective educational technologies and serve as a forum in
  the dissemination and support of information about these initiatives.

Philosophy

The philosophy of the Institute is based upon the fundamental principles of creating
meaningful access to educational opportunities. The Institute promotes technological
innovation in the telecommunications arena to create means for rapidly distributing
knowledge, skills, and information through learning and educational opportunities.
History

Formed under the umbrella of OSU’s Educational Television Services (ETS), the Institute for Telecommunications has evolved as one of the most complete and innovative centers for applied telecommunications research and design in existence. Its success and potential value to faculty and to industry rests heavily on its ability to explore and develop new concepts and equipment. This is achieved through the availability, cooperation, and utilization of the modern facilities, equipment, and professional staff assigned to ETS.

The Institute and Educational Television Services (ETS) is administered by a Director who reports to the Vice President for University Relations and Public Affairs. The Director is assisted by a Senior Projects Manager and administrators in charge of Engineering, Operations/Production, Creative Services, Finance, Emerging Technologies, and TNET (a nation-wide satellite-based, two-way interactive educational telecommunications network with 118 sites supporting the U. S. Army).

The growth in telecommunications services to the University during the last eight years has been phenomenal. In the 1986-87 academic year a total of 275 satellite teleconferences and other productions were completed by 21 staff. During the 1993-94 academic year 2,987 productions were provided by 38 staff. Transmission facilities available to the University include fixed and transportable Ku-Band, multi-port C-Band, VSAT uplinks, microwave and fiber optic cable. The ETS is the largest production house of its kind with state-of-the-art systems to support the teaching, research, and extension missions of the University.

ETS has been able to provide a mobile production and transmission capability which includes a Ku-Band satellite uplink track and a 35-foot mobile production unit which combines the most modern internal electronic control facilities and equipment available for producing live or live-to-tape video programs. Some of the more recent production activities have included special teleconferences for the United States Department of Agriculture, a series of National Aeronautics and Space Administration (NASA) space education projects in support of OSU’s Department of Aviation Education, and a nationally televised satellite-based interactive teleconference for the National Occupational Information Coordinating Committee, where the ETS main facility at OSU joined the two mobile units by downlinking the signal and re-transmitting it onto C-Band for reception across the continental United States and in Hawaii.

Oklahoma State University's ETS started delivering 2-way compressed video courses in 1989-90 to the University of Oklahoma, Norman and the University Center at Tulsa (UCT) when it became apparent that technology would allow OSU to provide classes on the Stillwater campus and concurrently at remote locations. These initial courses were those that OSU faculty had traveled to teach in the evenings for years. Local and remote students have full audio and video interaction with cameras and microphones at each location. This initial effort has expanded to the present system which consists of a state-wide network of 19 locations fully linked via fiber optics to other state educational institutions and corporate sites. The corporate sites are highly supportive of this educational effort as it allows their employees to obtain graduate level degrees without leaving their primary worksite. During the Fall-94 semester, ETS transmitted 25 courses for a total of 70 hours each week by this method. Masters degrees in seven academic areas are being offered from the following OSU Colleges: Business Administration, Education, Arts and Sciences and the College of Engineering, Architecture and
Technology. In the same line of service, ETS directs, produces, and distributes all
distance education programs for the OSU College of Osteopathic Medicine in Tulsa.
Additionally, ETS serves as the hub for the Oklahoma State Regents for Higher
Education fiber network. For a sampling of programs offered via teleconferencing and
educational videos, please see the University Relations and Public Affairs file in the
Resource Room.

**TNET Contract**

In 1990, the OSU Education and Research Foundation (OSU ERF) was awarded the
contract for the United States Army's Teletraining Network (TNET)--the world's largest
and fastest growing interactive, compressed video, distance learning network. The
Institute for Telecommunications serves as Project Director for TNET and is primarily
responsible for administration of this project. TNET systems are now located at 118 sites
at universities, military installations, and other locations throughout the continental
United States and Hawaii. Oklahoma State University's expertise in telecommunications
technology, coupled with its recognized leadership in distance learning, both technology
and application, provides a solid foundation for the development of multimedia
educational courseware for future use and distribution throughout the U. S. Army and
other government agencies through TNET. Opportunities and capabilities exist at OSU
for the specific modification and revitalization of conventional course materials to
interactive audio and video conferencing, interactive computer and document
conferencing, live television broadcasting, and videotape/videodisc programming. With
the advanced technology, skills, teaching experience and staff expertise at ETS and the
University, the potential for advancing the field of educational telecommunications is
unlimited.

**Staffing/Funding**

Educational Television Services at OSU has been able to provide the University
telecommunications support with 84% of its budget from earned income and only 16%
from the Education and General budget. The Director of the Institute for
Telecommunications also serves as the Director of ETS. He is assisted in his Institute
responsibilities by a Senior Projects Manager and an Administrative Assistant. In order
to better meet the needs of the faculty, a Faculty Advisory Committee to the Institute was
formed in 1992 with representation from each of the Colleges and the Faculty Council.
This Committee meets quarterly and works closely with the Institute staff to assess the
potential for program expansion in distance learning applications and to develop ideas
and recommendations related to the on-campus use of technology to better support the
needs of the faculty. A full-time staff of 38 persons provides telecommunications support
to OSU.

**The Future**

The Institute for Telecommunications is in the initial stages of planning for a five year
capital campaign to raise funds to upgrade the telecommunication facilities at OSU.
Because of the rapid increase in technology in recent years, OSU needs to invest in
upgrading the equipment and facilities to continue to provide the faculty the transmission
means that are necessary for their courses, research and extension activities. It is
apparent that telecommunications will become predominantly digital in transmission and
OSU must have this capability. At the same time the existing analog equipment needs to be available to those faculty that need to continue their highly successful courses and to other departments such as the Cooperative Extension Service that provide analog programming to all of Oklahoma. The limited resources of the University cannot be expected to provide appropriated funding for this equipment upgrade. Upon successful completion of a capital campaign, the University will be able to continue to have the cutting edge technology that has allowed numerous faculty to win prestigious national awards for their educational telecommunications programming.

Communication Services

Mission

The mission of Communications Services is to facilitate communication between OSU students, faculty, staff, and administration, and constituencies which include each other, alumni, the media and the general public, both on and off campus through the content and technology services of:

- The OSU News Bureau including Video Services and Publication Services
- Audio Visual Services including Printing Services and Design Services
- Mailing Services
- KOSU Radio

Current Services

The News Bureau and Publication Services produce an average of 500 media contacts per month, a weekly computer bulletin board, a weekly campus newsletter, a weekly radio program, a quarterly alumni magazine, three college magazines, a bi-annual parents newsletter, an international alumni newsletter, special reports and publications, background research for presidential speeches, media planning for special events, and information coordination for major campus policy changes. In addition, the bureau coordinates tours, participates in two research university listserves on the Internet and responds to media inquiries.

Video Services produces television spots, vignettes and videos. The unit also produces an Alumni-Foundation Video Magazine and records campus events for archival purposes. In addition, Video Services helps produce video and multi-media productions for events, grant proposals and campus units.

Audio Visual Services provides instructional equipment to support the academic mission of the University and delivers materials, training and repair services to its users. Last year, AV services facilitated over 2-million student contact hours and provided campus jobs to 55 students. The unit also maintains a film, photo, and video library.

Printing Services produces everything from business cards to brochures to text books and classroom materials providing nearly $1.5 million annually in service to the campus and state agencies.

Mailing Services handles all mail and packages entering or leaving the campus. That translates to a volume of 6.5 million pieces of incoming mail and 3.5 million pieces of outgoing mail annually serving a campus population in excess of 20,000 individuals.
Student jobs in Mailing Services support the educational goals of 50 to 70 students each academic year.

KOSU Radio is a National Public Radio Station licensed to broadcast cultural, educational and information programming to 1.5 million potential listeners in Oklahoma and Kansas and provides more than 8,000 hours of supervised training for OSU students each year.

NUTN, The National University Teleconference Network, celebrated 10 years at OSU winning the National TeleComm Award for greatest contribution to distance learning. NUTN moved to Old Dominion University in 1994 after declining funding to universities nationwide caused a dramatic drop in memberships. OSU could not justify increased subsidies to a national organization in light of increased competition for scarce resources locally.

**History**

Communications Services has undergone significant change in the past ten years to redirect additional resources to the academic mission of the University. In 1990, the number of public information officers in the News Bureau was reduced and the heads of Printing, Publications and Communications Services retired. Also in 1990, The National University Teleconference Network (NUTN), KOSU Radio, and Audio Visual Services were added to the Communications Services family.

Mergers in three divisions of Communications Services:

1. reduced the number of administrators needed to provide services
2. improved services without increasing employees or
3. reduced full-time employees while expanding student job opportunities.

- The merger of Printing Services with Audio Visual Services allowed the two units to share front desk and delivery personnel. Further downsizing in Printing has been made possible by changes in technology, outsourcing, and the use of blanket purchase orders for on-going supplies such as paper and color separations. In addition to reducing personnel costs, the blanket purchase orders are saving the University up to $250-thousand dollars per year due to volume discounts. Changes in campus usage patterns away from film-based media towards computer and video media have caused personnel shifts in other parts of Audio Visual. Most recently, the unit became the campus computer repair center and has begun an aggressive program of faculty computer training.

- Additionally, the merger of the graphic design staff from University Publications with the Design Services area of Audio Visual and computer upgrades have allowed fewer people to produce higher quality and quantities of work. The photography and lab functions of the News Bureau were consolidated with the Photo Services unit of AV to eliminate expensive personnel, chemical, maintenance, and equipment duplication. In all, ten positions, half of which were A&P jobs, have been eliminated.

- The merger of Campus Mail and Central Mail occurred in 1992. Once again, ending duplication of administrative functions is allowing fewer people to handle the same work and in this case, campus mail delivery has actually been increased to twice a day despite the reduced staff. In all, eight positions
been eliminated through attrition with estimated savings of $100,000 per year. In 1993, express services such as UPS and Federal Express were also added to the University Mail Function with no increase in staff. Additionally, new automation and application of presort discounts along with competitive bidding for express and international mail services are saving the campus $150,000 annually.

**Representative Programs**

New cooperative relationships with other university units have also expanded the production power of Communications Services.

- A template-based program for undergraduate recruiting materials has allowed dramatic cost savings to campus units encouraging an expanded line of full-color information brochures for prospective students.
- An employee-sharing arrangement between Communications Services and three OSU colleges has allowed all three colleges to afford both the people and production costs of upscale publications designed for development purposes.
- Expertise-sharing arrangements with Educational Television Services have provided them with script and brochure writing services in exchange for video editing time and service.
- A template-based program for departmental newsletters has reduced costs and expertise required to produce departmental newsletters.
- A template-based program designed for the Alumni Association has allowed an expansion of club-based newsletters with a distinctive appearance that's both quick and cost effective to produce.
- A fax-based program in conjunction with OSU Legislative Relations and the OSU Alumni Association helped coordinate information and requests to members of the University alumni lobby force.
- A cooperative agreement with the College of Veterinary Medicine has the AV Center providing photographic services that used to be done in the college.
- A cooperative agreement with Computing and Information Services delegates campus computer repair to the AV Center and installation to CIS to prevent duplication of services.

**Major Initiatives**

Major initiatives in the Communications Services division address the following areas:

- cost reduction or efficiency
- adjusting to market changes
- incorporating new technology
- addressing customer needs

The News Bureau in conjunction with Design Services has implemented a multi-campus image program that requires consistent use of the OSU name and letters. The program has created the effect that "OSU is doing more" due to the reinforcing impressions of a consistent look. In addition, limiting paper choices and styles have allowed cost reductions that can be passed on to campus customers.

The News Bureau has implemented computer-based information transfer programs to distribute information more cheaply on and off campus. Video Services is continuing to
shoot and produce campus vignettes to create a university video library available on VMS, Beta or laser disc. Multi-media presentations are now available through this unit.

Audio Visual Services has continued to phase out its film library as demand dwindles and is increasing service to support computers and video. The Design Services area of AV has implemented several programs to make their services easier, cheaper and faster to use. And the AV Center is implementing a series of training and personal coaching sessions to "teach" OSU faculty and staff how to use design, printing, multi-media and other new technology AV services. In addition, a computer cataloging system has made the AV photo library accessible to the entire campus on slide, print or photo CD.

Mailing Services has increased service to the campus while cutting costs and actually returning postal savings realized through pre-sort discounts to the campus units.

KOSU has increased its listening audience to a potential 1.5 million listeners through construction of a new tower in conjunction with another local station to reduce costs. KOSU paid off the expense of the tower transfer and has increased its annual fundraising totals to $500,000. Two thirds of the station's budget is now funded by private gifts and grants. The station continues to win local and national awards for its news coverage and last year founded the Oklahoma News Network to distribute its legislative coverage to Public Radio Stations throughout Oklahoma.

The Future

Communications Services is working to write, implement and fund a marketing plan to support the vision of the University's new president and to plan and open OSU's first multi-media visitor's center. In addition, OSU's image project will be extended to vehicles, the Foundation, and outdoor communications including campus signage.

Audio Visual Services is involved in the planning and design of three major campus projects on new technology in the classroom. AV also has plans to increase its faculty and staff training efforts in the academic uses of new technology and hopes to contribute to degree-based programming in that area.

Mail Services is planning to implement automation that will allow the University to take advantage of new postal pre-sort discounts without increasing human handling and added staffing.

KOSU Radio is beginning to raise private funds for a conversion to DAT (digital audio) which will be critical in maintaining the station's position as the premiere public radio station in the state.

Center for International Trade Development

Mission

The Oklahoma State University (OSU) Board of Regents endorsed the establishment of the Center for International Trade Development (CITD) in 1985, and approved the following guidelines adopted as the mission statement for CITD:

- The primary focus of the center is the development of the international trade of Oklahoma as a vital component of continuing state economic development.
• Programs in support of international trade development will be enhanced or established for each of the missions of the land-grant University—Teaching, Research and Extension.

• The center will seek to develop faculty awareness of the international interdependence and its implications and to support and encourage related research, study, foreign experience and professional development.

• The center will work to establish regional leadership in coordinating and stimulating academic programs in international trade development and providing linkage with the national trade policy establishment, e.g. federal governments, trade policy research institutes and trade associations.

• Programs and activities of the center will complement and support the objectives and operations of other federal, state and local public and private groups and agencies participating in the total network of Oklahoma international trade development assistance. Appropriate representation of these groups will be involved early in the planning process to ensure cooperation and limit duplication of effort.

History

The $10 million center was funded by the U. S. Department of Agriculture providing $5 million and the remainder coming from state and private funds. The building was completed in 1990 and the first occupants moved into the building in October, 1990. The CITD Facility accommodates various University departments and cooperating organizations in addition to the CITD operating unit.

Staffing/Funding

The CITD was funded by the Economic Development Authority for three years, then was funded by state revenue for higher education. However, on July 1, 1993, University E&G funding for the CITD operating unit ended per the original university agreement. Since July, 1993, CITD has developed its own funding. For the current fiscal year (1995), CITD is funded by grants from state agencies and income generated from CITD services. CITD is currently staffed with four full-time (one FTE position is currently open) and seven part-time employees.

Major Initiatives

The CITD building dedication highlighted international emphasis week during March 30-April 4, 1991 in a week-long series of activities. International trade authorities from the private sector, government and education spoke to Oklahoma business representatives, students, faculty and others about trade with the former Soviet Union, Cuba, the Pacific Rim and Southeast Asia. Dedication activities demonstrated the unique conferencing abilities of the CITD Building. In an interactive teleconference a high level government official participated from Washington, D.C. and more than 40 Oklahoma international traders set up exhibits in the 8,400 square foot exhibit hall.

CITD conducted a three-hour interactive teleconference, "Strategic Decision: Business in the Soviet Union." Prominent Moscow officials made 10-minute presentations and answered questions from viewers at U. S. downlink sites.
CITD held workshops and seminars on cross cultural training dealing with Latin America, executive etiquette for working with Pacific Rim countries and international protocol for state government personnel who help host visiting foreign dignitaries. CITD served as host for a business delegation from the Commonwealth of Independent States (CIS), representing agriculture, oil and gas, and furniture sectors. The group participated in a two-week training program which included management seminars presented by OSU faculty and on-site visits to Oklahoma businesses to see first hand how they were organized and managed.

CITD completed an agreement with the Department of Commerce which consisted of six major activities:

- Assist with 10 educational programs, including joint seminars, workshops and teleconferences.
- Develop Directory of Oklahoma Exporters
- Develop Export Assistance Directory
- Develop Industry Export Guide
- Provide Translation Service as needed
- Develop Directory of Oklahoma Cultural Assets

CITD took the lead in organizing and conducting a visit of a group of Oklahoma companies to Poland to investigate trade potential, discuss the establishment of joint ventures and establish communication links with both government and private sectors. Two Oklahoma firms are now doing business there and another is establishing a production plant, using funding from an international private investment group.

CUD staff visited Mexico at the request of Oklahoma government officials to help establish a relationship between Oklahoma agribusiness firms and Mexican producers. Oklahoma producers are now shipping products to Mexico as a result of this work.

**Culture and Language Resource Center**

The CITD's International Culture and Language Resource Center was completed in early 1992. The center combines culture and language training in a unique blend of computer-assisted technology and one-to-one interaction with native speakers. Computers interfaced with laser disc players allow clients to interact with culturally authentic video segments in the target language. The language software represents over 10 years of research, development and application by the U. S. Department of Defense. The Center is equipped for training in Russian, Spanish and German. Highlights of the major Culture and Language programs presented can be viewed in the University and Public relations file in the Resource Room.

**Representative Programs**

In addition to the scheduled events held at CITD, grants have been received from the ES-USDA for development of training programs for 'Going Global' National Initiative. These training programs have been presented in conjunction with the Division of Agricultural Sciences and Natural Resources (Department of Agricultural Economics) at OSU, and the Phoenix Institute for Global Entrepreneurship of St. Louis, Missouri.
As a result of the 'Going Global' National Initiative, four states (OK, AR, MO, TX) have formed a Global Marketing Consortium. CITD served as the main location for the Consortium, serving as the project coordinator and as a Regional facility for the Consortium members from October 1, 1993 through September 30, 1994.

Assisted in preparation of a multi-agency plan of cooperation between CITD and the state departments of Commerce, Agriculture and Tourism as requested by legislative leaders. CITD is active in international organizations, e.g. Sister Cities, Tulsa World Trade Association, and Oklahoma City International Trade Association.

Current and Future Goals

The current primary focus of CITD is to develop and promote international trade in Oklahoma. To accomplish this mission, our present services consist of the following:

- **Trade Lead Matching** - CITD helps Oklahoma businesses to develop sales contacts throughout the world by providing an electronic method for acquiring domestic and international trade and business opportunities to match product interests with Oklahoma companies.

- **Language and Culture Training** - CITD presents short-term intensive language and culture training programs to prepare business executives and individuals for international business and travel. In addition, in 1994, CITD has conducted two Teacher Training Programs in Spanish for Oklahoma elementary teachers to meet requirements mandated by House Bill 1017.

- **Translation Services** - CITD staff provides international language document translation services to Oklahoma businesses and individuals.

- **Teleconferences** - The CITD facility houses state-of-the-art equipment for trade enhancement programs and state, national and international teleconferences and video conferences.

- **Market Research** - Consists of market identification by performing an analysis of potential world markets for a particular product for Oklahoma companies.

- **Identifying Financial Alternatives** - Provide assistance to Oklahoma companies in identifying government funding, international banking, bond development and private and joint venture funding sources.

- **International Consulting** - Development of a market development plan for entry into a country or groups of countries and assisting a company with the international trade mechanisms.

- **Trade Missions** - Organizing and conducting trips for Oklahoma companies to selected countries for the purpose of establishing joint ventures and communication links with both government and private sectors.

Our target audience for these services consists of Oklahoma companies, individuals, government agencies, educational institutions, and trade associations. CITD services strengthen the continuing economic development of Oklahoma. As trade barriers fall with the passage of NAFTA and the passage of GATT in early 1995, important foreign markets will be opened to Oklahoma's exports creating export and employment opportunities.

With the passage of GATT, predictions are that trade in the U. S. will increase by $100-200 billion/year. Exports, for example, have accounted for 55% of the U. S. economic growth since 1987. Every $1 billion in exports means 20,000 jobs; therefore, CITD's
role in the continuing development and promotion of international trade is vital to Oklahoma's continued growth.

**Challenges and Concerns**

The decade ahead will require our continued diligence to role and efficiency.

The following guidelines will be used in that evaluation:

- Being certain that units link activities and initiatives to supporting OSU's three primary academic missions: instruction, research and extension.
- Finding ways to provide additional support for the activities of the support units with non-state appropriated funds.
- Assuring that we enhance the student experience and general image of Oklahoma State University.

The following questions will also require attention:

- As technology changes, and as the lines between video, audio, and data technology become increasingly blurred, do we have an appropriate organizational structure to most efficiently serve the University?
- Can OSU play an ever greater role in distance education? Will our capabilities provide avenues to access that can generate additional resources, student populations, etc. and create greater efficiency throughout the state?
- What impact will current attacks against National Public Radio have on OSU's ability to maintain a high quality public radio station?
- Will the University leadership match its recognition of the need to enhance University image with resources adequate to effectively communicate OSU's story?
- Can the Center for International Trade Development create adequate resources to become fully accepted by the University community as an active center relevant to both the academic mission of OSU and its extended mission of enhancing Oklahoma's economy?
- Will we be successful in working with the State Legislature and political leadership to place a higher importance on the role higher education funding should be assigned? Will state appropriated funding as a proportion of our operating budget increase or will we be forced to deny access and reduce the scope of the programs and activities of the institution?
OKLAHOMA STATE UNIVERSITY FOUNDATION

The coordination of private fund raising activities on behalf of Oklahoma State University is the responsibility of the Oklahoma State University Foundation. This section will present these activities and how they relate to the life of the University. It will also include an update on fund raising activities occurring since 1985, the organizational changes occurring within the Foundation, and future plans for fund raising.

The purpose of this section will be to present the pivotal role of a university's fund raising unit, in this case the Foundation, and how the Foundation and its activities will play an even greater part in the future excellence of OSU. For increasingly, it is the private support which makes an average university a great one.

Background Information

In September 1984, the OSU Foundation along with the OSU Alumni Association were both placed organizationally under the direction of the University's Vice President for University Development. The vice president also held the position of President and CEO of the OSU Foundation. However, in 1987 factors occurred which changed the future direction of the OSU Foundation. In the spring of 1987, a new state law was put into effect that stated that a privately-funded foundation having state-salaried university employees on its board could no longer be considered a separate corporation. The new law required foundations either to separate totally from the associated institution or be considered units of the institution. In the summer of 1987, the Foundation changed its certificate of incorporation sufficiently to retain its independent status. At that same time the Foundation trustees passed a resolution pledging compliance with the law and maintaining a cooperative working relationship with the University.

In August of 1987, all Foundation employees tendered resignations from their university employment and immediately became employees of the Foundation. The new organization called for the Foundation to be headed by a president and chief executive officer who would direct the operation under policies established by a twelve-member Board of Trustees. The members would include 10 trustees elected by the Foundation governors. In addition the president-elect of the OSU Alumni Association and the Foundation president and CEO would serve as trustees.

In October 1992, the Foundation president and CEO, who had served in that capacity since 1974 retired, and a new president and CEO assumed responsibilities in November 1992.

During the period from FY85 to FY95 in an effort to strengthen relationships between the Foundation and the University, three resolutions were approved by the University Board of Regents, two of which also received the approval of the Foundation Board of Trustees. These resolutions are summarized below.

- December 7, 1984 (See the OSU Foundation file in the Resource Room.)- A resolution adopted by the Board of Regents that authorized the Foundation to manage, invest, and administer for the benefit of OSU, all private gifts and bequests
which were held by the University as well as any future gifts or bequests made directly
to the University.

- September 14, 1990 (See the OSU Foundation file in the Resource Room.) - A
  resolution adopted by the Board of Regents and the Foundation Board of Trustees that
  related to standards of management and accountability by the Foundation

- July 24, 1992 (See the OSU Foundation file in the Resource Room.) - A resolution
  adopted by the Board of Regents and the Foundation Board of Trustees that clarified
  the relationship between the Foundation and the University and the role each was to
  have in the development endeavors of the University.

Organization of the Unit

The OSU Foundation is a private, non-profit (501)(c)(3) corporation operating on behalf
of and exclusively for OSU. Established in 1961, the Foundation's mission is to encourage
the commitment of personal and financial resources from the private sector toward the
priority objectives of Oklahoma State University, balancing the interests of the donor with
the needs of the University, and to manage those resources efficiently and effectively.

The Foundation is governed by a 12 member Board of Trustees. Ten members are elected
and the remaining serve by virtue of their positions. The president of OSU is invited to
attend all Foundation board meetings and the President and CEO of the OSU Foundation
serves as a member of the University's Executive Group. The Foundation president and
CEO reports directly to the Foundation's Board of Trustees.

The Foundation manages fund raising centrally but incorporates some aspects of
decentralized management. Fund raising priorities are established by the University, and
fund raising activities are coordinated by the Foundation. Constituency development
officers are either employed by the University or the Foundation and are assigned to the
various constituency units.

In addition to the constituency development program, a central development office within
the Foundation provides programs for annual and planned giving; coordinates corporation
and foundation giving; provides support for prospect research, identification, and
assignment; proposal writing; assistance with other development publications; the receipt,
deposit and stewardship of gifts; and the investment and disbursement of funds.

In academic year 1984-85, the foundation had a staff of 21. This included 15 professionals
and six non-professionals. At the end of fiscal year 1993-94 the Foundation has a staff of
32, which includes 23 professionals and nine non-professionals. The Foundation's
organizational structure, as of July 1994, can be viewed in the Foundation file in the
Resource Room.

In December 1992, the University president, at the suggestion of the Foundation, initiated
the University Development Council. This group was originally organized to work closely
with the University president and others to establish goals and priorities for a
comprehensive private fund raising program. In addition to the OSU president, members of
the council include the provosts, vice presidents, deans, OSU Alumni Association
Executive Director, the Athletic Director, and the OSU Foundation CEO. This group
continues to meet to discuss and resolve issues related to development.
Revenue Sources

From fiscal year 1985 through 1987, the University provided an average of slightly over $100,000 annually to the Office of the Vice President for University Development. In addition from FY85 through FY86 an annual average of $100,000 was provided to the Foundation from the University. From FY87 to June 1993, the Foundation received no financial support from the University. However, in FY93 and 1994, the Foundation and the University entered into annual contracts whereby the Foundation coordinates and manages the development programs for the benefit of the University for a specified amount paid by the University. In both of these years the contractual amount for this service was $407,100. In addition to this amount, at July 1994, the other sources of revenue for the Foundation included interest earned on short-term investments, interest from an endowment established for the Foundation, a 1 percent management fee on endowments and trusts, a planned gift settlement fee whereby the Foundation retains earnings from a planned gift for the first year, and a development fee which assesses 5 percent on most gifts received, and an overhead fee from two of the Foundation's subsidiary for profit corporations. In FY95 the projected revenue from all of these sources was $2,456,359. The approximate proportion of revenue from each source can be viewed in the Foundation file in the Resource Room.

Fund Raising Programs

The Foundation's gift programs attract private gifts to help the University excel in ways not possible from state funding and tuition revenues alone. During the ten year period from FY85 to FY94, the Foundation's programs expanded as did its financial position. During that period, assets of the Foundation increased from $30 million to $83 million. And, although revenue fluctuated annually in the ten-year period, it totaled $189,996,688 and averaged $18.9 million per year. Revenue for the fiscal year ending 1994 was $20.8 million. Another sign of growth was evidenced by the endowment funds held by the Foundation. In FY85 endowments totaled $11 million and by June 1994, endowments had increased to $52.9 million, an increase of 381 percent.

Among the constituencies supporting Oklahoma State University, corporations have been one of the strongest sources. The majority of philanthropic support each of these years was given for current support. Endowment giving was the second strongest purpose.

Key components of the Foundation's programs are annual, major, and planned giving. In addition athletic giving and research play an instrumental role in fund raising endeavors.

Annual Giving Program

Originally the Foundation's annual giving program emphasized unrestricted giving. In 1979 the Greater University Fund was established as a vehicle to recognize unrestricted gifts, and gift club membership was structured around the unrestricted gift. However in July 1994, the Foundation expanded its annual giving program in order to include a broader base of individual donors. With this expansion, the annual giving program not only includes gifts to the Greater University Fund (the University's unrestricted fund) but also to scholarships; any OSU college, campus, or academic unit; KOSU radio; OSU athletics; the OSU Alumni Association; Friends of the OSU Library; and OSU Friends of Music.
These annual gifts are solicited through a telemarketing program, direct mail and personal solicitations. A new gift club program was also initiated in July 1994. This program includes membership opportunities for annual gifts as well as life time giving totals. In addition, four of the colleges and the Athletic Department have annual giving club programs within their units. Within the colleges these are called Associates programs and in the Athletic Department, it is the Posse organization.

The Greater University Fund is still that part of the Foundation's annual giving program that generates unrestricted funds to meet priority needs identified by the University. Greater University Fund dollars benefit both students and faculty through programs such as academic scholarships, student development activities, and university enrichment. In FY85 the Foundation was receiving $309,000 for the Greater University Fund. By FY94 this amount had increased to $637,022 an increase of 193 percent.

An important element of the annual giving program is the year-round telemarketing program. Although having operated a condensed telemarketing program since 1979, the Foundation in late 1989 expanded telemarketing to an intensive year-round phone/mail solicitation program. Students make calls five nights a week to alumni and friends of the University to request financial support. For the three-year period 1990 to 1993, the telemarketing program generated an average of $794,000 by making calls to an average of 34,663 individuals and receiving an average of 10,760 pledges.

**Major Giving Program**

Major gift fund raising continues to receive emphasis in the Foundation's overall fund raising efforts. Programs for major gifts during the last ten year period have included:

In the fall of 1985 a $1 million campaign for a library endowment was announced. During that same year the Geology Department announced a campaign to raise $1 million for a new building and $1 million for a chair.

In 1988 an endowment program was announced to raise funds for chairs, professorships, and lectureships. Private dollars were matched by state dollars. Since 1988, over $13 million has been committed in private funds for 44 professorships, 29 chairs, and 9 lectureships.

In the fall of 1990 a $22 million scholarship campaign was announced. Endowments for scholarships now total $26.4 million and represent over 648 endowed scholarships funds. This includes private funding for the prestigious president's distinguished scholarships for which there are now 143 scholarships committed to funding. Each represents an $8,000 four-year award. A similar program for graduate students, the distinguished graduate fellowships, provide $2,000 per year for up to three years. Currently there are 30 of these fellowships. During the ten-year period fiscal year 1985 to fiscal year 1994, over $16.2 million was expended from Foundation funds for student scholarships and awards.

In 1991, the Athletic Department announced a $20 million Athletic Advantage campaign to raise private dollars to fund the annual expenses of the Athletic Department as well as a scholarship endowment for athletes.

In 1993, an $8.5 million funding project to construct a golf course for the OSU varsity men and women's golf teams was completed.
Planned Giving Program

The planned giving program places emphasis on educating a targeted group of prospects about planned gift opportunities through newsletters and seminars. Follow up is then made with prospects identified in this way.

Direct cultivation and solicitation are done by staff and three newsletter mailings are sent to alumni who graduated before 1950. Quarterly newsletters are mailed to attorneys, bank trust officers, and estate planning professionals in Oklahoma cities with high concentrations of OSU alumni. Trusts are administered by the Foundation and a charitable gift annuity program was instituted in 1993. From FY 90 through FY94 deferred revenue and deferred expectancies totaled $28,897,281 or an average of $5.8 million per year.

Athletic Gift Program

The Foundation's athletic gift program provides funds for many projects for which public funds are not available or need a boost. Examples include the expansion of the Allie P. Reynolds Baseball Stadium, the renovation of the Gallagher-Iba Arena, and construction of a golf course facility for the varsity men and women's golf teams.

During the ten year period from FY85 to FY94, over $18.8 million in private funds were expended for the athletic program.

Research

In 1986 the Foundation initiated a formal research effort. However, this effort did not become fully operational until 1992 with the new Foundation leadership. At that time the research department expanded prospect tracking and management activities. Because research is such an important element of an effective fund raising program, and provides the needed data for success, the Foundation has increased the staff from one full time employee to three full time employees. In addition, volunteers have been successfully used in the area of research.

To assist with research and to increase the number of donor prospects, the Foundation during the summer of 1993, contracted with a service to match constituents and specific information about their relationships to Oklahoma State University with a database containing an abundance of information on over 90 million U. S. households. Using data from the institution and three professional databases, constituents were classified according to wealth, lifestyle and potential for philanthropic activity. Work plans are in place to develop the results into a manageable prospect list. This "prospect" pool will be used to improve philanthropic success.

A prospect management plan was designed in February 1994 and implemented in March. Development officers are "assigned" major prospects. These "moves managers" are responsible for the coordination of contacts and solicitations with their assignments. Prospect management meetings are held monthly to discuss strategies and any possible conflicts with assignments.
Future Plans

In early 1993 it became obvious that a major comprehensive fund raising campaign was needed at Oklahoma State University to bolster the University's budget. In January of 1993 a campaign plan was prepared which outlined the various elements of this major fund raising effort.

In the summer of 1993, the Foundation contracted with an outside consulting firm to conduct a feasibility study related to the campaign. This study included

- an internal analysis of the University and the Foundation's readiness for such a campaign
- an external analysis of University alumni and friends to determine the interest and capability of current and potential donors to support the University
- an environmental analysis to examine demographic, economic and philanthropic trends in Oklahoma and across the country.

In the fall of 1993, the University participated in an in-depth analysis of fund raising priorities. In the initial compilation of these needs, nearly $400 million in priorities were identified. After further review and refinement by the University, this total was reduced to $143 million. This amount was then presented in a preliminary case statement and tested in the feasibility study.

In April of 1994, the results of the study were presented to the Foundation's Board of Trustees and Board of Governors. The report stated that OSU should move forward with an 18 to 24 month preparation period for a comprehensive campaign to be commenced after the new president is established. In the interim, OSU and the OSU Foundation would begin involving the Foundation board in campaign preparation, articulating the case, positioning the new president, uncovering new prospects and cultivating pivotal gifts for a campaign for approximately $100 million. A copy of the executive summary of this report is presented in the Foundation file in the Resource Room.

The Foundation has begun its preparation for this campaign by

- increasing the development and research staff
- increasing its communication effort by initiating the publication of a three-times a year newsletter
- expanding the Foundation's Board of Governors membership both in numbers and in affluence and influence
- increasing the involvement of volunteers in the fund raising effort
- expanding the base of donor prospects, including deferred gift and major gift prospects.

Prior to the announcement of this major campaign, the Foundation will coordinate several mini-campaigns to be completed within the next two to three years. These would include, but not be limited to, private funds to assist with the renovation of Willard Hall to house the College of Education; the construction of a new Advanced Technology Research Center for the College of Engineering, Architecture and Technology; the expansion and renovation of the Bartlett Center for the Studio Arts; the acquisition of a spectrometer for chemistry; and the establishment of a graduate program in telecommunications.

Future plans for the Foundation also include the conversion to a mainframe computer alumni/development system. Currently the Foundation maintains alumni biographical,
donor giving, prospect management and tracking records on a Wang VS system using Abacus software. Realizing the importance of a centralized record system, the University, in 1993 purchased software to be installed on the IBM mainframe. The system, ISU-ASSIST, will be accessible to all users throughout the University who are given security clearance. The scheduled date for cutover to the new system is October 1995. In addition the Foundation purchased in the spring of 1994 new accounting software from American Fundware System. This software has been installed on the Foundation's in-house network and will be interfaced with the mainframe pledge/gift system.

Conclusion

As OSU's needs have broadened, so has the fund-raising mission of the Foundation. Over the years, gifts through the Foundation have provided millions of dollars for buildings, scholarships, graduate fellowships, laboratory and classroom equipment, professional development for the faculty and other University programs.

Through the generosity of OSU graduates, friends of the University, foundations and corporations, assets of the OSU Foundation have continued to increase through the years. Although the functions of soliciting, receiving, managing, and disbursing private gifts have made the corporation a complex one, the basic goal of the OSU Foundation remains the same as it was in 1961— to help ensure the growth and excellence of Oklahoma State University.
OSU ALUMNI ASSOCIATION

Introduction

This section of the self-study report will cover the establishment of the OSU Alumni Association, its structure and governance, and its programs and services. It will show how the Association was established in 1897 and point out that it is an organization that is self-governed as well as interdependent with and an integral part of the University. In discussing the programs and services of the Association, the report will follow the Long Range Strategic Plan adopted by the Association's Board of Directors, discussing the various aspects under each of the major headings: Financial and Fiduciary Responsibility; Development of Young Alumni; Service to Alumni; Service to OSU; Publications and Communications; and Membership. Finally, the report will summarize the future goals, again as outlined in the Strategic Plan, finishing with an overall assessment of the Association's strengths and weaknesses.

Background

On June 10, 1896, the first six graduates of Oklahoma Agricultural and Mechanical College (OAMC) laid the foundation for a college alumni association. On June 8, 1897, they returned to campus to induct the next graduating class into the Alumni Association of OAMC. At an organizational meeting in 1920, the Association adopted Articles of Incorporation and Bylaws and renamed themselves the Alumni Corporation of OAMC. The Association underwent other name changes, to the Former Student's Association, the A&M Alumni Association, and ultimately, the Oklahoma State University Alumni Association, the name it bears today.

The OSU Alumni Association is a 501(c) (3), self-governed, not-for-profit corporation, interdependent with Oklahoma State University. At the time of the last NCA study in 1985, the OSU Alumni Association was under an OSU administrative unit named University Development. Subsequently, in 1988, the OSU Foundation separated from the University and the administrative unit was dissolved. Since that time, the OSU Alumni Association has been a stand-alone department.

Structure and Governance

The Executive Director of the Association, who also holds the University title of Director, Alumni Relations, reports directly to the President of the University and is a member of the President's Executive Group, helping ensure close coordination and effective communication between OSU and its alumni (Exhibit I in the Alumni Association file in the Resource Room). The Executive Director also serves as Corporate Secretary-Treasurer of the Association. Six professional staff members, together with the Executive Director, implement the various programs of the Association (Exhibit II in the Alumni Association file in the Resource Room).

The Association is governed by a Board of Directors (Exhibit III in the Alumni Association file in the Resource Room), representing 39 districts in the State of Oklahoma, one district for alumni living outside of Oklahoma but inside the United States, and one district for alumni living outside of the United States. Officers of the
Association are elected by the Board of Directors from their membership. They are also members of the Executive Committee, which consists of the President, President-Elect, Immediate Past President, Second Immediate Past President and four members appointed by the President. Board members and other alumni serve in six organizational areas and the twenty committees within those areas to oversee the business of the Association (Exhibit IV in the Alumni Association file in the Resource Room).

The Alumni Association has approximately 50 chartered alumni chapters located across the United States and four international chapters. The Association also coordinates under its umbrella the activities of constituent associations, including the Black Alumni Association and Alumni Associations from each of OSU's colleges.

The Alumni Association has a two-fold mission of service to OSU alumni and to Oklahoma State University. It is guided by specific Goal Statements as well as a Long Range Strategic Plan adopted by the Board of Directors and designed to accomplish the goals of the Association (Exhibit V in the Alumni Association file in the Resource Room). These strategic plans cover the areas of Financial and Fiduciary Responsibility, Development of Young Alumni, Service to Alumni, Service to OSU, Publications & Communications, and Membership. Annual Objectives (Exhibit VI in the Alumni Association file in the Resource Room) provide a means to implement the goals and strategic plans.

The next part of the report will show programs, services, financial and membership growth as related to the areas of the strategic plan.

**Programs and Services**

**Financial and Fiduciary Responsibility**

As part of its long range strategic planning, the Association has begun a move toward financial self-sufficiency which will also allow the University to allocate future state revenue to other high priority areas.

Operating income of the Association has increased from $395,237 in FY85 to $1,097,153 at the end of FY94. Of that, University support increased from $181,420 in FY85 to a high of $395,414 in FY92. That has been decreased to $388,201 in FY94 and will continue to decrease. Revenue from private sources increased from $213,817 in FY85 to $708,952 in FY94. The Life Endowment Fund has grown from $454,190 in FY85 to $1,210,588 at the end of FY94, an increase of 167%. The Operating Fund has grown from $61,052 in FY85 to $384,038 at the end of FY-94, an increase of 529%. The total growth in net worth of the OSU Alumni Association since FY85 has been $1,079,384, or 209% (Exhibit VII). The Investment Committee of the Association oversees the asset management of the Association and insures that investments conform to policies established and adopted by the Board of Directors.

The Traditions Campaign, initiated in FY94 and continuing through FY97, has established a goal of $2 million to be raised by June 8, 1997, the Association's Centennial.
Development of Young Alumni

Believing that OSU students are "alumni-in-residence," the Association recognizes that the quality of their educational experience and the relationships they develop while students will significantly influence their positive identification with OSU and their participation in Alumni Association activities in the future.

The Student Alumni Board (SAB) was established in 1988 and consists of twelve Executive Committee members and 45 Board members. The SAB sponsors many programs and activities including the Leadership Development Conference for high school juniors and the Omega Night send-off for graduating seniors. In addition, the Ambassadors arm of the SAB provides campus tours for the office of High School and College Relations and other University units. SAB students also serve as speakers or visit with prospects at student recruitment functions.

The Student Alumni Association (SAA) was established in FY94 to involve even more students in the programs of the Association. Current membership is approximately 800.

As sponsor of OSU's Homecoming, the Association works with the Student Homecoming Executive Committee and the Homecoming Steering Committee to implement one of the nation's largest Homecoming celebrations. The Student Homecoming Executive Director serves on the SAB Executive Committee, and the Association staff person assigned to SAB activities also serves as Homecoming advisor.

The Top Ten Seniors and Outstanding Senior Man and Woman award honor graduating seniors for their academic achievements as well as campus and community leadership and participation.

Service to Alumni

Active, organized alumni involvement remains the heart and soul of the Association. Local Chapter organizations, first established in 1923, have grown to approximately 50 alumni chapters, across the United States and throughout the world. These chapters form one of the strongest links between OSU and its alumni. Chapter newsletters, sent regularly from the Alumni Association, keep members informed of events in their area as well as key information from the University and the Association.

In addition to alumni chapters, the Association provides a wide array of programs and services designed to benefit alumni. OSU's Homecoming tradition, begun in 1914, is one of the Association's most popular programs, regularly bringing 25,000+ alumni back to campus to participate in the Walkaround and view the Homecoming parade. Athletic Headquarters events, held prior to and in conjunction with key athletic events, are co-sponsored with the Athletic Department and provide a means for alumni to come together in a social setting. 1916 marked the beginning of the Association's Class Reunion tradition with the most recent event being the War Years Reunion for the Classes of 1943-47 in May 1994. The Travelin' Cowboys provide international and domestic tours, allowing alumni to expand their horizons while enjoying Cowboy camaraderie. The Alumni Awards program recognizes those who excel in alumni service or distinguish themselves professionally. SkillSearch provides an avenue for alumni to seek employment or career advancement. In addition, the Association sponsors a temporary major medical insurance program for graduating seniors, an affinity credit card, and an affinity long distance phone service.
Constituent Alumni Associations, first established in FY87, are designed to promote alumni activities through OSU's various colleges and constituent groups. Constituent associations have been established for the Colleges of Agriculture, Arts & Sciences, Business, Education, Engineering, Architecture & Technology, Human Environmental Sciences, Osteopathic Medicine, and Veterinary Medicine as well as the Black Alumni Association. The Alumni Coordinating Council, consisting of representatives chosen by each dean or constituent association, coordinates the activities of the associations under the umbrella of the OSU Alumni Association. In addition, the president of each constituent association serves on the Alumni Association's Board of Directors. The constituent associations are funded through the rebate of a portion of each membership fee paid to the OSU Alumni Association.

**Service to OSU**

Recruiting the best students to OSU has been a thrust of the Alumni Association since the 1930s. Honors Banquets, designed to honor the top students locally in each county while informing them about OSU, were held for virtually every county in Oklahoma until 1993. Since then, some counties have opted for student receptions and other means to allow alumni and University professionals to visit with local students about OSU. The Cowboy Roundup, first implemented in 1993, brings students to campus for a campus tour, a chance to meet current students and a cookout prior to selected OSU football games. The Alumni Chapter Scholarship program raises money through local chapters for outstanding prospective students. The Legacy Scholarship program, proposed by the Association and adopted by OSU, provides for a out-of-state fee waiver scholarship for children and grandchildren of OSU graduates.

The Governmental Relations and Public Affairs Committee of the Association seeks to keep alumni informed of critical issues in higher education. In conjunction with the GR&PA Committee, the AlumNet legislative network provides advocacy efforts on behalf of OSU and higher education to help insure that OSU receives funding and resources from the state appropriate to it mission and needs.

In addition to these programs, the Association, along with the OSU Foundation, maintains biographical records on OSU's more than 130,000 alumni and friends, ensuring that the means of contact remains as accurate as possible.

**Publications and Communications**

An important priority for the Alumni Association, as stated in its goals is to "communicate with alumni, students and other OSU constituents." The *OSU Magazine*, jointly sponsored and funded by OSU and the Alumni Association, provides one of the primary means of communicating with Alumni Association members. The magazine is produced quarterly and includes Association news as well as stories of general interest.

The Association's Long Range Strategic Plan calls for the establishment of a tabloid in 1995. The *OSU Spirit* tabloid, fully funded by the Association, was approved in fall of 1994 by the Association's Executive Committee. The first edition of this quarterly tabloid will be published in spring 1995.

Chapter newsletters, mentioned earlier, are generated in-house by the Association and mailed to alumni from one to four times per year. In addition to local news and events, the newsletters provide a means to share Association and OSU information with alumni.
Membership

Revenue from membership dues continues to be one of the primary funding sources of the Association. Dues from annual memberships goes directly into the operating account of the Association. Dues from life memberships is invested in the Life Endowment Fund to provide long-term revenue for the Association.

Membership has increased dramatically in the last ten years, from 11,000 total members in 1986 to 24,573 as of June 30, 1994. Of those, 17,413 are annual members and 7,160 are life members (Exhibit VIII). During that time, dues have increased from $15 to $35 for a single annual membership and from $250 to $400 for a single life membership. Joint, or family, memberships are also available for $45 for annual or $500 for life memberships.

Future Plans

No changes are planned in the structure and governance of the Association. The future goals and plans for programs and services of the Association remain as established by the Strategic Plan and will be addressed accordingly by section. Additionally, the Long Range and Strategic Planning Committee will continue to meet at least annually to review and modify the Plan as needed.

Financial and Fiduciary Responsibility

In the next five years, the Association will continue to move toward financial self-sufficiency and decrease its financial reliance on the University by seeking to enhance revenue from numerous sources. In addition to membership dues, various entrepreneurial activities will be undertaken or continued as a potential source of income. These include but are not limited to the Alumni Association affinity credit card, an affinity long distance telephone service, and the offering of high quality, distinctive merchandise to alumni. In addition, the Association will seek corporate sponsorships for selected programs and activities such as Homecoming and Athletic Headquarters events. To more effectively accomplish these goals, a new Director, Alumni Programs position has been established, to be funded by the Association and filled in FY96, to direct the membership program and all marketing activities.

Development of Young Alumni

In order to further strengthen the "alumni-in-residence" concept and enhance students' OSU experience, the Association will continue to implement and support programs that help enhance the quality of students' educational experience, assist them in their transition from students to alumni and bond them to the Alumni Association and OSU. This will be accomplished through the continued activities of the Student Alumni Board and Homecoming Executive Committee. The Alumni-in-Residence Committee will continue to give special attention to defining the role and relationship of the Student Alumni Association and the goal of expanding membership and participation.
Service to Alumni

Since Service to Alumni is one of the key components of the Association's Mission (see Exhibit V), this area continues to command a significant portion of the Association's financial and staff resources.

Developing and strengthening a network of active, highly visible alumni chapters will receive enhanced time and resources on the part of the Association. Regional chapters covering the entire state of Oklahoma and out-of-state efforts in high alumni population centers will receive special attention. The Association will also assist the OSU Foundation by strengthening alumni groups in areas targeted for participation in comprehensive fundraising campaigns. Additionally, activities and programs will be coordinated with the Athletic Development Office to provide better service and more frequent programs in key areas. Chapter newsletters will continue to be sent to key areas, with programs provided to both in-state and out-of-state areas.

Other programs and services will continue to be provided as outlined in the previous section. These include, but are not limited to, homecoming, awards programs, athletic headquarters, alumni tours, alumni career networks and placement opportunities, temporary major medical insurance, selected affinity programs, and constituent associations. In addition, efforts will be initiated, beginning in FY96, to provide more effective service to alumni by seeking their input and evaluation on programs and services of the Association which benefit alumni. This will be accomplished through mail and telephone surveys, focus groups and program evaluation input.

Service to OSU

Student recruitment will continue to be one of the primary thrusts of this component of the Strategic Plan, as the Association will involve alumni in activities that will help publicize OSU's academic programs and recruit students to OSU. In keeping with its importance not only to the Association but also to the University, student recruitment will receive enhanced financial and staff resources beginning in FY96. Within the program, activities will include the continuance of honors banquets and receptions in appropriate areas; alumni chapter and legacy scholarship programs; and activities designed to bring students to campus for tours and the chance to meet and interact with current students. New thrusts include programs designed to identify legacies (children and grandchildren of alumni), and provide communication to them and their parents, ultimately strengthening ties to OSU and enhancing the recruitment of them as prospective students.

The Association will continue to enhance the governmental relations and public affairs program to be an advocate for OSU and to help inform alumni of important issues and legislation affecting higher education and OSU. The AlumNet legislative network will continue to involve alumni in activities to educate and inform governmental leaders and legislators as well as the citizenry of Oklahoma on critical issues and to positively affect legislation.

A new program to be begun in FY96 is the Parents' Association. Parents of incoming freshmen will be contacted during enrollment and encouraged to join this organization which will strengthen the family's ties to OSU. Initial benefits will be a personal phone call form SAB or SAA students to the parents to follow-up on their student's initial experience at OSU, to check progress, and to answer questions that the parents may
have. Future plans include the development of a Parents’ Handbook to provide information about OSU as well as a Parents’ Hotline which would enable them to call one number to get information about any area of OSU.

As stated in the previous section, the Alumni Association, along with the OSU Foundation, maintains biographical records on OSU's more than 130,000 alumni and friends. Beginning in FY96, the Association will significantly enhance its records management capability by utilizing new software systems and creating and funding a new position to support the enhanced initiative. The Association will continue to work with the OSU Foundation to coordinate and manage alumni biographical records and enhance communication between the University and its alumni.

**Publications and Communications**

The Alumni Association will continue to jointly sponsor and fund the *OSU Magazine*, which is mailed quarterly to all Alumni Association members and selected other individuals. In addition, the *OSU Spirit* tabloid will be published quarterly providing information about OSU and the Alumni association to all alumni. The tabloid will also be used to provide alumni chapter information and reports as well as include selected surveys to enhance the Association's biographical records and lend support to other programs. Chapter newsletters will continue to be generated and mailed to selected areas.

**Membership**

Membership continues to be primary source of revenue for the Association. With the addition of a professional staff member to concentrate on membership generation and retention, the Association will see a continued rise in the number of annual and life memberships. A Sustaining Life Membership will be put in place in the near future to further fund the annual operating fund.

**Summary**

As indicated in the previous section, the Alumni Association has made considerable progress in the ten years since the previous NCA study in 1985. One of the keys to this progress has been the development and adoption of a Mission and Goals Statement and the accompanying Long Range Strategic Plan. Membership has increased from 11,000 to over 24,000. Operating income, the Endowment Fund and the Operating Fund have increased dramatically with a total growth in the Association's net worth of over 200%. Several new programs have been put in place since 1985 and many previously existing programs have been enhanced.

Challenges that lie ahead for the Association include continuing to significantly increase revenue in the drive for financial self-sufficiency, continuing to increase the visibility of the Association both on- and off-campus, and continuing to enhance the programs included in the areas of Service to Alumni and Service to OSU.
ACADEMIC RESOURCES AND EXPERIENCES
Introduction

This section of the self-study contains two major parts. The first part sets forth an "Overview of Library Progress Since the 1986 NCA Accreditation Report." It is divided into nine separate sections, relating to different areas of Library operations, which describe efforts that have been undertaken to improve the efficiency of the Library and to enhance services and resources available for its constituents. The second part includes a brief "Assessment of Major Challenges and Priorities." Additional items mentioned throughout this section can be found in the Library file in the Resource Room.

The report focuses on the five libraries which are located on OSU's main campus in Stillwater. Special emphasis is given to the operation of the main Edmon Low Library. The four branch libraries, which are administered by divisions or departments in the main library, include Architecture, Curriculum Materials, Patent and Trademark, and Veterinary Medicine. Two of the branches have been established since the last NCA accreditation visit. Each of the branch libraries has a full-time librarian based there who is in charge of its daily operations.

The Self-Study has been prepared by members of the Dean's Advisory Group, with input as needed from various Library department and division heads who are members of the Library Administrative Council. It has also been reviewed by the University Library Advisory Committee, a group which includes faculty representation from each college and students representing the Student Government Association and the Graduate Student Association. The chair of the Learning Resources Committee of the University Faculty Council is an ex-officio member of this group.

Overview of Progress Since the 1986 NCA Accreditation Visit

Administration

Dean of Libraries Title Established

The retirement of a long-time University Librarian and the arrival of his successor during the summer of 1987 signaled the end of an era and the beginning of a new phase in the University Library. The new University Librarian brought considerable expertise in library organization and a keen interest in computerization. By the fall of 1989, a change in title from University Librarian to Dean of Libraries was accomplished. The new title was accompanied by a regular seat on the Dean's Council and provided the Library with more visibility and a greater voice in campus decision-making.

New Library Administrative Positions Created

The Dean of Libraries recognized early in his tenure at OSU that three key administrators in the Library's central administrative offices were not adequate to give needed attention to the diverse aspects of library operations that required leadership.
More specialization was needed. Several new administrative positions were created during 1988-89 to improve administrative efficiency and effectiveness. These included:

- an Assistant University Librarian for Reference, Instruction, and Collections (Public Services),
- a Senior Administrative Associate to oversee personnel matters,
- a Senior Financial Coordinator, and
- a Coordinator of Library Publications and Communications.

A part-time Director of Library Development was assigned to the Dean of Libraries in 1990. Beginning in the summer of 1993, however, the position was made full-time and was shared with the College of Education. By the fall of 1994, it was apparent that the Library needed a person who could devote full-time to library fundraising and related activities. Such a position was established in the spring of 1995.

Advisory Groups

**Dean's Advisory Group (DAG)**

A new group was formed in the spring of 1988, comprised of the three Assistant University Librarians (Automated and Technical Services, Public Services, and Administrative Services), the Head of Special Collections and University Archives, the Senior Administrative Associate for Personnel, and the Senior Financial Coordinator. The group meets with the Dean on a regular biweekly basis to discuss and advise on matters related to Library planning and administration and to set the agenda for the meetings of the Library Administrative Council.

**Library Administrative Council (LAC)**

The Library Administrative Council (LAC), comprised of all major department heads in the Library along with the Assistant University Librarians, met monthly to discuss administrative policies and procedures and to advise the University Librarian as needed on important decisions. With the formation of the Dean's Advisory Group in 1988, however, the Library Administrative Council became a vehicle for reporting and discussing decisions made by DAG. The group meets biweekly. The chair and vice-chair of the Library Faculty became ex-officio members of the Council in 1988.

**University Library Advisory Committee (ULAC)**

Recognizing the need for OSU faculty and students to have input into major Library decisions which affect them directly, a University Library Advisory Committee was formed in the fall of 1988 which was comprised of one representative from each college on campus and appointed by the President. In addition, there is a representative from the Faculty Council, three representatives from the Student Government Association, and two representatives from the Graduate Student Association. Members serve varied rotating terms. The group elects its own chair annually in the fall, with the Dean of Libraries setting the agenda and serving as an ex-officio member. The following three subcommittees meet and provide reports as needed: Library Automation, Collection Development, and Facilities Planning.
Library Staff Association

The Edmon Low Library Staff Association (ELLSA) was formally established in the spring of 1988. Its overall purposes are to facilitate staff cooperation, to improve staff participation and morale, and to promote continuing education opportunities. Formal bylaws for the association were developed which provide for officers and a committee structure. A membership meeting is usually held during the fall and spring semesters.

Organization

During the period from 1967-1987, OSU's Main Library reflected a subject divisional arrangement which included Physical Sciences and Engineering in the basement, Biological Sciences on the first floor, Humanities on the third floor, and Social Sciences on the fourth floor. Staff offices were located on the floor with the collection they served. The Documents Department occupied the center and western half of the fifth floor, and General Reference was located with Interlibrary Loan in the center of the second floor. The Library Administrative Offices were located at the east end of the second floor. Special Collections were housed in offices in the southeast corner of the third floor. There were two branch libraries: Architecture and Veterinary Medicine.

In the spring of 1988, a Reorganization Planning Team was appointed to develop plans for the physical and administrative reorganization of the Library to improve operational efficiency and to enhance services to patrons. Among the first recommendations was the relocation of the central administrative offices from the east end of the second floor to the north side of the same floor, into space formerly occupied by the Audio Visual Center which had been relocated to Cordell Hall. The relocation of AV, which had been physically housed in the Library for years but did not fall under Library administration, provided around 9,200 sq.ft. of additional space for Library use. Also recommended was the relocation of Special Collections and University Archives from the third floor into the space the administrative offices would vacate on the second floor. To assist the Planning Team in its work, a Library space planning was employed in the spring of 1988.

The Library's need for additional space received a major boost during the summer of 1988 when the Department of Library Science moved from the east end of the Library's fifth floor to space made available outside the Library. The relocation freed approximately 3,500 sq.ft. of space. The University administration made the decision, however, that about 1,600 sq.ft. of the space would be renovated using special funds to create a lounge, a microcomputer laboratory, and administrative offices for the University Honors Program. The remainder of the space was taken over by the Documents Department which already occupied most of that floor and had been in need of more staff space for some time. The Curriculum Materials Laboratory was relocated from the southeast corner of the Library's fifth floor, where it had occupied around 3,800 sq.ft., to somewhat smaller quarters on the first floor of South Murray during the summer of 1989 prior to the start of an asbestos abatement project on the fifth floor.

In the spring of 1989, Physical Sciences and Engineering was merged with Biological Sciences, which had been located in the basement and on the first floor respectively. The combined offices were located in the northeast corner of the first floor and the reference desk located adjacent to the north lobby area. The creation of the new position of Assistant University Librarian for Reference, Instruction, and Collections was announced during the summer of 1989 as was the creation of an Access Services Department which would incorporate circulation, reserve, microform and media,
supervision of the public photocopy services, and the doocrew operation. The dissolution of the General Reference Department, which had included an unusual number of diverse areas, was also announced, with the head of that area reassigned to administer a Special Collections and University Archives area which received greater emphasis and visibility.

In the fall of 1989, a new faculty position was created in library automation: Library Systems Administrator. The new position was retitled to Head, Library Systems Department, in 1990, and received a seat on the Library Administrative Council. The Patents collection, which had been an integral part of the Government Documents Department on the fifth floor, was made a separate unit, renamed Patents and Economic Development, and relocated to the southwest corner of the basement in the summer of 1990. A librarian was hired to administer the area. The renamed area was moved to new quarters in the Center for International Trade Development in 1992, which further helped the Library's need for additional space in the Edmon Low Library building. It also made these materials more readily accessible to off-campus clients who were their main users. The space vacated by Patents in the basement was used to expand the stacks. The Patents area was renamed Patent and Trademark Library in the spring of 1995.

During the summer of 1991, further progress was made in the rearrangement of the Library. The main card catalog, which had resided near the Information Desk on the second floor since the present building was occupied in 1953, was relocated to the third floor and a year later was moved to the southwest corner of the basement. The space vacated on the second floor made possible the creation of a combined Humanities and Social Sciences reference desk, which had previously been located on the third and fourth floors respectively. Social Sciences faculty and staff were consolidated with their Humanities counterparts on the north side of the third floor. At the same time, Social Sciences and Humanities current periodicals were also consolidated for improved access in the Reading Room in the southwest corner of the second floor. Several PETE terminals as well as CD-ROM databases were established for the first time in the area immediately to the east of the new "General Reference Desk" that had been occupied by the main card catalog. During the summer of 1993, Interlibrary Services was relocated from the second floor to a larger space in the southwest corner of the first floor and was merged into the Access Services Department. (A copy of the Library's current Organization Chart is included in the Library file in the Resource Room.)

Salaries and Personnel

Librarians

Librarians at OSU hold faculty rank and are on the tenure track. In 1986, the OSU Library had 41 library faculty positions and reported a beginning level salary for new librarians of $16,800. The beginning salary was unchanged for 1987, which placed the Library 96th out of 106 university libraries that are members of the Association of Research Libraries and last among Big Eight libraries which are members of ARL. With a total expenditure for librarian salaries of $1,056,796, the Library ranked 106 out of 106 in regard to median salary among the University libraries in ARL for that year.

Upon his arrival in the summer of 1987, the Dean of Libraries moved to improve salaries, not only to attract qualified beginning level professionals but to help retain them once they accepted a position. Since then, an effort has been made to improve beginning
ACADEMIC RESOURCES AND EXPERIENCES

salaries, and mid-range salaries to avoid compression, within the available budget. For the 1994 fiscal year (the last year for which comparative ARL figures are available) the OSU Library had 44 librarian positions and reported a beginning level salary of $24,000, which placed it 84* out of 108 ARL university libraries and ahead of two of the Big Eight libraries that are members of ARL. While the Library has clearly made good progress in improving the beginning level salary, OSU still ranked last in median salary among university libraries in ARL for FY94 and had an overall salary budget of $1,479,351 for librarians.

Support Staff

Efforts have also been made since 1987 to improve salaries for support staff. New classifications have been introduced which reflect reorganization and computerization. All five of the Administrative and Professional positions which currently exist in the Library, for example, have been added in the last six years to achieve needed specialization. Two of these positions relate to the Library Systems Department to provide service in the areas of software support and administration of the Library's local area network. The other three positions are in the Dean's office and relate to publications coordination as well as fiscal and personnel management.

A new classification of Senior Library Technical Assistant was established in 1988 to assume management responsibilities for specific functions, such as stack maintenance. While the size of the FTE classified staff has decreased approximately 15 percent since 1986, due largely to the effects of the computerization of some processes as well as budget reductions, the overall salary budget in this area has nevertheless increased from $634,237 in FY86 to $754,164 in FY94. The Library had the option for the first time in FY95 to make mid-year upward adjustments in classified salaries to alleviate problems of compression and equity.

Student employees have increased somewhat from 56 FTE in FY86 to 61 FTE in FY94. Two important changes were introduced for student employees beginning in FY94. A Student Assistant II position was created to provide qualified students with the opportunity for more responsibility and greater compensation. Students in this category provide supervision of other student employees, accept responsibilities in lieu of full-time staff, and provide security for the Library. A variable pay scale was also introduced for students which automatically pays an additional $0.10 above the minimum wage for each year they continue to be employed beyond the first two years.

Planning and Communications

The Library administration strongly supports planning as an indispensable tool of sound management. There is also a clear understanding of the importance of improving communications not only within the Library but with constituents both on and off campus. A number of developments relating to these two areas have taken place since the summer of 1987 which are highlighted in this section.

The first issue of a new library staff newsletter, OSU Library News, appeared in December of 1987. In an effort to further enhance internal communications and to improve staff morale, encouragement was given in the spring of 1988 to the establishment of an Edmon Low Library Staff Association (ELLSA). A first major step was taken in the area of planning at the same time with the formation of a Reorganization
Planning Team. Working with the Dean, the group developed plans for the physical and administrative reorganization of the Library to improve efficiency and effectiveness of operations and services to users.

A public question/comment process was initiated in the early spring of 1988. It featured drop boxes located in several places on the first floor, with signs noting that responses would be posted within three working days in a locked glass display case located in the south lobby. The display case now resides in the north lobby. A full-time classified position, Coordinator of Library Publications and Communication, was established during the summer of 1992.

Three other significant events occurred in the early fall of 1988 aimed at the further improvement of communications. The first issue of *Perspectives*, an external newsletter, was sent to all OSU faculty and administrators as well as to persons who had contributed to the Edmon Low Library Endowment. The second important event involved staff development. Members of the Library Administrative Council attended a two-day campus workshop, the Executive Director of the Association of Research Libraries, serving as facilitator. A third significant development involved the establishment of the University Library Advisory Committee which was described earlier.

The Library applied successfully in the fall of 1988 for a preservation grant from the Association of Research Libraries. A Preservation Planning Study Team was appointed the following spring and eight task forces were formed to study different aspects of library operations that have an impact on the preservation of materials in all formats. The aim of the year-long project was to develop a comprehensive plan for the preservation of library materials which could be implemented in phases as funding permitted. The final report of the group, "A Preservation Program for the Oklahoma State University Library," was provided to the Dean in the spring of 1990. As recommended in the report, a Disaster Planning Team and a Disaster Action Team were formed in the fall of 1990 to develop specific plans for reacting promptly to emergency situations which pose a threat to materials. In the spring of 1994, the two teams were merged into a Disaster Prevention and Action Response Team (DPART) with representation from each of the Library's major departments and divisions. A Library Safety Liaison Group was also formed as a subgroup with responsibilities in the area of safety and security training and awareness.

A survey of the Library faculty and staff was arranged in the fall of 1989 to assess the status of morale and attitudes and to lay the groundwork for a follow-up retreat. Arrangements were made for the Director of ARL's Office of Management Studies to be the coordinator and facilitator. The two-day retreat, which was held in the fall of 1990, included all of the members of the Dean's Advisory Group and the Library Administrative Council along with representatives of the Library faculty and full-time classified staff for a total attendance of around 45 persons.

Two major standing committees which had existed for some time received new names in 1990 and were reconstituted with broader membership and given expanded charges. The Library Materials Committee was renamed Collection Development. Chaired by the Assistant University Librarian for Reference, Instruction, and Collections, this group makes decisions concerning the allocation of the budget for Library materials and related resources, including computerized databases. The Committee on Library Automation, on the other hand, was renamed the Automation Committee. Chaired by the Library's Assistant University Librarian for Automation and Technical Services, it played a leading role in planning for the implementation of the NOTIS system, and has
subsequently guided the planning for the extension of computerization to circulation, acquisitions/serials control, and to the implementation of CD-ROM and other on-line databases. Because of the increasing interrelatedness of the activities of the two committees, a number of the same persons are members of both groups.

In the spring of 1991, the Library focused its attention on an update of its Mission Statement, a revision of its Goals and Objectives, and the development of a new Vision Statement. The documents were reviewed in each of the Library's divisions and departments and discussed by the Library Administrative Council prior to finalization. (The Mission and Vision Statements were revised by the Dean's Advisory Group during the 1993 fall semester and are included in the Library file in the Resource Room.)

An ad hoc task force of the Library Faculty was appointed in the spring of 1990 which undertook a major effort to draft a comprehensive set of criteria for faculty appointments, reappointments, promotion, and tenure in the OSU Library. The work of the task force included the development of a calendar as well as guidelines for the annual formation and activities of the Library's ARAPT Committee. Ratified by the Library Faculty in the fall of 1991, the document is based upon the guidelines set forth in Appendix D of the OSU Faculty Handbook and continues to serve as the basic guide for faculty status in the Library. (A copy of the "Oklahoma State University Library Qualifications Standards for Academic Ranks" is included in the Library file in the Resource Room.)

In the fall of 1993, an "Ideas Committee" was formed to consider possible actions which might be taken if the Library were to receive a reduction in its operating allocation for the next fiscal year. The committee included a cross-section of Library faculty and staff and solicited suggestions from all interested persons in the Library. The Committee's final report to the Dean of Libraries identified 35 "options" for consideration if that should become necessary.

Three noteworthy developments occurred during 1994, two of which were a direct result of an earlier set of events relating to library technology. A day-long demonstration was held in mid-March in the atrium of the Noble Center which included a variety of state-of-the-art computer applications on the horizon for library users. It was followed the next day by a "Symposium on Technology and Access" which involved the participation of persons selected from around the campus. The session included presentations by Louella V. Weatherbee, a nationally recognized consultant on library technology, and several small group breakout sessions. Recommendations which emerged from the symposium led directly to the establishment of a Library electronic bulletin board in the fall of 1994 to facilitate the dissemination of information of interest to users. It also resulted in the appointment of a Library faculty and staff committee to develop recommendations regarding what should be done to provide users with access to the Internet. Internet stations were subsequently installed in several public areas of the Library in the spring of 1995 and Internet training sessions became available to all interested persons.
Funding and Development

State Support

State funds allocated to the operation of the Edmon Low Library and its two branches on the Stillwater campus in FY86 amounted to $4,699,821. Approximately $1,493,208 of this amount was expended for library materials. State funds allocated for library operations for FY94 amounted to $7,304,158, with $2,705,298 expended on the purchase of library materials. In addition to the Library's regular operating budget, one-time state funds were made available in February of 1990 to complete a year-long asbestos abatement project in several areas of the Edmon Low Library, notably on the second and fifth floors and in all of the mechanical rooms throughout the building. The special funding also covered the costs to restore the areas where the abatement took place to usable condition — including a remodeling and refurbishing of the Browsing Room located in the southeast corner of the second floor. The Library has also benefited each year since the fall of 1991 from a Library Resource Fee assessed of students at $1.50 per credit hour which has generated around $675,000 in revenue annually to cover the costs associated with the implementation and continued operation, including enhancements, of the Library's NOTIS on-line system. An increase in this fee of $.50 per credit hour will take effect in July 1995.

In spite of the appearance that a substantial increase has occurred during the past nine years in state funding for materials, the continuing effects of inflation have resulted in a net decrease in purchasing power. Were it not for the increase which has occurred in private funding, the Library would not be able to maintain journal subscriptions and book purchases at their existing levels. The projections for state support in the next few years indicate that allocations are likely to be flat, or only modestly higher at best. In such an environment, it is imperative to identify other alternatives for possible additional funding and to pursue them with some success.

Development

The former University Librarian realized that there was a need to generate funds from outside sources to supplement the Library's regular allocation of state funds for the purchase of library materials. To this end, the establishment of an Edmon Low Library Endowment was announced in 1985 and efforts were undertaken to encourage contributions towards the goal of $1 million. It was understood that the interest which accrued on the endowed funds, once the target was achieved, would be used to supplement the Library's regular allocation to purchase needed library materials and related resources. Less than $100,000 had been raised for the Endowment by the time of the former librarian's retirement.

When the new Dean of Libraries assumed the leadership of the OSU Library, he not only saw a clear need to continue to raise funds for the Endowment, but felt that it was essential for the goal to be extended to $2 million. Fundraising efforts have also been broadened substantially in ways that have had a major impact upon Library operations. During the past five years, with support from a half-time position dedicated to Library fundraising, a considerable measure of success has been achieved in attracting funds from outside sources. The results of these efforts are described below. It should be noted that the Edmon Low Library Endowment currently stands at around $700,000.
The Friends of the OSU Library

Established in 1989, the Friends group is an affiliated advisory body which seeks to enhance the visibility and to assist in promoting the interests of the OSU Library. Since its formation, the Friends have sponsored several fall events prior to home football games and have held five annual banquets during the spring semester which have featured prominent speakers. Two of the fall events, in 1992 and 1994, have featured auctions which have generated income for the Friends organization. Several members of the Friends' Board have contributed major funding for the Library and have been instrumental in helping to attract major outside funding.

Jessie Thatcher Bost Room

Tulsa businessman and OSU alumnus Armon Bost contributed funds in 1990 which were used to renovate and furnish an area at the east end of the Library's second floor. The area, named in memory of his mother who was the first female graduate of OSU, is available by prior arrangement for library-related meetings and student study.

Kerr Challenge Grant

In the fall of 1991, the Kerr Foundation of Oklahoma City announced a Challenge Grant in the amount of $500,000 for the Edmon Low Library Endowment. The challenge was met within two years and the Kerr Grant is to be received in two equal payments in the fall of 1994 and 1995. The Foundation has approved placing half of the grant each year in the Edmon Low Library Endowment, with the other half used to purchase current books and other library resources.

Neustadt Grant

The Jean Neustadt family of Ardmore, Oklahoma, announced a grant of $125,000 in the spring of 1991. In combination with matching funds from the state, a $250,000 endowment was created which enabled the Library to establish the Doris Neustadt Professor of Library Service. The title is to be permanently held by the Dean of Libraries.

Class of 1942/Willham Library Endowed Scholarship

The OSU Class of 1942 established a $25,000 endowment in the spring of 1992 in memory of Dr. Oliver S. Willham, former President of OSU. The endowment is to provide scholarship support for an OSU student working in the Library who meets the criteria established by the class — including academic achievement, leadership, extra curricular involvement, and financial need. Begun in FY94, a scholarship will be awarded annually, with applicants reviewed by a committee appointed by the Dean of Libraries.

Puterbaugh Grant

The Puterbaugh Foundation of McAlester, Oklahoma, announced a grant of $100,000 in 1992 for the Library Endowment in response to the Kerr Challenge. An additional $25,000 was contributed by the Foundation in 1994 to make a total grant of $125,000.
With matching funds from the state, the Puterbaugh Professor of Library Science was established. The title is currently held by the Assistant University Librarian for Technical and Automated Services.

**James and Verena Wise Outstanding Student Award**

OSU alumnus and Oklahoma City ophthalmologist James Wise and his wife established an endowment of $20,000 in the spring of 1993 which provides a cash award of $500 annually to the Library student employee selected as the most outstanding for that year. An ad hoc committee is appointed annually by the Dean of Libraries to review nominations and to recommend a recipient to the Dean.

**W. P. Wood Charitable Trust**

The W. P. Wood Charitable Trust of Shawnee, Oklahoma, announced a grant in 1993 of $125,000. Matching state funds were received to establish a $250,000 endowment which is used to support the W. P. Wood Professor of Library Service. The title is currently held by the head of the Library Science and Engineering Division.

**Edna Mae Phelps Outstanding Employee Award**

Edna Mae Phelps, former chair of the OSU Board of Regents and an Emeritus member of the Friends of the OSU Library Executive Board, established an annual award in the spring of 1994 to provide a plaque to any individual, employee or Library supporter who has made an outstanding contribution to the OSU Library. An ad hoc committee is appointed by the Dean of Libraries each year to review nominations and to make a recommendation regarding the persons to receive the award.

**H. Louise Cobb Room**

Tulsa businessman Ed Cobb contributed funds in 1994 which were used to renovate and furnish an area at the west end of the Library’s second floor. Named in memory of his wife, who also served as a charter member of the first Friends' Board, the room is available for library-related meetings and student study. Cobb also established a $100,000 endowment, the interest from which is to pay the speaker for the annual H. Louise Cobb Friends of the Library banquet.

**ORACL Project**

Several private grants have been received from Oklahoma-based foundations, along with a major grant from the U. S. Department of Education, to provide assistance in funding the first two phases of the Oklahoma Research and Community Library (ORACL) Network which was begun in 1992. The Oklahoma State University Library assumed a leading role in the development of this network and in efforts to attract funds for its support. More detailed information about this project and its funding is included in the section on creating the ORACL Network.
Computerization and Networking

Computerization: The On-Line System

At the time of the last NCA accreditation visit in 1986, the Library had signed an agreement to proceed with the development and implementation of the Dutch-based Swets Automated Independent Library System (SAILS). Some reservation about the system was reflected in the NCA’s Final Report. Within two years of The Dean's arrival in Stillwater, it was apparent that little significant progress was being made towards the practical implementation of SAILS. Deadlines were established for completion of certain phases in the development of the system which were not met. In 1990, Kenneth J. Bierman, Assistant Director of the Tucson Public Library and a nationally-recognized library automation consultant, was hired to assume the leadership in the planning for library computerization at OSU.

Soon after Bierman's arrival on campus, the NOTIS system was selected to replace SAILS. There were two major considerations in the decision to adopt NOTIS. Six of the key libraries in Oklahoma and over fifty percent of the major research libraries in the United States were already using it. In addition, the NOTIS software was readily adaptable to much of the work that had already been done to convert the OSU Library's holding records to machine-readable format. The new on-line system, nicknamed PETE, became operational in August of 1991. Thirty-five public access terminals were made available near reference desks throughout the Library initially, and user training was begun soon after the fall semester got under way.

It was apparent from the outset that the ongoing maintenance and future development and enhancements to the NOTIS system could not be adequately supported from the Library's annual operating budget. To provide the funding needed, the OSU Regents and the State Regents for Higher Education approved the establishment of an ongoing Library Automation Fee (now the Library Resource Fee) of $1.50 per student semester credit hour to be assessed of all students on OSU's Stillwater campus. In addition to covering costs associated with the ongoing maintenance and the purchase of additional computer equipment as new subsystems have come on-line, such as circulation and acquisitions/serials control, the revenue has been used as needed to upgrade the capacity of the University Computer Center's mainframe to handle the additional load when the NOTIS system came on-line and to pay for some of the staff costs associated with the growth of the Library's Systems Department which was established in 1990.

From the outset, the Dean of Libraries has been a strong advocate of establishing computer workstations for all full-time Library faculty and staff to improve efficiency. To facilitate this process, beginning in 1988, short-courses were made available in WordPerfect, Lotus 123, and d-Base software for those staff who had microcomputers at their desks. By 1993, all full-time Library faculty and staff had a microcomputer workstation and had received training in microcomputer use. A Local Area Network became operational in the Library during the same year. Internet access became available in the fall of 1994 to librarians and staff who needed access to it for their work.

During the summer of 1994, four campus areas (University Assessment, Personnel, Computer and Information Services, and the Library) contributed funding to establish two state-of-the-art computer training rooms in the Library (Rooms 206 and 502) which are available on a shared-use basis. Scheduling for all use of these two rooms continues to be handled through the Library Dean's office.
By the start of the 1994 fall semester, the Library Systems Department had grown to four full-time staff and a visiting assistant professor employed on a temporary, part-time basis. Because of the anticipated need to employ additional staff to support the various computer-related projects which have already been undertaken or are planned, a decision needed to be made as to whether the Library would hire and train these additional persons or whether it might be more practical to enter into a service agreement with the University Computer Center (now known as Computing Information Services) to provide trained staff as needed. The decision was made to enter into a service agreement on a trial basis to replace some of the current staff when they leave.

Networking

**Overview**

The Oklahoma State University Library has been actively involved in the well-established, nationwide program of borrowing and loaning materials with other libraries for decades, using protocols established by the American Library Association. In 1975, the Library had joined OCLC through membership in the Dallas-based AMIGOS Bibliographic Council. OCLC is a bibliographic utility located near Columbus, Ohio, which facilitates the sharing of on-line bibliographic resources and provides other computer-related services to members libraries. In the early 1980's, OCLC made an Interlibrary Loan component available to participating libraries. The OSU Library's interlibrary borrowing and lending is facilitated through formal participation in the Oklahoma Telecommunications Interlibrary System (OTIS), the Council on Academic Research Libraries within AMIGOS (known as CARLA), and through networking arrangements with the other large academic research libraries in this region of the United States. A courier service was established in 1990 between OSU and several of the larger libraries in the Oklahoma City and Tulsa areas to facilitate the exchange of needed items. A similar service was established in the fall of 1994 for the Greater Midwest Research Library Consortium (GMRLC) which includes OSU.

**The ORACL Project**

**Background**

The Oklahoma State University Library has responded to the challenges of new technologies and reduced buying power, as well as the increasing demands of users, by uniting with other Oklahoma libraries for mutual benefit. An Oklahoma Library Technology Network Advisory Committee, appointed in 1990 by the Oklahoma Secretary of Education, spent more than a year studying options and opportunities. The result was the creation of a general networking plan to utilize the latest technology to electronically link all libraries in the state, thereby maximizing information sharing and multiplying the resources available to the patrons of all libraries. The planning for a statewide library network was given impetus by a major grant to the state by the Kellogg Foundation from 1985 to 1988. The one-time grant, in the amount of $5.8 million, provided the opportunity to install fiber optic cabling between all the major educational institutions in the state, as well as between many of the state offices, agencies, and departments, thereby laying the foundation upon which library networking plans could be developed.
Creation of the ORACL Network

While the statewide plan for libraries envisions the eventual establishment of electronic linkages to even the smallest and most remote academic and public libraries, it seemed apparent from the outset that the initial stages of development would need to focus on the establishment of state-of-the-art linkages between the major academic and public libraries. The Dean of Libraries at OSU has played a leading role in the translation of the vision into reality. ORACL was conceived in 1992 and cooperative efforts were begun to secure private funding to support its creation and initial development.

Through private grants totaling nearly $400,000 from the Chapman Trust and the Bovaird Foundation of Tulsa, together with funding by the participating libraries, the first phase of the network was launched. It involved the Oklahoma State University Library and several major libraries in the Tulsa area — including the Tulsa City-County Library System, the Oklahoma State University College of Osteopathic Medicine Library, the University of Tulsa Libraries, and the University Center at Tulsa Library. Although each of these libraries had already accomplished the conversion of its own holdings to machine-readable format, routinely accessed (through membership in AMIGOS) the OCLC System for cataloging and ILL functions, and was operational with its own in-house on-line system (including on On-line Public Access Catalog, subsystems for cataloging, circulation/reserve, acquisitions, and local subject databases for public access), it remained to utilize the latest computerized technologies, and the fiber optic lines that had already been installed, to build upon and to extend the computer-based activities already in place in each library.

Each of the libraries in the first phase committed a portion of its operating budget, along with the Foundation grants, to acquire and install PACLINK (or equivalent Z39.50) software and Unix interface devices to effect a linkage between their own in-house on-line public access catalogs (OPACs) and those of the other libraries involved in this initial phase of ORACL. Following the successful completion of the second phase in the ORACL project, which is described below and is currently in progress, and as funding is made available, a third phase will involve the extension of the network to several other major libraries in the Oklahoma City area — including the Metropolitan Library System, the University of Oklahoma Health Sciences Center Library, the University of Central Oklahoma Library, and the Oklahoma Department of Libraries. The final phases in the statewide network will include making some form of computer access to the holdings and databases of the libraries already in the network available to as many of the remaining smaller academic and public libraries throughout Oklahoma as possible.

The Second Phase of ORACL

The Oklahoma State University Libraries have been able to utilize special funding in the amount of $66,984 to acquire the UMI ProQuest Multi-Access System, which represents the application of state-of-the-art CD-ROM technology for libraries. (A description of the UMI Multi-Access System is included in the Library file in the Resource Room.) As part of the pilot project, a combination grant from the U.S. Department of Education in the amount of $117,000 has been received to help extend the benefits of the UMI System initially to the University of Tulsa Libraries and the University Center at Tulsa Library. This funding has been used to cover the costs of dedicated remote stations with laser printers in these two libraries, to purchase licensing agreements from UMI to make the multi-access CD-ROM databases directly available to these libraries, and to permit the
Oklahoma State University Libraries to purchase an Image Fax-Server for the UMI System as well as DOCDirect software to provide the needed interface between that library's in-house on-line system (NOTIS) and the newly acquired UMI System. The 18-month grant has also been used to cover approximately sixty percent of the cost for the University of Oklahoma Libraries in Norman to acquire and install PACLINK software to enable it to join the network and to interface with the OPACs at the other participating libraries. The second phase of the project will also test the practical application of Z39.50 software which is intended to achieve a seamless interface between the different systems of the participating libraries.

There are two major components of the UMI ProQuest system that are unique and critically important to the future planning of the ORACL network. The first component provides on-line access to three bibliographic databases: Periodical Abstracts, ABI INFORM, and Newspaper Abstracts. Together these databases provide indexing and abstract summaries to 950 general periodicals, 800 business journals, and 8 major U. S. newspapers since 1988.

The second component of the ProQuest system goes beyond identifying appropriate articles of interest to users; it actually provides users with a copy of the full-text of those articles upon command. The ProQuest Network IMAGE-Server currently contains the full-text of articles from over 700 of the general periodicals and business journals from its bibliographic databases regardless of whether the individual libraries participating in the network subscribe to the paper copies of those journals. The number of full-text journals included in this system continues to increase. The IMAGE-Server delivers the article instantaneously to any site in the network that has a dedicated laser printer. This type of search, if conducted manually, might take several hours to complete and to secure a photocopy of the printed pages. The availability of this system is clearly a major time-saving research enhancement and places the OSU Library on the leading edge of the latest computer-based technology for libraries.

**Public Services and Collections**

**Overview of Public Services**

Since the last NCA accreditation visit in 1986, the OSU Library has established two additional branches, acquired several new special collections, consolidated its reference services, increased and expanded its bibliographic instruction activities, and has provided its patrons with computerized access not only to its own holdings records but to an increasing number of on-line databases, both in-house and remote — including state-of-the-art search and retrieval of full-text for more than 700 journals. In addition, two microcomputer training rooms have been created in the Library and a courtesy card privilege has been established. The hours of operation have remained constant at 102 hours per week when classes are in session.

**Reference Services and Library Instruction**

The consolidation of reference services into three areas — General Reference, 2nd floor center; Science and Engineering, 1st floor north; and Documents, 5th floor center — from the six areas that existed in 1986 has made it possible for the Edmon Low Library to provide longer hours of reference service and to develop a broader range of services for
its users. For example, a library liaison network, involving all reference librarians, has been established with all academic departments on campus. The main purposes of the liaison network are to facilitate communications regarding the purchase of needed library materials and to provide a primary contact for access to needed resources. As the Library has moved more extensively into CD-ROM and on-line databases, for example, it has become essential to provide increased support for patron access to these resources. In this regard, assistance has been provided in two ways. Printed guides which describe the increasing resources and services which are available to patrons are provided in display racks inside the main entrances to the Edmon Low Library and adjacent to the three main reference desks. The Library has also increased the number of bibliographic instruction sessions for users. Two microcomputer training rooms have been established, and a task force was formed in the spring of 1994 to develop recommendations concerning access to the Internet. To illustrate the significant increase which has taken place in Library instructional activity, it is interesting to note that the OSU Library reported 220 group presentations to ARL for FY86 which involved a total of 4,501 persons. By comparison, 417 group sessions were reported to ARL for FY94, with a total of 7,923 persons involved. (Printed guides describing the Library's on-line databases available to users are included in the Library file in the Resource Room.)

**Circulation and Courtesy Card Users**

Circulation processes were computerized in the fall of 1992 as a subsystem of PETE, making it possible to check-out and to renew materials in a matter of seconds and to automatically generate overdue notices. In addition, when patrons access PETE, they are not only able to determine whether the Library owns the item being sought, but whether it is checked out and, if so, when it is due to be returned. Automated circulation procedures are available to patrons in the Edmon Low Library as well as in each of the campus branch libraries. Circulation records indicate that there has been a modest increase in the total number of items checked out between the 1986 and 1994 fiscal years, from 321,000 to 358,000 items respectively. Around one-third of the total circulation each of these years relates to Reserve materials.

As a state supported facility, the Library has made its resources available over the years to anyone who wished to visit the Library. Only students, faculty and staff who have a valid OSU ID card, or persons who secure items through Interlibrary Services, could utilize material outside the building. By 1988, however, it had become apparent that there was a growing need to accommodate the check-out of materials to persons who did not have an OSU ID card. In the fall of that year, preliminary guidelines for the issuance of a "Courtesy Card" to persons who requested it were developed. While the criteria and procedures for the issuance of these special cards have been revised several times, the practice is now well established and seems to be working well. Several hundred persons have been assigned a Courtesy Card.

**Interlibrary Services**

As computer access to databases in remote locations becomes more commonplace, there is a substantial impact upon the Library's Interlibrary Services operation — involving an increase in requests for items to be borrowed as well as loaned. To assist in meeting this ever increasing demand, digital fax equipment (known as Ariel) was installed in the fall of 1993 which speeds the transmission of material and provides a laser quality image as
ACADEMIC RESOURCES AND EXPERIENCES

the end product. During FY86, for example, the Library loaned 9,401 items and borrowed 4,549 items. By comparison, during FY94 the Library loaned 17,236 items and borrowed 11,489 items. This reflects a near doubling of the Interlibrary traffic within an eight year period, a trend which is expected to continue as computer interfaces between libraries become better established.

**New Branch Libraries**

Although the Library still embraces the philosophy that a centralized library is the most economical and efficient mode of operation, events during the past several years have led to the establishment of two additional branch libraries. The creation of the two new branches has coincided with the need to free-up much needed space in the Edmon Low Library while simultaneously making specialized resources more conveniently available to their primary users. In the case of the Curriculum Materials Laboratory, which contains materials that are typical of a public school learning resource center, it was relocated from the southwest corner of the Library's 5th floor to temporary quarters on the first floor of South Murray during the summer of 1991 to accommodate an asbestos abatement project in the main library. It has worked out, however, for it to remain in South Murray pending completion of the renovation of Willard Hall to house the College of Education, expected to be completed and ready for occupancy late in 1995 or early in 1996. The CML is to be prominently located on the north side of the basement in Willard, directly across from the main lecture hall. The Patent and Economic Development (now called Patent and Trademark Library) collection, on the other hand, which was separated from the Documents Department and relocated to the southwest corner of the Library's basement in the summer of 1990, was permanently moved to new quarters on the second floor of the Center for International Trade Development soon after that new facility was opened in 1992.

**Photocopy Services**

As a convenience to users, the Library has endeavored since the mid-1970's to provide a public photocopy service that places an optimum number of machines, based upon usage, on each floor of the Main Library and in each branch library. It has also been possible to keep per copy costs at only $0.05 while receiving enough revenue to ensure that the service is self-supporting. Like many libraries, OSU has phased in Copicard units to achieve greater efficiency and has gradually reduced the number of coin-operated machines available to the public. In FY86, for example, there were a total of 17 public service photocopy machines in the Edmon Low Library running about 2.4 million copies. By the end of FY94, however, there were 21 public service machines in the Main Library and total copies had increased to nearly 3 million. During the past year, the Library has sought to encourage Copicard use by raising the cost of coin-operated copies to $0.10 each. It has become standard practice to replace approximately one-third of the public service machines each year. There is a staff-operated copy service in the Microform and Media Room which charges $0.25 per copy for departments as well as individuals who want to utilize it. Microform reader/printers are also available in this area.

**Collection Development**

The Library's collections have increased substantially since 1986. The increases have not only occurred in the standard printed format for books and journals, but especially in
the microform format and in the important new area of computer-based resources as the Library places increasing reliance upon the speed and ease with which they may be accessed and their greater currency compared with the more traditional printed resources.

Included below, Table 18 offers a comparison of Library holdings at the end of the 1986 and the 1994 fiscal years.

<table>
<thead>
<tr>
<th></th>
<th>1986</th>
<th>1994</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes Held</td>
<td>1,420,618</td>
<td>1,690,149</td>
<td>269,531</td>
</tr>
<tr>
<td>Volumes Added per Year</td>
<td>22,397</td>
<td>49,409</td>
<td>27,012</td>
</tr>
<tr>
<td>Serial Subscriptions</td>
<td>14,246</td>
<td>16,130</td>
<td>1,884</td>
</tr>
<tr>
<td>Microforms</td>
<td>1,881,423</td>
<td>2,840,361</td>
<td>958,938</td>
</tr>
<tr>
<td>Manuscripts &amp; Archives (linear feet)</td>
<td>3,845</td>
<td>5,138</td>
<td>1,293</td>
</tr>
<tr>
<td>CD-ROM Databases</td>
<td>0</td>
<td>164</td>
<td>164</td>
</tr>
<tr>
<td>Maps &amp; Aerial Photographs</td>
<td>158,709</td>
<td>250,560</td>
<td>91,851</td>
</tr>
</tbody>
</table>

**Federal Depository Status**

One of the clear strengths of the Library's holdings relates to the fact that it is among only 56 libraries in the United States to be designated as a Regional Depository for the publications of the U. S. Government. While the publications of the Federal Reserve Banks are not part of the depository program, per se, OSU receives all research reports and journals for each bank in the system. This collection is the only one of its kind in the state and probably in this region of the U. S. The Library is also a Depository of U. S. Patents and Trademarks. It is currently among only 74 such facilities in the United States and the only one in Oklahoma. The collection includes a complete backfile of U. S. utility patents dating from 1790, which is only held by seven other universities in the U. S. The U. S. Government is increasingly making its resources available to depository libraries in the microformat and on-line modes which accounts for the significant increase in microforms
during the past several years. (The Library file in the Resource Room includes brochures describing the database resources and services available in these areas.)

**Special Collections**

From 1988-93, the Edmon Low Library acquired three unique collections which have added to the depth of resources available for scholarly research. In 1988, Angie Debo bequeathed her personal library and papers to the OSU Library upon her passing at the age of 97. A native of Oklahoma, and widely acknowledged as one of the premier Native American historians, Debo is the only woman whose portrait hangs in the Rotunda of the State Capitol Building. She was the fourth person ever to receive the American Historical Association's Award for Scholarly Distinction. This collection covers nearly a century
and is of national importance in the study of Native American history, women's studies, the oil industry (especially in Oklahoma), and the social history of Oklahoma and the Midwest.

A unique collection of aerial photographs was received in 1991 from MPSI Systems, Inc. The Tulsa-based company, with several hundred employees worldwide, is a leading provider of information and decision support systems for a wide range of businesses. Its services have been utilized in more than sixty countries. The Library received nearly twelve thousand 24" x 24" photographs valued at more than $1.8 million. They are photographed at a scale of one inch equaling one thousand feet and represent a snapshot of the major urban areas in the United States and several of the major foreign cities. MPSI is continuing to add 5,000-7,000 photographs to the collection annually.

In 1993, the Library's Special Collections area received a collection of correspondence, articles, speeches, pamphlets, and legislation relating to Hannah D. Atkins' years of public service (covering the period from 1968-91). Atkins was Oklahoma's first African-American woman legislator, the first woman to chair a committee in the Oklahoma House, and for four years was the highest ranking woman executive in Oklahoma state government — serving as Secretary of State and Secretary of Human Resources during the Governorship of Henry Bellmon. Mrs. Atkins is recognized as a leader in the fight for the rights of minorities, women, and children both in Oklahoma and throughout the nation. She was appointed by President Carter in 1980 as U. S. Delegate to the 35th Assembly of the United Nations.

**Facilities**

The Final Report of the NCA Accreditation Visiting Committee in 1986 indicated that "The Library ... would probably be better served if some of the collections were moved to remote storage in order that the facility might better serve patrons and current collections."

One of the problems encountered by the Dean of Libraries when he assumed leadership of the OSU Library in 1987 was the increased crowding of materials and a steady reduction in the number of patrons the Edmon Low Library was able to accommodate as seats were removed annually to provide space for stack expansion. Accordingly, the creation of two groups, a Reorganization Planning Task Force and the University Library Advisory Committee in 1988, carried with them the clear need to address the Library's space problem. A Facilities Planning Subcommittee of ULAC was formed which began work on the problem. A "Facilities Plan, 1990-2000, for the Edmon Low Library," was developed. It was approved by the University Library Advisory Committee in the spring of 1990 and presented to President Campbell in the fall of the same year. The plan included a major renovation of the Edmon Low Library (estimated cost $11,750,000), construction of a remote storage facility (estimated cost $3,170,000), and later a 130,000 sq.ft. underground "Library Commons" to the south of the present building (estimated cost $31 million). A model of the "Library Commons" was prepared for use in the solicitation of funds for the project.

By mid-1991, it seemed evident that the underground Library Commons, while a concept that would provide an important added dimension to Library services and meet the pressing need for additional space, was impractical from a cost standpoint. In addition, no encouragement was received for planning a remote storage facility or for the general renovation of the Edmon Low Library which was also needed. An overriding
consideration at the time was the decrease in the state appropriations for higher education which was projected for FY92-94, with only flat budgets, or very modest increases, anticipated for the next several years.

The Library administration and the University Library Advisory Committee viewed the need for additional Library space as increasingly urgent. Some form of action was needed to avert a crisis situation by the turn of the century. In 1986, for example, the OSU Libraries provided public seating for slightly more than 2,000 patrons. At the end of FY94, by comparison, with the continued addition of around 35,000-40,000 volumes of new materials per year and the resulting need to remove an average of around 100 seats each year to accommodate the growth, the Libraries were left with only 1,150 seats. Most of the seating loss has occurred in the Edmon Low Library. It was also felt that the need to undertake a general renovation and refurbishing of the original Library building, now 40 years old, would be highly desirable to support OSU's efforts to attract and retain well-qualified students and faculty.

Through a reassessment of the Library's operating philosophy, emphasizing a "controlled growth" strategy, and taking into account the flexibility that computer technology provides, a more streamlined and economical facilities plan was developed for the Library during 1992-93. The revised plan set forth a satisfactory solution to the Library's future space needs through the year 2035 at a significantly lower total cost, estimated at $9.9 million, than was involved for the earlier plan. The new plan, which did not include an underground addition, had a satellite library facility as its centerpiece. The plan called for the satellite facility to accommodate 300,000 volumes of lesser used materials from the main library initially, and around 30,000-35,000 volumes of lesser used items annually thereafter as an equal number of new volumes are added to the main collection. This strategy would free up more than 54,000 sq.ft. in the Edmon Low Library which could be used to accommodate the restoration of a substantial number of user seats and study areas which have been lost during the past 8-10 years. It would also include a one-time rearrangement of the entire collection to improve patron access.

The plan, which sought to recognize users as the Library's highest priority by enhancing services and providing a more attractive and functional environment, also reflected the Library administration's view that a modem, attractive, and highly functional Library facility, incorporating state-of-the-art technology, should be viewed as a central part of the University's plan to enhance its image and to ensure quality programs and services to meet the increasingly higher expectations of its students and faculty. Assuming a revised timetable for implementation, the plan is still achievable if it is modified to accommodate the relocation of the Cataloging and Acquisitions departments to the satellite facility. (A copy of the "Facilities Plan for the Library, Revised March 1993," is included in the Library file in the Resource Room.)

The Library has continued for the past several years to do what it can to facilitate the relocation, consolidation, and upgrading of several areas as funding has been found to continue the momentum. Unfortunately, there is still no university commitment to proceed with a satellite library facility or to renovate and refurbish the Edmon Low Library. If concrete steps are not taken soon to meet the Library's increasingly acute space problem, a crisis situation will exist by the turn of the century. By that time, the Library will have removed all of the public seating that it can in order to accommodate the addition of nearly another quarter of a million volumes and will have no room for further collection growth.
Membership in the Association of Research Libraries

The Oklahoma State University Library became a member of the Association of Research Libraries in 1954 and continues to hold membership in that prestigious organization. It is currently one of only 92 university libraries in the U.S. to qualify.

In 1980, the members of the association voted for the first time to establish a minimum index rank for continued university membership based upon 10 variables that would be measured annually in the fall. Under this "ARL Index," which continued in effect until 1986, the OSU Library was placed on probation in 1981, but was removed two years later when its standing met the minimum index figure. The variables used to measure standing between 1980-86 are listed below:

- Number of volumes held
- Number of volumes added (gross)
- Number of microform units held
- Number of current serials received
- Total expenditure for library materials
- Total expenditure for binding
- Total expenditure for salaries and wages
- Other operating expenditures
- Number of professional staff
- Number of nonprofessional staff

Although the Library had been removed from ARL probation by 1986, the Final Report of the NCA Accreditation Committee noted that "it seems important for the institution to devote the necessary resources to acquisitions and personnel for the Library to retain its membership." In May of 1986, a revised index was approved by the membership based upon a reduced scale of five variables which was implemented in the fall of the same year. It was announced at the time that continued membership in the association would require an index rating "greater than - 2.25." The OSU Library's score for FY86 was -2.30 which placed it once again on probation. When that occurred, it was learned that any member library on probation would be continued in that status for four years in order to provide ample opportunity to raise its ranking above the minimum level required. The five variables, which are included below, were determined by a factor analysis of 22 categories of quantitative data which are said to represent the elements in which ARL member libraries most resemble one another. The index, which is based upon quantitative measures only, makes no attempt to measure the quality of a library's services, collections, or its success in meeting the needs of its users.

- Number of volumes held
- Number of volumes added (gross)
- Number of current serials received
- Total library expenditures
- Total number of professional and nonprofessional staff

The Library was on ARL probation during the summer of 1987. While the probationary status continued for FY88, the Library was removed from probation at the end of that fiscal year and has continued to maintain an acceptable score for regular member status.
since then. This was achieved and has been maintained for several reasons. Beginning in FY88, for example, OSU’s branch libraries outside of Stillwater were incorporated for the first time in the Library's year-end report to ARL. Data for the College of Osteopathic Medicine in Tulsa were not incorporated until the FY89 ARL report since it did not fall under OSU administration until July 1, 1988.

The OSU Library's standing in the overall index ranking experienced a significant rise for 1992-93, from 103 to 93 out of 106 total university libraries. In addition to the benefit received by including OSU’s branch campuses, a significant boost was also received from an increase of more than $225,000 in the materials expenditures over the previous year and the reporting of $650,000 in additional income as a result of the implementation of the Library Automation Fee of $1.50 per student credit hour.

As libraries move increasingly into computer-based access to information, the criteria for library standing in ARL based solely upon quantitative measures will become less relevant. The Statistics Committee of the Association is currently reviewing the criteria for membership. It seems likely that some form of new measures will be evolved and applied to continuing membership in the foreseeable future which are more accurately reflective of a library's performance and relative standing with regard to user needs and satisfaction.

As long as the current index remains in effect, however, there will be some concern each year as to whether the OSU Library will be able to maintain its regular standing. It is clear that the role which increased funding has played in raising OSU's ranking in the ARL in recent years, notably through the Library Resource Fee and private sources, is significant. An important variable in the ARL Index, for example, is the total number of journal subscriptions which is a heavily-weighted factor. If OSU is forced by economic circumstances to cancel large numbers of subscriptions, as many academic libraries are these days, the negative impact on its continued ARL status will be severe. It is essential to continue to improve funding through the annual state allocation and other sources to ensure that the Library will maintain its status as a regular member of the Association.

Assessment of the Major Challenges and Priorities

Major Challenges

Proliferation of Information, New Technologies and Inflation

In this rapidly expanding information age, providing some measure of control over, as well as some semblance of efficient and orderly access to, the mushrooming reservoir of knowledge that is available to libraries in all formats is the preeminent challenge that libraries must find ways to accommodate for the benefit of their patrons. New and challenging fields of study are rapidly emerging, and a myriad of new publications and informational resources is being produced annually. Library users are increasingly demanding access to up-to-date and comprehensive information delivered in the most expeditious way. To facilitate this process, there is a clear need for the Library to develop a comprehensive program of instruction so that OSU students and other library users become proficient with the new information technologies.

Against this background, innovative new technologies, such as fiber optics, open systems, related interfacing software and hardware, and jukebox-type databases on CD-
ACADEMIC RESOURCES AND EXPERIENCES

ROM, are offering possibilities for cooperative linkages which will make the needed information available much more rapidly than through the more traditional manual modes. At the same time, the average cost of books has climbed more than 40 percent and scholarly journals has risen more than 50 percent during the past five years alone. Inflation rates continue to diminish the purchasing power of libraries. Just when it is more critical than ever for libraries to increase their funding to take advantage of these new opportunities, budget levels are flat or declining.

Library Facilities

Another challenge that clearly faces the Edmon Low Library is one that has been allowed to linger until it is now approaching a point of urgency — the need for additional space to relieve the current crowding of materials and to provide a satisfactory solution to the imperative of continued collection growth. While this need was noted in the Final Report of the NCA Visiting Committee in 1986, and the Library has developed two separate plans aimed at a solution to the problem since then, there is still no consensus about what should be done, when it will occur, or how it would be funded. Indeed, in this time of limited funding, conflicting campus-wide interests, and competition for scarce resources, it is not clear that the Library's pressing need for additional space is, in fact, regarded as a high university priority which will be satisfactorily resolved before a crisis point is reached.

ARL Membership and Salaries

Other challenges are posed in regard to continued membership in the Association of Research Libraries and in regard to the need to continue efforts to raise salaries to attract and retain high quality librarians and support staff in an increasingly competitive job market. This is especially critical in the area of computerization if the Library is to maintain the momentum which has been developed in a variety of different areas ranging from the application of state-of-the-art technology and networking to access to an increasing number of on-line databases that are both in-house and at remote sites.

Priorities

Computerization and Networking

It seems clear that the significant steps which have been taken during the past few years to develop the Library's on-line system and to establish the ORACL network must not only be maintained but extended. Continued progress in this arena will be mutually beneficial to library users at all of the participating institutions. In this regard, however, OSU's branch campus libraries outside Stillwater still do not have access to the Main Library's on-line system because the installation of the fiber optic network has not yet been completed. There is also a need to tie these libraries into the overall OSU patron database so they will be able to participate in the benefits of OSU's developing campus-wide network.

It is also apparent that the initial steps which have been taken to provide OSU Library users with access to the world of knowledge and informational resources through on-line databases, including access via the Internet, must be perpetuated and expanded. In this regard, the University Library Advisory Committee has recommended that Oklahoma
State University offers entering freshmen and transfer students a one-hour course taught by the library faculty in which students would develop skills to (1) identify the types of information or knowledge required in various situations, (2) find the required information, and (3) evaluate the validity and reliability of information. Emphasis in such a course would be on the application of new technologies to the organization and retrieval of information and knowledge. Topics covered would include how information and knowledge have traditionally been organized, locating information within the Edmon Low Library, the structure and use of on-line library catalogs, the structure and use of local and remote databases, using Boolean Logic to search for information, and using the Internet and its associated electronic tools to communicate and to retrieve information. Additional funding will be needed for new positions to provide these classes.

One of the funding avenues which has been very helpful to the Library since 1991 is the Library Resource Fee assessed of all students on the Stillwater campus. The possibility of increasing this fee, and using the annual revenue which results to support the maintenance, replacement and upgrading of the Library's on-line system as well as access to a broad range of informational resources in a timely and expeditious way, must be regarded as one of the Library's high priorities. A request to increase the Library Resource Fee by fifty cents per student credit hour, beginning with the 1995-96 academic year, was submitted to the University administration in the fall of 1994 and has been approved. The additional fee is expected to generate another $200,000-$250,000 per year.

Satellite Facility and Renovation

One of the most critical areas of concern at the present time is the need for additional space. A satisfactory resolution to this problem can be achieved through the construction of a satellite library facility at a cost of about $2.8 million (in 1994 dollars). Such a facility could house around 300,000 volumes of older, lesser-used materials immediately and accommodate the continued transfer of 35,000-40,000 lesser-used volumes annually as an equivalent amount of new materials are added to the main collections through the year 2035. The new facility would also need to accommodate the Acquisitions and Cataloging departments which are currently housed on the second floor of the Edmon Low Library. With the addition of $300,000-$500,000 to accomplish a modest remodeling of the Edmon Low Library after the relocation of these two departments, reorganization plans could be completed and an additional 54,000 sq.ft. of floor space freed up which could be utilized more effectively for additional user seating arrangements and a one-time rearrangement of the collection for improved access.

The key to the realization of this plan, however, lies in the willingness of the University administration to place the Library's need for the additional space at the top of the priority list for funding, with a coordinated and sustained effort undertaken to see that it gets done. While there is also a real need to undertake a general renovation and refurbishing of the Edmon Low Library, now more than forty years old, it is not as pressing as the need to acquire a satellite facility elsewhere on campus. As a practical matter, however, it may be that a special effort will need to be made to "find" some funds within the Library's operating budget during the next 3-5 years, in combination with a creative effort to attract some outside funding, if the complete renovation of the Edmon Low Library is to be accomplished.
Development

It is obvious that impressive gains have been made during the past three years in attracting private funds to support the development of new services, special events, and additional resources. Significant momentum has been generated in this regard which must be perpetuated and, if possible, increased. A commitment to continued success in this realm, especially in view of the current realities in regard to state support, is one of the Library's top priorities. To help ensure continued progress, the full-time position Director of Development and Outreach was established in the spring of 1995.

Conclusion

The challenges which lie ahead are not insignificant. It will take a carefully orchestrated combination of efforts to successfully meet the multiple challenges faced by the Library. Continued progress in meeting user needs will involve being able to attract and retain high quality personnel through appropriate pay as well as achieving increased outside funding from various sources. Indispensable in this regard will be the strong and continuing support provided by the Friends of the OSU Library. In the final analysis, however, the essence of what the Library is, or can become, depends in large part upon the University administration's clear understanding of the direct relationship between the quality of a library's resources, services and facilities and that of the University's educational programs. Outstanding universities also have high quality library programs.
ACADEMIC RESOURCES AND EXPERIENCES

INFORMATION TECHNOLOGY

Overview

This section of the NCA self-study addresses developments in Information Technology at Oklahoma State University since the last NCA review in 1985-86, paying particular attention to occurrences with campus-wide significance. Isolated or singular events will be outlined in the appropriate sections of this report dealing with the academic impact of the events.

Many of the changes resulted from recognizing needs and changing priorities, several studies and consultants who were hired to review different aspects of Information Technology at OSU.

The main studies were the Kaludis Report (Administrative Computing), the Murray Report (Academic Computing), the KPMG Peat Marwick Report (University Administration), and the final report from IBM, including a Master Plan for Information Technology at OSU. These documents, all available in the Resource Room, provide a useful window to inspect the development of Information Technology at OSU.

In recognition of the complexity and breadth of this study, we have identified three major areas of discussion which will recur throughout this report:

• Academic Computing
• Administrative Computing
• Information Technology Infrastructure

Other areas or sub-sets of these primary areas, while no less important, will be included within the above categories for reading ease.

In addition to these three areas, we recognize two trends at work in Information Technology at OSU. Each of the main areas of discussion will reflect a movement toward increased integration of information technology functions under one common management umbrella and ongoing decentralization of computing capability and information access. Although trends of integration and decentralization appear to conflict in principle, actually the first supports the second. Integrating IT functions allows users to see and interact with one organization to get the support and information access they require while the second provides the computing tools required to use the information effectively.

Outline

This section will first address the current organizational environment of the Division of Computing and Information Services (the central resource for information technology at OSU) to provide background for the subsequent discussion. Second, we will provide a brief historical overview of the developments in information technology at OSU since 1986, followed by an in-depth assessment of the changes and developments in each of the major areas of discussion. We will conclude with an assessment of the changes and growth in information technology since 1986 and the direction in which we plan to move over the next several years.
Organizational Information (Computing and Information Services)

Overview

Computing and Information Services provides essential information services to Oklahoma State University. These services use technology to fulfill two purposes: (1) support the academic instructional, research, and public service functions of the institution; and (2) provide appropriate administrative information within the University to aid in management, decision making, and reporting.

CIS Mission

Computing and Information Services (CIS) provides broad-based computing support services to the entire university, in direct support of the University missions of instruction, research, and public service. In particular, Computing and Information Services provides computer hardware and software, networking and data/voice communications design and support, courseware, specialized facilities and consulting services about using and integrating computing into teaching and research activities.

The University is dependent upon computing technology to conduct its administrative affairs. Computing and Information Services bears responsibility for operating and maintaining all central computing facilities. Colleges and departments will usually be responsible for operating and maintaining specialized departmental applications and facilities. However, arrangements in which departments contract with CIS to provide site management and technical support services are possible.

Each university sector can play a strong role in determining the quality and quantity of computing services needed to support its major missions and functions, and in making economic decisions involving its computing and other services to support its sector. Determining priorities for acquisitions and projects in both academic and administrative computing areas is the prerogative of the President.

Academic Computing

Computing and Information Services supports academic computing initiatives on a variety of levels, from fully equipped and staffed computer labs to public use ULTRIX accounts available for student or class use to the Campus Wide Information Server, which provides a uniquely effective medium for instructors to disseminate information to students at low or no cost.

Research Computing

The University is committed to providing state-of-the-art computing services to support research. This commitment includes providing sufficient computing capacity to support the needs of researchers in most disciplines. Where it is not possible to provide local facilities, researchers are supported in their efforts to use national networks to access remote facilities.
Library Computing Support
Computing and communications support for library systems is essential to the University’s mission. The Director for Computing and Information Systems bears responsibility for providing and maintaining appropriate hardware and software facilities to ensure broad access to University library resources.

Administrative Computing
Traditionally, administrative computing was concerned with the computer systems providing operational support for the central administrative offices. Now, since many administrative systems and processes have as end users all faculty, staff, and students, as well as the administration, the mission and focus of administrative computing becomes institutional. Computing and Information Services supports a wide variety of administrative computing services ranging from executive decision support and re-engineering of administrative systems/processes to systems development on many computing platforms to student access to data and self-enrollment.

CIS Advice and Feedback
Advisory committees and forums ensure that information systems and services remain responsive and relevant to user needs. The Director of Computing and Information Services meets regularly with the deans and vice presidents, the Systems Review Committee, and the Academic Computing Advisory Committee. The Director works closely with all groups to ensure opportunities for exchanging ideas regarding information technology at OSU.

CIS Organization
The following CIS macro-organizational chart illustrates the primary functional areas and the breakdown of responsibilities among the groups.
In brief, the responsibilities of each group are:

*Figure 10. CIS Organizational Chart*
Client Services - Responsible for the Help Desk, training, lab and terminal cluster facilities, the CIS Newsletter, CIS User's Manual, and special projects.

Information Systems Services - Responsible for the planning, design, development, implementation, management, and support of institutional information systems/software.

Technical Services - Responsible for hardware and system software on mainframe systems and LANs, in addition to data communications.

Administrative Services - Responsible for CIS accounting and management, in addition to system security and integrity across the campus.

Data Management Services - Responsible for current and ongoing projects, and all production systems, such as IS and CIS operations.

Telecommunications Services - Responsible for the University telephone services.

For more information about the organization of Computing and Information Services, refer to Appendix A: Computing and Information Services Organizational Information.

Historical Perspective

Computing at OSU Since 1986

During the mid-1980s, computer processing at Oklahoma State University was centered around the IBM mainframe with a few minicomputers (Series/Is, IBM 8100, VAX, etc.) used to meet certain specific processing requirements. PCs were used in several areas for word-processing, spreadsheets and for 3270 terminal emulation to connect with the IBM mainframe computer. Overall, PCs had not made a significant impact on computer processing at the University. Connections to the mainframe computers were only available through dial-up access and 3270 hardwired connectivity, and the branch campuses had no direct access to the main campus computing facilities.

E-Mail was available on the IBM mainframe; however, the system was used little during the mid to late 1980s.

One of the key steps in the direction of providing user access to data was the move toward relational database technology in 1988-89 when IBM's DB2 was obtained for data management.

Recognizing Technology and Need Improvements

In the early 1990s, the OSU administration began to recognize the significant impact that technology and computer processing have on many university services. Improvements in academic instruction computing facilities were a high priority, as were improvements in computer connectivity (network facilities) and user access to data. The administration set an office-automation goal to make computing a work-saving resource that users could integrate into their daily activities.

To help achieve some of the objectives above, a new organization—Computing and Information Services—has replaced the University Computer Center, Administrative Systems Development, and Telephone Services, as a partial result of the KPMG Peat Marwick study. By combining these areas, OSU has eliminated significant duplication of
services and brought a focus to future decisions concerning technology and computer processing.

**Current Computing Facilities at OSU**

Technology and computer processing facilities at OSU operate in a much broader environment now than in the mid-1980s with a mainframe, several minicomputers and thousands of PCs. OSU has invested heavily in fiber-optic technology and Wide-Area networking. CIS has recently finished providing 8800 Ethernet drops in 74 buildings across the campus. The branch campuses have also been integrated into the OSU networking facilities and they have access to application system processes and data.

Today users can fulfill many of their computing needs themselves through the network and PC based software under Windows or Macintosh environments. DB2 and similar tools help meet the goals of changing from the old model where users came to CIS to request services, which were then developed in a back room environment; to the new model where the users would have the knowledge, access to data, and the necessary tools available to handle most of their computing needs. CIS continues to migrate these functions to the users allowing them to make computing a part of their day-to-day activities. CIS is also working toward putting the personal back into personal computer—toward having users become more involved in the daily operation and maintenance of their computer systems.

CIS and most departments across campus have standardized on cc:Mail for their E-mail needs. This system is LAN-based and is heavily used by the campus community.

Academic instruction now utilizes PC-based labs networked throughout the campus. Students have access to state-of-the-art networked PCs running the most current versions of productivity software including word processors, databases, spreadsheets and Internet applications. The recently approved Student Computing Fee will provide 3.5 million dollars to fund additional computing facilities specifically for instructional use. Although funding from this fee will be released only with the approval of a campus-wide committee, appointed by the Provost, a number of additional computer labs will be in place by August 1995 to serve the increasing demands of students for computing resources.

The improvements in telecommunication technology and computing facilities during the past several years indicate the administration's understanding that such changes are very important to the students, faculty and staff. Other changes in application software will come in the near future as client/server technology improves. The current communication and computer facilities place the University in a position to provide excellent services for research, academic instruction and administrative data processing for several years into the future.

**Looking at the Last NCA Review**

The last NCA Self-study process at Oklahoma State University paid very little attention to information technology as a whole, and did not address specific issues of information technology other than tangentially. The sole concern about information technology was that:
Some greater coordination of the different manifestations of telecommunications might be considered.

This concern, while certainly valid, has been addressed in a number of ways since the last self-study. The reorganization of Computing and Information Services is just an example of the overall changes at OSU. Many of the changes resulted from recognizing needs and changing priorities, several studies and consultants who were hired to review different aspects of Information Technology at OSU.

The main studies were the Kaludis Report (Administrative Computing), the Murray Report (Academic Computing), the KPMG Peat Marwick Report (University Administration), and the final report from IBM, including a Master Plan for Information Technology at OSU. These documents, all available in the Resource Room, provide a useful window to inspect the development of Information Technology at OSU.

Academic Computing

Current Status

The Client Services group is one of several specialized function/service groups within the Computing and Information Services (CIS) Division of Oklahoma State University. Client Services has responsibility for providing a broad range of services mostly directed toward academic or personal computing needs. These services include: computer-related training; office automation support; computer documentation, publications, special events and public relations; computer labs and terminal clusters; software licensing and distribution; a comprehensive help desk; statistical software support; support for the Campus Wide Information Server (CWIS); and desk side support for microcomputer users. These services are provided for the entire campus and no special preference is given to academic, administrative or student users.

Client Services as a group has grown and changed since 1986 as funding has permitted and the CIS organization's emphasis has shifted. In 1986 Client Services (then called User Services) had a full-time staff of six. Each of the full-time User Services employees, except one, had specialized expertise in three or four mainframe-based software products (e.g., TSO, Wylbur, JCL, Model 204). The exception was an individual who divided his time among PC support, operating the PC demonstration center, and PC short courses.

Training short courses were taught through User Services by the expert who was most knowledgeable with a particular software package. User support and assistance was provided mostly by appointment arranged directly with the respective User Services staff member. Although a fledgling help desk was in operation by this time, it was staffed entirely by student part timers and was a function of the Programming Services group (now defunct).

Many academic users and all administrative users were involved in mainframe-based computing that was delivered from the IBM 308IK. Assistance with data set management, tape management, on-line editors and JCL was in high demand. Another large segment of our academic computing clientele was using the DEC/VAX system. The shift to desk top computing had only begun at OSU.
In 1989 a new service was added in User Services. Known as User Counseling, the new service was intended to provide initial help and orientation to new clients of the Computing Center, who had trouble running the gauntlet of forms and procedures that had to be negotiated before they were able to select a computer platform, gain access to it and use it effectively. The User Counseling service was judged successful and remains a function of the CIS help desk today.

Responsibility for the help desk service was transferred to User Services in 1990. A full-time coordinator was added at that time to oversee the help desk and to act as the user counselor. To improve the level of knowledge available at first level support, all full-time members of the User Services group were required to work a weekly shift at the help desk. Full-time members of other CIS service groups also rotated through the help desk as well.

An additional position was created in 1989-90 to increase the PC support capability. Demands for consultation and onsite assistance were beginning to grow rapidly in all corners of the campus. User services expanded CIS’s only personal computer lab in this year as well. CIS installed a Token Ring local area network within the division during this time. LANs became a hot topic during this time period, and this added additional duties to the PC support team. The steady growth in LANs ultimately resulted in a functional realignment of LAN services to the technical services and data communications groups. User Services now concentrates on the desktop unit, software and the users, leaving the servers, network design and interconnections to others in CIS.

As the move away from the mainframe gained momentum, CIS and User Services changed their focus. The help desk has grown steadily. Training has been given greater emphasis. Publications and documentation have been improved, computer labs have also grown in number.

In 1994, CIS was reorganized entirely. This reorganization merged the administrative programming and support departments with those of the Computer Center. Seeking to consolidate duties and eliminate redundancy, CIS brought several job functions into User Services which was renamed Client Services.

Client Services now has a staff of 14 full-time and one half time employees. Student part time help is still used in many areas of Client Services to round out the staff necessary to deliver the services we provide. Organizationally Client Services is grouped by functions into four areas, each coordinated by a group coordinator or supervisor. These functional groups are: Labs and Facilities; Help Desk; Office Automation and Training; and Technical Publications. Overall management of Client Services is the responsibility of the Assistant Director for Client Services, who reports directly to the CIS Division head.

Help Desk

CIS has operated a Help Desk for several years. Originally it had no dedicated staff, but was staffed on a rotating basis, with each full time staff member spending a portion of their time taking calls or visits from walk in clients. Starting in about 1987, an increasing number of student part time workers were employed to staff the Help Desk. Although student assistants proved inexpensive, and had the further advantage of releasing full time staff to pursue other tasks, the effectiveness of the Help Desk was not viewed as great. Faculty and professional staff were reluctant to use the service, because the OSU community did not perceive the expertise level of the student staff as adequate.
Beginning in about 1988, the Help Desk responsibility was transferred from the Programming Services group to the User Services (now Client Services) group of CIS. At this time a push was made to upgrade the Help Desk function. A full-time coordinator was hired to head up the effort, train the existing staff, and to emphasize customer service. This move marked a turning point in the development of the Help Desk function within the CIS organization. User documentation was given a new emphasis, and the overall quality of the service slowly began to improve. To improve the quality of expertise on the Help Desk, full-time CIS staff were again required to devote some portion of their time answering questions and providing first level assistance to the growing number of student and faculty users. Additionally, Help Desk activity statistics were kept for the first time starting in 1988.

These activity statistics plainly showed the escalating demand for the service especially among the rising number of personal computer users on the campus. CIS administration noted the trend and a decision was made to add permanent staff to meet the growth in demand. The first full-time Help Desk technician was added in 1990.

At present the Help Desk employs seven full-time staff members. The CIS Help Desk still relies on some part-time student technicians, but not nearly to the degree it once did. The Help Desk staff are members of the local chapter of the Help Desk Institute, a professional organization for computer support personnel. Help Desk personnel are actively engaged in professional development and devote a portion of each day to working with new software, self-paced training or user support projects.

Although the staffing has grown, it still has not kept with the demand on campus for consulting services. The demand for Help Desk assistance has grown dramatically during the last four years, with an average increase of 165% in calls in 1994 over the same months in 1993. The average growth over the past four years has been 147% per year. More than 3000 user contacts were logged in September of 1994.

Figure II. Help Desk Records, 1991-95
In response to this growth, new tools have been acquired to improve the quality and speed of the Help Desk service.

Within the last year CIS underwent a reorganization that has allowed consolidation of several user support functions that were scattered across departments. The Help Desk now provides all services relating to new user accounts, access privileges, disk storage allocations and password management regardless of computer system — mainframe, minicomputer or LAN. This one stop shopping approach has reduced the user confusion and frustration associated with using CIS resources. CIS has also developed automated methods for handling the most repetitive Help Desk tasks such as adding new users to systems. Users can access the service by phone or by visiting the center as they always have, but now they can also use electronic mail to access the service as well.

Growth and Improvements in Technical Documentation and Publications

Computing and Information Services provides User Documentation and other publications to support and inform the computing community at Oklahoma State University. These publications, however, have grown and diversified substantially, especially in the years since 1988. Prior to that time documentation typically took one of four forms:

- the Newsletter which appeared approximately quarterly;
- the comprehensive computer Users Manual;
- specialized information developed to accompany inservice and training sessions;
- technical manuals acquired from a variety of sources.

The UCC Newsletter, now the Computing and Information Services Newsletter, has been published on a continual basis since the late 1960s. Until 1988 it was a very modest publication of 4-6 pages that was primarily text only and distributed to a readership of about 200 subscribers. Most of the content dealt with mainframe how-to articles or announcements of upcoming changes planned by the UCC. Because of the limited distribution the newsletter was of little value as a communications or teaching tool.

Beginning in mid-1988, CIS began to emphasize the Newsletter in new ways. Layout and paste-up moved from the mainframe onto a personal computer with Aldus Pagemaker. A new, magazine-style format and photographic content made the information more accessible to the users. The distribution list was enlarged to include all faculty, administration and departments of the University and the publication schedule changed to a monthly schedule. Article content began to reflect the growing emphasis on personal computing. Since that time, each issue has carried a letter from the CIS Director dealing with timely issues affecting the OSU computing population. The University's reception to the redesigned publication was immediate and positive.

Recently, the publication schedule has become bi-monthly to allow adequate lead time for change announcements while reducing publications costs somewhat. The newsletter has been recognized with the Award of Excellence in regional competition by the Society for Technical Communication. Many other universities and colleges reprint articles from the CIS Newsletter on a routine basis.

CIS still produces a comprehensive User's Manual for our users. However, the format of the manual has been dramatically altered from its original form. The manual is now a collection of free-standing modules. Each module is self-contained and provides all the
necessary information for a user to begin using a service, software product or computing system. By recognizing the specialization and diversity of the clientele, the CIS User's Manual can be custom built to contain only the content of interest to the user at a reduced cost. The entire CIS User's Manual is also available electronically in a variety of forms depending upon the access method preferred by the individual user.

CIS still maintains a substantial library of technical references and manuals. This library has been relocated into the CIS Help Desk to bring together three critical elements to assist the user — the technical information, a knowledgeable assistant to explain content and help the user, and the necessary hardware to allow for on-the-spot experimentation. The technical library now includes CD-ROM based materials as well as printed matter.

With the expansion of OSU's computer network, CIS has begun to leverage this new distribution method to provide technical information in several new ways. Work began in 1993 to develop a Campus Wide Information System (CWIS) at OSU. CIS now offers all of its publications in electronic form via the CWIS. In addition to the standard publications, CIS also supports a number of news lists, discussion groups, notification services to keep OSU's computing community informed of pending changes, problems, expected interruptions to services, etc. The CWIS also builds upon basic email service to the campus to provide announcements to staff many times faster than the traditional paper memoranda and ground-based interoffice mail.

Client Services - Labs and Facilities

In 1986, the UCC provided terminal access clusters in several locations on the main campus. These terminal clusters varied in size but averaged about 30 terminals per location. The total number of terminals available for classroom or student use was about 200. UCC added its first Unix host in mid-1988. UCC also operated a personal computer laboratory of 10 units located in the basement of Math Sciences.

In 1989, the UCC, now CIS, obtained space in the basement of the centrally-located Classroom Building. Over the summer the space underwent minor renovations and UCC installed 25 IBM 286 machines and 8 Macintoshes. The new UCC lab was declared public - meaning any student could use it provided they had a valid OSU student id card. Within a year this new lab was averaging 800-900 students served per week. Since many faculty had no facilities for classroom computer exercises, a system was developed to provide limited faculty and classroom use of the lab as well. This lab, which was upgraded two years ago to 486 Intels and high-end Macintosh computers, continues to serve several hundred students during its 75 hours of operation each week. The lab — like all CIS-affiliated labs — is staffed with trained student monitors who assist users with the hardware and software questions.

In 1992, CIS entered an agreement with the College of Business Administration to expand and upgrade an aging laboratory of XT-class computers. An agreement made CIS and the College equal partners in the upgrade, operation and maintenance of this new lab. As a condition of CIS participation, the lab was declared public and the "business students only" access restriction was removed from the lab. This lab now runs 70+ hours each week, and is equipped with 75 high-end (486 or equivalent) machines.

A grant to CIS from AT&T resulted in a new lab, located in the Student Union and open 75 hours/week. This lab has 20, 386/sx machines, laser and draft printers. Although the technology in this lab is due for upgrade, sufficient room is available there to
accommodate as many as 65 computers. An expansion and overhaul of this lab will be done by August 15, 1995.

In 1993, CIS negotiated for space to build another personal computer lab in the Poultry Building on campus. Existing computers made available by the upgrading of the Classroom Building lab were enhanced with new processor chips and moved into this space.

At this time, the University is instituting a student technology fee that will provide a larger, permanent funding source for upgrading computing facilities. This new development promises to dramatically improve OSU's ability to provide and maintain up-to-date computers and infrastructure to support the academic and research needs of the campus. Another major development, the completion of the campus wide, high speed data network, has already begun to improve OSU's computing technology. Completion of the network during 1995 will represent another giant stride forward for technology access at OSU.

Client Services - Software Tools

Prior to 1990 the software provided by CIS for academic and research use at OSU was primarily mainframe based. That software was available on a choice of host computers including the IBM mainframe (TSO & CMS), a series of DEC Vax machines running VMS and Ultrix (Unix). Software included a variety of editors, compilers, debuggers, SAS and SPSS for statistical processing, Fortran subroutine libraries, user specific applications for engineering simulation, business research, citation searches and some specialized applications for the sciences. Most of this software remains available today.

As with so many other aspects of campus computing, the type and number of software programs provided by CIS began to change as the demands of personal computer users began to rise. At OSU the first true site license for personal computing software was for Systat in 1986.

Beginning in 1990-91, CIS began to explore additional ways to provide a greater array of software while lowering the total software costs for the entire institution. These explorations have been an ongoing process, and have developed into a major service for our users. The first method CIS adopted was to act as a purchasing aggregator. CIS joined the National Association of Colleges Stores (NACSCORP) and through membership became qualified to purchase software at bookstore pricing — very near wholesale. This software was then resold to university departments at the original price plus a small markup to cover handling, shipping and labor. Business was brisk because it was convenient and the products were available at prices lower than typical retail prices.

CIS wanted to expand both the focus and the scope of these efforts. We wanted to get beyond shrink wrapped product distribution to maximize savings for OSU, and we wanted to bring the same savings advantages to the other schools under our Board of Regents. So, beginning in 1992, CIS began to look into site license and volume purchase programs that were becoming available from vendors such as WordPerfect, Lotus, Microsoft, and Borland. Although much of the software being offered was of the office productivity type, attractive licensing programs were beginning to surface for academic applications as well. This process continues.
Since 1992 CIS has negotiated site licenses, special volume purchase arrangements or contracted pricing for a variety of software packages, including most mainstream applications and some specialized products, such as ARC/INFO.

This list of software represents several thousands of dollars for the initial investments and ongoing participation. Some of these packages (e.g., Lan Workplace, cc:Mail, MacTCP) are being distributed to campus users at no charge to them, because the funding was found to underwrite those projects. Most of the software has some incremental cost which is charged back to the users department. In the case of some packages (e.g., Mathematica, Maple) a university consortium of CIS and other departments was formed to raise the funding necessary to acquire the desired software. However, in all cases the per unit costs at the users desks has been dramatically reduced through this ongoing effort.

The highly distributed nature of personal computers presents an ongoing problem to CIS now that we have begun to solve the initial problem of how to acquire the software cheaply. Rather than distribute, install and upgrade the many packages on an individual machine by machine basis, CIS has begun to leverage the expanding data network for this purpose. CIS' current approach provides central distribution through a World Wide Web server.

Deskside Support for Distributed Users

The explosive growth in the use of microcomputers at OSU has presented multiple challenges to CIS for the last several years. Early on (mid-1980's) CIS was slow to realize the need for dedicated, expert personnel to support an already-expanding PC user base. In 1986 only one full time staff member was dedicated to PC support. This person's role was primarily purchasing consultation, pricing and equipment specifications. CIS (then UCC) had few personal computers within the division and provided only one small laboratory often personal computers. CIS' major emphasis remained on large-scale systems and applications.

Interest in PCs among faculty, staff and students was already very high by 1986. CIS did operate a vendor-sponsored, computer showroom and purchase consulting service. Some small revenues were being derived from this PC ordering service, but onsite support across the campus fell to the respective colleges and departments. The PC purchasing program was discontinued in mid-1993 as vendor incentives were withdrawn due to changes in the marketplace. Vendor direct, mail order sales; the advent of computer superstores and availability through myriad other outlets combined to make the CIS computer ordering service unnecessary.

By 1988, CIS had expanded its PC support personnel with the addition of a Macintosh expert, bringing the support team to two full-time staff members. Plainly the demand outstripped CIS ability to provide quality support to the estimated 2000+ microcomputers then on the OSU landscape. CIS' expansion into others areas further taxed these limited PC resources, when the number of CIS computer labs began to expand and local area networking began its ascent. The daily demand for deskside assistance, and troubleshooting became so great that many CIS personnel were routinely called away from their primary job assignments to render first level assistance and problem diagnosis to some user who had reached critical mass. Clearly a new approach was called for, because the conversion of the entire CIS staff to PC support wasn't
viewed as a viable option although many of our users would have advocated that very approach.

CIS was faced with too few staff to meet the growing demands of personal computer users, during a time when funding was being rolled back. Since many user departments had grown accustomed to staffing for their deskside support needs, CIS developed a new approach to onsite support based upon matrix management and cost recovery. This approach, called the Service Level Agreement (SLA), brought CIS resources to the end user department under a contractual arrangement. Through an SLA contract, CIS began hiring temporary computer support professionals and then assigned that person to work onsite within the user department.

The SLA program is very flexible, and offers each user department the type and amount of onsite support they require and can afford. Each agreement is customized from an a la carte list of available services including onsite or oncall support, PC and minicomputer support, networking and LAN server access, and software subscriptions.

Owing in large part to the SLA programs flexibility, quality service and aggressive marketing, the SLA personnel pool now includes eight employees who work in departments across the campus. All computing support for the College of Business Administration is provided by CIS personnel working onsite within the college. Human Environmental Sciences and the OSU Library also contract with CIS for onsite support. Many administrative units of the University employ CIS personnel at some level to support their computing efforts. SLA contracts have provided several new jobs, while bringing CIS more closely together with our end users. CIS has been able to expand the overall amount of service being provided, despite the static funding for new positions. Opportunities for joint planning between CIS and our clients have improved and increased as a result of these joint ventures. An additional benefit of the SLA program is that CIS has a chance to develop and evaluate the performance of potential future employees. The SLA personnel pool represents an extended proving ground for individuals who wish to become permanently employed at CIS.

Client Services - Training

End user training has been provided by CIS for perhaps as long as terminal access to computing has been available — at least twenty years. With the advent of terminal access, users began to migrate away from key punch machines for data and program code entry and submittal. As soon as on-line editors and other user tools became available, the need to provide training was recognized.

Well into the late 1980s, CIS' primary training emphasis was upon mainframe and minicomputer-based user tools. However, PC related training had begun by 1986 and represented about one-half of the CIS computer training program. Training sessions were typically instructor-led, with hands on sessions. Training was conducted in terminal clusters or the microcomputer lab operated by CIS. All CIS short courses for computer training were offered free. Trainers were drawn from throughout the CIS staff, including student employees, who often were the most familiar with PC software.

An effort was made in 1989 to improve the consistency of delivery and quality of the training provided. Goals and objectives statements were developed for every course being offered. In addition course outlines were developed for every session to guide
instructors as they taught. These course planning documents were compiled into a master curriculum document.

The general responsibility for computer training resided in the User Services area, but no individual had formal responsibility for coordination of the training program. In 1989, this responsibility was written into the job description of a senior staff member in User Services, whose job it became to oversee this function. Beginning in that year, training activity statistics were compiled for the first time, and CIS began to evaluate the training program it provided.

CIS discovered that the largest percentage of attendance was university staff, then students, and very few faculty. This trend continues today. CIS also discovered that although enrollment in computer training was very high, the actual attendance and completion of the courses was only a small percentage of that number. The shift in user interest was moving towards the PC and away from use of the mainframe and minicomputers, and something had to be done to encourage enrollees to attend the courses.

CIS reviewed the curriculum, some mainframe courses were dropped and offering others much less frequently. A small fee ($10) was charged for each course. As expected, overall enrollment dropped somewhat, but actual attendance and completion went up. CIS quit using student employees as trainers, opting instead for full-time professional staff. "Train the trainer" sessions were tried to improve the skills of the CIS staff.

When CIS added its first microcomputer lab in 1989, PC training began on Microsoft Word, Excel and Lotus 123. These courses replaced the more generic courses that had been based upon simpler, shareware software products. Macintosh introductory courses were added as soon as the equipment and software was available for CIS trainers.

In 1991, CIS set greater emphasis on the user training function when a permanent staff position was developed to coordinate and deliver the training program. This person had additional duties in software support for all office automation products. By this time training was almost solely confined to PC-based software products. Most OSU offices had moved their computing to personal computers, but still retained their connections to administrative systems through local area networks. Demand for PC training continued to grow, especially among university staff.

Most recently the University wide networking project and interest in the Internet have increased the demand for orientation and training in these topic areas. A network orientation course for new users has been developed, and an Internet orientation is also quite popular.
In early 1994, CIS began discussions with University Personnel Services to merge the CIS computer training with the University's overall staff development program. This was completed in mid year. The logistics of scheduling, enrollment, and billing were handed over to Personnel and CIS continues to provide the trainers and curriculum. Additional training is being outsourced to off-campus vendors who deliver the courses here.

Another notable accomplishment is the completion of two new computerized training rooms located in the OSU Library. These two rooms provide 40 networked workstations for hands on exercises in a very comfortable environment. Still outstanding are the issues of training and developing the computer skills of our faculty, and a basic keyboarding
and computer literacy training program for OSU students.

Administrative Computing

Current Status

Administrative computing at OSU has undergone considerable change since 1986, particularly in two areas:

- **Technological** - including the use of Personal Computers as the desktop workplace, rather than mainframe connected terminals; relational database technology allowing increased access, flexibility, and maintainability over hierarchical databases; network technology providing connectivity to all areas of campus; and finally, client/server and distributed application technology allowing applications to operate on a variety of computing platforms.

- **Environmental** - Several major consulting efforts in the past few years resulted in recommended changes (downsizing) directly affecting administrative computing.
The recommendation for a major reorganization of the Computing and Information Services at OSU had the most significant impact.

In 1986, most administrative computing applications, whether developed in-house or purchased, were mainframe based, on-line and/or batch transaction processing systems using hierarchical databases. Most administrative system users had mainframe connected terminals to access or update information and received various operational and management reports on an overnight basis. These systems were designed, developed, and implemented to support the central administrative offices at OSU and most had evolved over a period of many years at ASD (Administrative Systems Development, now part of CIS).

CIS made plans for the implementation of newly available technologies at OSU. Providing the data access desired on the desktop involves a number of major technologies including relational databases, networking/ connectivity of PCs, LANs, the mainframe, etc., and distributed processing and client/server cooperative processing environments.

In the late '80s, ASD acquired IBM's DB2 relational database system and began to evaluate and plan the migration of the administrative systems to relational databases. The first major project was the development of a Graduate Student Tracking System for the Graduate College which was implemented in 1992. At the same time, work began to move toward using DB2 technology. All new development by ASD since 1990 has used DB2 as a database platform. Efforts continue as a high priority to migrate all administrative systems to DB2 relational databases.

ASD investigated vendors who were beginning to offer products using DB2 in the late '80s. Most major financial systems (Human Resources, Alumni/Development, Student Aid Management, Financial Accounting, Billing/Receivables) use DB2 or will soon. Implementation of client/server projects is proceeding at a rapid pace.

Several major consulting projects in the early '90s resulted in recommendations which greatly affected administrative computing. Some of the aspects included reducing central administrative services (such as Data Entry) and making end users more responsible for their own systems and processes. These changes resulted in an initial increased demand for assistance to end users, but the long term effects should be positive as users become more self-sufficient.

Systems are no longer considered to be only administrative or academic, but are institutional systems in scope. The planning process developed to prepare for the technological and environmental changes continues, but on a much larger scale. CIS also provides data administration, data management, and operational functions for the institutional systems.

**Computing Infrastructure**

**Network**

In May 1995, OSU completed the IITFs phase one, with every academic and administrative building on the OSU campus having network connectivity. With an estimated 8500 drops in OSU's 77 buildings OSU assures its continued leadership in networking technology, both in the state of Oklahoma and in the Big 12. With every
building on the main campus connected by multiple strands of fiber and intra-building connections over 155MB capable wire, OSU will have laid the infrastructure for voice, data, and full motion video to the desktop.

**Figure 13. Network Traffic, 1988-95**

**History**

Prior to 1987, Oklahoma State University’s network infrastructure was nonexistent. Any campus networking consisted of modems connecting computers over standard telephone lines and some thin and thick Ethernet. Although there were some 600+ 3270 terminals connected to the IBM mainframe in the Math Sciences building, the campus lacked true networking. The Director of the University Computer Center formed a Data Communications group in 1986, initially consisting of one person.

OSU’s venture into true networking began in 1987 with a bid for a new telephone system. As part of the bid, OSU required the installation of a fiber optic and broad-band inter-building cable plant. The winning vendor proposed and installed a ring and star cable plant topology consisting of broad-band coax and 62.5 micron multi-mode fiber.
In 1988, the University Computer Center purchased sufficient broad-band and FDDI equipment to connect about five buildings using this infrastructure. The installation of this equipment made OSU one of the first universities in the country to have a production FDDI backbone. Over the next five years, data communications grew dependent on availability of funding and personnel. By 1992 the Data Communications group had grown to five FTEs and the network to 20+ buildings.

When OSU entered FDDI networking, many of the standards were non-existent, making inter-operability among FDDI vendors very difficult. This situation forced OSU to select a single FDDI vendor in 1988. It was our hope that as our network grew and the standards stabilized our FDDI networking vendor would continue to grow with us. This did not occur. By 1992 OSU had outgrown our vendor's capabilities. Network instability and the inability to mix and match with other vendor's FDDI solutions forced us into a wholesale replacement of the existing FDDI equipment. The swap occurred over the
summer of 1993, prior to the start of the academic year. A new logical design and new equipment stabilized the network and allowed for continued growth, as well as allowing us to benefit from the full bandwidth of FDDI.

In late 1992 and early 1993, the UCC recognized the need for a comprehensive plan for continued network growth. The need for connectivity was seen as a requirement for all faculty and staff regardless of discipline. As the UCC began to outline the requirements for such a plan it quickly became apparent that OSU did not have the necessary resources to complete and implement a plan before it would become obsolete. Although the UCC had the necessary expertise in many of the required areas, they lacked the personnel resources to complete the plan, let alone to complete the implementation. Because of the volatility of the technology and the need to provide connectivity to the campus as quickly as possible, any plan developed would need to be implemented in short order.

The cost of a Master Plan for Information Technology would be in the millions of dollars and until a funding stream was identified there was no need to continue. After extensive study and analysis, the OSU administration dedicated 3.5 million dollars over three years to the development of the network infrastructure. The funding would start in fiscal year 1994 and run through 1996.

The UCC immediately started preparing an RFP to write the Master Plan and to begin implementation. The RFP had five basic requirements 1) develop a master plan for technology for the OSU campus, 2) develop a logical network plan, 3) develop a physical plan, 4) write an RFP to implement the logical and physical plan and 5) identify, acquire and install a network management system. The bid was awarded to IBM, which completed the last deliverable in June 1994.

It was originally OSU’s intent to let the bid for the logical and physical implementation. After considerable discussion, it was determined that it would be more cost effective for OSU’s Physical Plant to perform the physical installation and Computing & Information Services (previously known as the UCC) the logical. The only drawback in having the Physical Plant perform the installation was the extended time necessary to complete the wiring of the OSU campus. The physical plan implementation would be extended to 15 months from the original 3 months.

Today

CIS is approaching completion of Phase 1 of the logical and physical network plan as outlined by IBM. It is our intention to continue to into the following phases in FY96, with an ATM backbone and eventually ATM to the desktop. OSU has begun testing of ATM equipment as of January 1995.

OSU is committed to providing cutting edge network infrastructure to enable the latest teaching techniques: multimedia, compressed video, full-motion video, desktop conference, workgroup computing, wide-area networking and distance learning.

LAN Systems

Although OSU had approximately 10 Local Area Networks (LANs) in 1990, they were mutually incompatible. LAN computing did not become pervasive at OSU until CIS selected NetWare to be the LAN Network Operating System (NOS) of choice in early 1991. CIS entered into a volume purchase agreement with Novell in mid-1991 and by the
end of the first year the number of NetWare servers had grown from 3 to 9. The growth since then has been steady, peaking in 1995 with 60 servers. The growth of LAN-based users and computers has followed the same basic track moving from fewer than 50 in 1991 to over 2000 today.

The reasons for the investment in LAN NOSs have evolved over time: printer sharing, file sharing, office automation, electronic mail, information sharing (World Wide Web, Gopher, FTP, etc.), multimedia education, electronic workflow (forms), workstation management and collaborative computing (Lotus Notes, desktop video conferencing) all contribute to the usefulness and popularity of the LAN.

Regardless of the application, the LAN is becoming more and more critical to the University. Today an outage of a few minutes is felt throughout the University and an outage of a few hours incomprehensible. As the LAN has become more important, the management has become dramatically more difficult. In the current environment, everyone from secretaries and clerks to tenured faculty have found themselves placed in the role of network/server managers—a role for which they have neither been trained nor prepared.

In an effort to address these and related problems, CIS is attempting to consolidate server resources and management. While there are areas where departmental management of a server is required for special needs (e.g. a point of sale system), the vast majority of need can be met by centrally managed but distributed network servers. While OSU has over 60 servers in use, CIS estimates that fewer than 20 would be required if the resources were shared across departmental/college boundaries.

CIS is attempting to breach these boundaries by offering LAN/Network services at unbeatable prices. This is accomplished by packaging in a software suite, server management, and additional services for a fixed per user price below actual costs. Since the College of Human Environmental Sciences and College of Business Administration chose to use resources provided by CIS, both of these colleges have shared a common server at a much reduced cost to the University.

The introduction of Novell NetWare 4.1 acquired via a campus site license promises to further consolidate resources and management. The structure of the NetWare 4.1 requires a consolidated, enterprise-wide, management structure. Structure will be imposed to the lowest levels within the organization or they will become islands of computing.

**Enterprise Systems**

In 1986, the centralized computing environment at Oklahoma State University consisted of one IBM 308IK running MVS and a DEC VAX 11/780 running VMS. The DEC was dedicated to academic computing while the IBM mainframe pulled duty supporting administrative, academic and research computing. By mid-1988, both machines had reached capacity and required replacement.

**Mainframe**

OSU purchased an IBM 3090-200S with Vector Facility in August, 1989, at a cost of 2.4 million dollars. The system was considered an entry level super-computer by virtue of its 130 MFLOPS (million floating point instructions per second) vector processor.
Throughout its life, over 60 percent of the 3090 resources have been consumed by academia, although the priority tasks have always been administrative in nature. The 3090 is still the main administrative computing platform at OSU and has gone through two upgrades for additional memory and disk storage.

The administrative operating system on the IBM mainframe continues to be MVS. The VM operating system was dedicated and customized for academic use. The use of VM by the academic community has been less than expected, probably due to the ease of use and power of desktop. Although the number of faculty utilizing the 3090 has decreased dramatically, academic needs still account for more than 50 percent of the CPU cycles consumed.

Faculty found no compelling reason to move from their existing work environment. Most of the faculty leaving the 3090 are moving into LAN-based computing solutions, because they find all functions—from e-mail and word processing to statistical analysis—easier to use PCs and workstations than the mainframe.

**Mini Systems**

A DEC VAX 6320 and a DEC VAX 8350, replacing older systems, were installed August 1989 and have been upgraded several times since. In the fall of 1992 UCC purchased a DEC 5000-400 (RISC-based) computer running a newer version of the ULTRIX operating system. By 1993 a second 5000-400 was purchased to supplement the processing power of the first.

Beginning in 1993 the roles of the ULTRIX and VMS operating systems changed dramatically. Fewer and fewer instructors needed to use the centralized computing facilities for teaching classes. Most instruction has moved to departmental workstations or PCs. Class use had been 80-90 percent of the use on these dedicated academic platforms. However, instead of the workload on these platforms decreasing it has increased dramatically. The current use of these platforms consists mostly of students reading e-mail, reading news groups, utilizing Gopher and World Wide Web. Basically students are surfing the net. Number of student user ids on these systems has gone from 4000 to over 10000 in less than two years.

The role of CIS is continuing to shift from providing a centralized computing facility to providing a centralized set of services. The services include: e-mail integration, software acquisition, desktop software management, workstation management, LAN management and network management.

**Planning Directions/Implementation**

As technology becomes dispersed throughout the University, CIS must assume a leadership position in developing and supporting the personal aspects of a distributed personal computing environment. At this time, OSU uses technology effectively to enhance learning, research, and extension. In addition to our findings in this self-study, the three recent studies that address computing at Oklahoma State University have also reached similar conclusions.

This is noted by all of the recent studies

- KPMG Pete Marwick
- George Murray of IBM Academic Consulting Services
The recent development of Master Plan for Information Technology provides OSU with the opportunity to take proactive strides into the future. Specifically, we will be able to carry out a multi-year planning process in several key technology initiatives.

At a global level, we have already embarked on several initiatives which will have impact across the institutions. We are working to develop institutional technology standards to maximize our efficiency in providing access to technology. The essential IT view has to be of technology as a utility. Our customers will have the freedom to choose the technology they find most useful, but there will be certain advantages to following accepted institutional standards. By implementing standards, based on our clients needs, they will be able to access the institutional information they need. We are in the process of re-engineering our processes to empower our users, and this necessarily means that we are beginning to revise all policies and procedures that affect IT at OSU, from our departmental level to the institutional policies.

As additional funding is released, we will be increasing the expenditure of one-time and recurring funds for Information Technology. These expenditures will fit into the specific global objectives outlined here. Some of the planned expenditures will be on the network, in addition to some new technology applications, such as:

- Telephone Registration
- Alumni/Development System
- Direct Lending
- Campus Wide Information Server

In terms of the three main sub-sections of this report (Academic computing, administrative computing, and IT Infrastructure), we have outlined several goals based on the recent studies. Of these, the most significant are the following:

**Administrative Computing**
- Support the institution and affiliated campuses with technology
  » Increase instructional and administrative productivity through effective use of technology
- Improve systems development environment and cycle

**Academic**
- Enhance support structure for instructional technology
- Improve research support

**IT Infrastructure**
- Move to distributed client server environment
  » Implement strategic technology (i.e. network, servers, personal software)
- Evaluate new technologies
  » Maintain appropriate infrastructure

CIS must provide leadership in technology adoption, and implementation. Our objectives must include providing training opportunities, support for academic and administrative
computing needs, and assistance in selecting and implementing the technology necessary to help our users do their jobs most effectively.

Planning Directions-Academic Computing

CIS will be faced with many challenges during the next few years as CIS continues to address the needs of a diverse and growing user base. In the short term several developments will pose significant challenges.

Completion of the Campus Network

The most immediate challenge is steadily presenting itself as this text is being written. As the campus wide networking project spins out to completion several hundreds (perhaps thousands) of new users will begin to require CIS services in new ways. Many of these users, especially students and faculty, will require services for the first time. The simple logistics of establishing accounts and user ids will be considerable by itself. Follow-on services for this dramatically expanded user base such as software, training, ongoing support and problem resolution will tax CIS at unprecedented levels.

Given the complexity of the evolving networked workstation, it is not realistic to assume the end user will be capable in all instances of solving the inevitable problems that will arise. Obviously some expansion of Client Services staff will be in order where funding can be found. However, expanding staff alone won't be sufficient to meet the anticipated demand for service. To remain effective CIS will have to leverage to an increasing degree all available resources including the user himself. Methods will have to be developed to remotely manage the user workstation via the network connection. The Help Desk will have to become adept at applying such techniques in conjunction with the traditional methods of email and telephone support. Demand for desk-side house calls may actually be reduced if such methods can be developed.

Software distribution will become a greater challenge than it currently is. The current approach still requires a one to two hour initial setup to establish and test the network connection, install and tailor the applications software. Upgrades to software will be a continual process. Methodology will have to be developed so that upgrading can be performed remotely, preferably from the Help Desk. Although many volume software programs are already in place at OSU, additional work will need to be done in this area as well. An effective method for auditing installations will also need to be developed to assure license compliance, and to prevent user tampering.

Move to Client/Server Applications

CIS has declared that client/server applications will be developed as part of the University's strategic direction in technology. The move towards client/server and away from legacy systems will necessitate considerable changes. New expertise will have to be developed so that CIS remains an effective first level of support for the users as they encounter these new systems. Many new products will be acquired to empower the end user. The Help Desk staff will have to master these new products and skills well in advance of the end user. Training and professional development of Help Desk staff will have to receive more emphasis than it currently does. Inservice training and cross pollination of help desk skills will become a constant process.
Impact of the Student Technology Fee

Beginning in the fall semester of 1995 the University will assess a technology fee of all students. This fee will provide an increased and permanent revenue stream earmarked to improve the computing technology available to students in labs as well as classrooms. While this represents a significant funding milestone for computing at the University, it also portends significant challenges for CIS.

The number of centrally managed public computer labs will be increased to provide increased student access to the technology. Projections indicate that CIS will be able to increase the current 68 lab seats to something more than 200 seats. Three new labs will be opened. The hours of operation will be expanded as well. These labs will require additional staff, both professional and part time, to operate successfully.

As new and expanded computer labs come onto the landscape, faculty demands for use of the facilities will increase. Faculty are incorporating computer-based lab exercises into curriculum despite the current dearth of available facilities. This will only increase once it is perceived that more seats are becoming available. This will drive student demand to higher levels. Computer lab access will become increasingly important to the successful completion of most students classroom work.

Increased computer lab availability may have another effect. Academic departments may discontinue operation of existing computer labs, opting instead to transfer this responsibility to the centrally-managed (CIS) facilities. This will work to the academic departments' advantage, freeing both the money and staffing heretofore dedicated to operation of their own labs. To accommodate these programmatic needs will require greater cooperation and communication between the departments, individual faculty and CIS than has existed to date. Despite the increased revenues from the student tech fee, not all student and faculty needs will be met without a strong planning effort and cost sharing between CIS and the colleges.

Training to Decrease Required Levels of Support

A recurrent theme during the negotiations that produced the student technology fee was the need for basic student computer literacy and skills training. Although CIS has for many years offered short courses in a variety of computer skills and software, students have never been keen to attend, even when there was no course fee. Basic skills, literacy and concepts isn't taught as part of any curriculum at the University. Since it is a goal of the University to technologically enfranchise every student, the need for basic computer skills and literacy training must be formally addressed now. The question remains whether this task should be handled as part of a formal college curriculum, or if it should be the responsibility of CIS. Should the later be decided, the challenge will be immense.

A similar problem of computer basic training exists among the faculty at OSU, but not nearly to the same degree as with the students. As the technology enters every office of the campus, the question of how best to train the faculty will also need to be addressed.

CIS has a vested interest in the outcome of these two issues inasmuch as the investment in training should reduce the requirements for follow-up support in almost all cases.
ACADEMIC RESOURCES AND EXPERIENCES

Developing and Retaining a Quality Staff

CIS is fortunate to have a very high quality staff at the present time. However, demand for services is growing at an unprecedented rate. Factored into this is an equally unprecedented rate of change within CIS. The normal stresses inherent in this front line environment are compounded by the aforementioned situation. This will challenge our ability to retain quality staff.

To combat this, we will have to create many opportunities for Help Desk and first level staff to decompress and to work on their individual professional development. Since many of the current staff positions within some areas are near the entry level of the professional job grades, CIS must create advancement opportunities for staff members so they will be retained while still advancing professionally.

Planning Directions - Administrative Computing

Part of the CIS long-range planning, based on the OSU Master Plan For Technology and recommendations by the KPMG and other consultant reports, involves introducing advanced technologies for the planning, developing, and operating of computer systems. Significant improvements and cost savings in these areas can be realized once advanced technologies such as Object-Oriented, Rapid Application Development tools/techniques and Client/Server computing are in place. To accomplish this, an investment is required in acquiring software, training, the time and resources to implement, plus the re-engineering of the development methodologies and processes.

Systems Development Methodology/Process Planning

Information Systems Services (ISS) has recently formed a Systems Engineering team to plan and re-engineer the systems development processes and methodologies. Using information from the Software Engineering Institute affiliated with Carnegie Mellon University, particularly the Capability Maturity Model, an assessment, education, and planning phase is underway. The Capability Maturity Model (CMM) provides a framework for process development and improvement. The Systems Engineering team is in contact with the Software Engineering Institute, has joined the CMM Correspondence Group, and intends to become part of the Software Process Improvement Network (SPIN) in order to stay current on the latest developments in software engineering.

As part of this effort, a Process and Standards Committee representing all areas of ISS has been formed which will determine and prioritize the development and begin documenting development and process standards.

The Systems Engineering team will also develop short term (1 year) and long term (1-5 year) technology plans for ISS, and develop plans for creating partnerships with other campus developers and academic areas.

Advanced Technology Planning

Some of the technology initiatives currently planned or in process are:

Lotus Notes Application Development: CIS has acquired and installed Notes for use by all CIS personnel. ISS intends to help develop applications which will allow CIS
personnel to work together electronically, eliminate paper flow/forms, maintain project status/history, etc.

**Powersoft PowerBuilder Application Development:** ISS has acquired licenses for these object-oriented, rapid application development tools and some pilot applications are planned for development this period, such as a Transcript Tracking System requested by Admissions. PowerBuilder/PowerViewer is expected to be used as the graphical data access/query/reporting front-end for the Alumni/Development system.

**System Migration Planning**

The preliminary CIS review of the requirements generated by the Financial Systems Task Force, the results of the RFP processes and subsequent activities of Task Force Subcommittee Chairs group seem to indicate that conversion, enhancement, integration, and upgrading to the current financial systems may be a viable alternative. CIS has done some preliminary analysis of each system, in conjunction with the primary user areas responsible for those systems, to prepare detailed plans for in-house migration of the current systems. The major goals of easy end user input and access to the data contained in these systems is the primary consideration, as well as, the timeliness, security, integrity, and functionality of the systems and data.

CIS/Information Systems Services currently has 10 development staff (programmers, analysts) involved in the development, enhancement, and on-going support of over 20 major system/application areas consisting of over 40 subsystems and approximately 4000+ computer programs. At the present time and for the foreseeable future, it is estimated that a minimum of 8-10 people will be required for on-going support of the systems/application inventory with 12-14 needed for dedicated, timely, support and enhancement.

The preliminary estimates for conversion/enhancement/integration of the Financial systems indicate the need for approximately 11 development staff for a period of 6-18 mo. and an additional 9 development staff for conversion/enhancement/support of all the in-house developed Student systems, SAM, HRS, NOTIS, Prospective Student, Periphonics, and other applications during the same period.

With a staff of 20 developers (10 current and 10 additional), the Financial systems, Student systems and the rest of the systems inventory could be brought to relational database technology with the desired enhancements in functionality and reengineered processes in a 6-18 mo. time frame while continuing current support levels. At the end of that time, the 6-8 developers not involved with the 12-14 needed for on-going support would continue evolving and re-engineering applications to new technologies as well as develop new applications using new technologies.

This plan does not require the purchase, implementation, and associated interfacing of major software packages. It is estimated that 10 additional developers would be required if all new Financial software packages were purchased at considerable initial and ongoing costs for the software itself.
The Task Force on Academic Support Systems and Services was charged to review eight administrative units or efforts that serve to enhance and support the University's teaching and services functions. The functions of student recruitment (High School and College Relations), admissions, records (Registrar), scholarships, academic advising and academic services for athletes are clearly linked by their places on the continuum reaching from pre-admission to graduation. Each works to support the opportunity for students and faculty members to engage in positive interaction resulting in learning and growth.

Two other functional areas—Audio Visual Services and International Programs—likewise serve to enhance teaching and learning. Though not as closely interrelated with the other services included in this section, they share the common goal of facilitating student learning and enhancing student-faculty interaction. Audio Visual Services (AV) is distinguished by its greater degree of interaction with, and support for, faculty in the teaching-learning situations. International Programs is distinguished in that a significant portion of its efforts are focused at sites away from the Stillwater campus, and like AV services, its greater degree of interaction with faculty.

Each of the areas noted above is described in more detail in the sections that follow.

High School and College Relations

The office of High School and College Relations (HSCR) has been in existence for over two decades providing information services for prospective undergraduate students and recruitment services for the University. HSCR disseminates information, identifies and does follow-up on prospective students, provides campus tours, produces recruitment publications, hosts special on-campus programs for students, develops special programs for high school and community college personnel, and administers freshman and transfer tuition and fee waiver awards. The overall philosophy of HSCR is excellence in service to students, parents, school/college personnel and all other constituents of Oklahoma State University.

Organizational Structure and Administration

The Director reports to the Associate Vice-President for Academic Planning in the Provost's office. An Associate Director is responsible for coordinating the daily efforts of the University Representatives, while coordinators in Tulsa and Oklahoma City offices are responsible for activities in the two metropolitan areas. The Coordinator of Student Recruitment Programs is responsible for the operation and maintenance of the Prospective Student Management System, which links all recruitment activities by way of a mainframe computer base.

University Representatives and Coordinators are assigned specific geographic service areas within Oklahoma as well as in Texas, Kansas, Arkansas and Colorado. Two coordinators are officed in Tulsa and Oklahoma City to serve the state's two largest population centers. Each geographic area carries with it a market designation, i.e., high,
average, or low based on prior years’ application and matriculation figures. Activities are structured according to market designation.

**Office Functions**

The Prospective Student Management System (PSMS) responds to approximately 2,200 letters and telephone inquiries received each month by the Admissions Office and inquiries coming directly to HSCR. Each inquiry receives a personal letter and materials specific to each student's interest, along with a reply card for future contact. Each of these contacts is logged into PSMS.

HSCR also creates and annually up-dates an "Oklahoma High School Principal-Counselor Directory" and an "Oklahoma Junior College and Community College Directory" as an information service to colleges and departments on campus. A United States high school database is directly housed with the HSCR Prospective Student Management System, the major campus-wide recruitment database. Over 75,000 names are added annually to PSMS for ACT, SAT, PSAT and PACT tapes and from student information cards, representatives' contacts and OSU ACT residual tests.

HSCR Representatives are trained to present information to students about admissions, financial aid, scholarships, housing and academic programs, as well as social and recreational opportunities. These presentations are made at high schools, College Days/Nights, special programs, college fairs, honors banquets and awards assemblies. Representatives' fall semester visits emphasize admission to OSU. Spring visits focus on housing, financial aid and scholarship priority dates. All student contacts are logged in PSMS for future reference and follow-up.

HSCR conducts and coordinates over 400 campus visits and tours on an annual basis for the University. In 1992 over 5,000 students and parents took advantage of this service. Hour-long walking tours circle through the campus, highlighting colleges, departments and residence halls. During a visit, students complete information cards and meet with a University Representative. The student learns about admissions, scholarships, degree programs, residence halls and student life. Students may also request appointments with academic counselors in their area of interest.

HSCR is responsible for the creation and production of all campus-wide recruitment publications, including the University viewbook, the application packet (admissions, freshman scholarships and fee waiver, residential life, honors, and transfer scholarship and fee waiver applications), posters, transfer guides, minority brochures, return cards, flyers and college fact sheets. Working in conjunction with the OSU Public Information Office, HSCR produces these recruitment materials using on-campus resources and facilities.

HSCR is responsible for three major on-campus recruitment programs each fall, bringing over 5,000 high school seniors to the campus. The largest program, the "OSU Experience," brings approximately 3,000 seniors to visit with OSU's colleges, tour the campus and learn how they can become part of the University. Participants also enjoy a barbecue and a football game. Multicultural Day invites Oklahoma's minority students (Black, Native American, Hispanic, and Asian) to visit campus to learn more about what college life is like as an OSU minority student. Scholars' Day allows top Oklahoma seniors (26 or above ACT or 3.5 or higher GPA) to get an in-depth look at OSU and its academic programs.
HSCR is also responsible for special programs designed to enhance the working relationships between OSU and its constituent high schools and community colleges including the following:

- "Principal/Counselor Conferences" in Tulsa, Norman and Stillwater. Over 500 principals and counselors from throughout the state have an opportunity to speak directly to officials from both schools' admissions, scholarship, financial aid, registrar's and housing offices, as well as acquire new materials for the new academic year.
- HSCR hosts American College Testing Program's (ACT) regional workshop on campus
- The annual Community College Conference where 300 community college officials throughout the state are invited to meet with their counterparts on the OSU campus.

The HSCR office, in conjunction with the University Scholarship Office, manages and administers the tuition and fee waiver program for new freshmen and entering transfer students. HSCR screens all applications for pertinent data, and makes awards to students certified as eligible by the University Scholarship Office. Tuition and fee waiver information is ultimately interfaced with the Financial Aid Office's Student Aid Management System (SAM). HSCR then generates certificates of award for presentation to students at spring awards assemblies.

**Recent Accomplishments**

Beginning in 1991, HSCR computerized as many aspects of the office as possible. All staff members now have a personal computer linked into the University's mainframe and also linked to an inter-office network. In addition to the Prospective Student Management System, each employee has access to Word Perfect, Microsoft Word, Excel, and the Internet. This computer access has made possible continued refinement of the PSMS system and an expansion of its capabilities. Currently, PSMS is one of the largest databases on campus and is available campus-wide at no charge to anyone involved in the recruitment process.

An enhancement to the PSMS system in 1992 permits the use of the computer in prospective student telecounseling efforts. Student telecounselors place approximately 30,000 calls per year to answer prospects' questions and assist them in the enrollment process. Additionally, new laptop computers enable University Representatives in the field to track students from the initial contact in the field through the enrollment process.

**Works in Progress**

Establishing OSU transfer centers on the campuses of the University's five top feeder schools began in 1993. Transfer centers now exist on the campuses of Tulsa Junior College Southeast, Northern Oklahoma College, Rose State College, and Rogers State College. Yet to be added is a transfer center at Northeastern Oklahoma A&M College. Each transfer center has potential computer linkage with OSU's main campus and mainframe computer for future electronic on-site enrollment capabilities.

Additionally, and complementary to the transfer center concept, the HSCR office has begun a project to establish a common database with transfer feeder colleges throughout
the state. Project completion will allow continuous communication and contact with potential transfer students during their attendance at the state's community colleges.

**Future Issues**

The greatest challenge facing the recruitment/admission/enrollment process at OSU is the integration of an enrollment management plan into the day-to-day workings of the institution. To effect a seamless transition from prospect to enrollee for every new student on campus will require unparalleled cooperation on the part of all responsible entities. Such an enrollment management plan will, however, be central to the vitality of the University as it moves into the next century.

**Office of Admissions**

The Office of Admissions processes all undergraduate admissions applications to Oklahoma State University, including all foreign and domestic freshman, undergraduate transfer, and readmission applicants. Individual applications are reviewed with respect to admissions standards established by the Oklahoma State Regents for Higher Education (OSRHE), the constitutionally established board responsible for setting admission requirements for all state-supported institutions in Oklahoma.

The admission policies established by the OSRHE and institutional policies approved by the OSRHE provide the Admissions Office with the authority needed to determine the admissibility of all undergraduate applicants to the University. No other university department has authority, either formally or informally, to determine the admissibility of undergraduate applicants to the University. Specific admissions policies, both institutional and OSRHE mandated, can be viewed in the *OSU Catalog* in the Resource Room.

**Organizational Structure**

While the department is characterized as a service unit, it also serves the public trust as an enforcement or compliance unit interpreting and applying approved policies and procedures to individual applications in an ethical, equitable and consistent manner. The Office is currently administered by the Interim Director Associate Vice President for Academic Planning and reports directly to the Provost. The Office of Admissions also has an Associate Director, four full-time Coordinators (supervisors), nine full-time clerical positions, and four or five student employees. For more information on the organizational structure of the Office, see the Academic Support Systems and Services file in the resource room.

**Accomplishments**

During the last ten years, significant improvements have allowed OSU to better serve the needs of our prospective students. In 1987, the University dropped the use of a university assigned, six-digit, identification number and adopted the social security number as the primary identification number for the student population. Adoption of this unique identifier has greatly improved processing time by Admissions personnel since most institutions in the U. S. have also adopted the use of the social security number and include it on their printed transcripts.
The Transfer Credit Guide continues to be updated and printed on a yearly basis, but more useful information has recently been included. Additional items include names of undergraduate advisers, addresses and phone numbers of offices involved with the transfer process, a list of majors offered by OSU, a map of the campus, and other information to improve communication with prospective transfer students.

In 1988, the University moved from a hard-copy transcript to a completely on-line Academic Record System integrated with the on-line Admissions and Student Data Systems. An integral part of these database systems is the on-line Transfer Evaluation System which has allowed the Admissions staff to be more accurate and responsive to the needs of our transfer population. Each course from every institution within the state and from many out-of-state and international institutions have their OSU course equivalency already determined and stored in the Transfer Evaluation System. This system helps ensure that consistency in transfer credit evaluation is maintained.

Within the past year, the Admissions Office has purchased 15 IBM 486 personal computers and three Hewlett Packard printers for use by all office personnel. The computers in the Admissions Office are on a shared Novell network with student data primarily operating on a main frame database. This investment is expected to enhance our capabilities to refine our procedures and serve the student.

While the advancements mentioned above have improved the way Admissions personnel perform their duties, several state-wide mandates from the Oklahoma State Regents for Higher Education (OSRHE) have also had a positive effect on the academic preparation of our freshman and transfer populations. In 1984, OSRHE mandated 11 specific high school curricular requirements for admission to OSU. These became effective in 1988 and will increase to 15 in 1997. Since 1990, OSRHE has also increased high school performance requirements for admission to Oklahoma's public colleges and universities. In 1991, OSRHE phased in a stronger retention standard for enrolled students. These new standards also increased admission requirements for transfer applicants. While these requirements have affected enrollment, significant improvement in the quality of our entering freshman classes can be noted in Table 19 below.
Average ACT scores have risen from 20.80 in 1988 to 23.56 in 1993, while high school grade point average has improved from 3.14 in 1988 to 3.36 in 1993. A state-wide assessment program mandated by the OSRHE was recently initiated to better assist new freshman and transfer students with course placement during their initial semester at OSU.

Table 19. ACT/Grade Point Averages

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite ACT Averages</td>
<td>20.80</td>
<td>21.64</td>
<td>23.02</td>
<td>23.32</td>
<td>23.52</td>
<td>23.56</td>
</tr>
<tr>
<td>Composite ACT Averages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average High School</td>
<td>3.14</td>
<td>3.26</td>
<td>3.25</td>
<td>3.29</td>
<td>3.37</td>
<td>3.36</td>
</tr>
<tr>
<td>Average High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Admissions Office coordinates and implements freshman and transfer enrollment programs. Each program consists of a student services/academics orientation in the morning and an advisement/enrollment session in the afternoon. The transfer student program, entitled "Transfer Days," is a half-day version of the freshman program and is held in March.

In summary, significant changes have occurred at OSU during the past ten years. Increased standards mandated by the OSRHE, for both admission and retention, have had a positive effect on the academic achievement of our entering freshman classes. Retention and graduation rates have improved and should continue to do so as better qualified students continue through an improved system. Computerization of records and procedures have improved the way Admissions personnel perform their duties. More complete, accurate, and timely processing and the increased availability of additional academic data have contributed to a more satisfied applicant and a better informed adviser.

**Future Goals**

Within the next 12 months, the University will pursue participation in SPEEDE/EXPRESS, a nationwide Electronic Data Interchange application that will enhance the processing of transfer credentials.

**Office of the Registrar**

The Office of the Registrar is under the general supervision of the Registrar with day-to-day management functions being performed by the Associate Registrar. Five coordinators manage specific functional areas within the Office: certifications, academic records and transcripts, publications, enrollment and reporting and veterans and athletic certifications. These functional areas are described in the paragraphs that follow.

**Enrollment and Reporting Section**

The Enrollment and Reporting section implements the student enrollment process, which involves maintaining the course database, printing the semester class schedule book and enrolling students in classes for each semester. For the past 20 years, the enrollment system has been an on-line computer system which allowed students to enroll or drop/add courses by working with a terminal operator. This system served the University very well for many years.

Beginning with the enrollment for the 1995 spring semester, a new system enhanced the current system. The new system allows students to self-enroll using either a touch-tone telephone or a computer terminal connected to the main frame computer. This new system will be very beneficial to many students, particularly commuters.

A step toward a more decentralized enrollment process in the summer of 1993 was to grant academic advisers access to the enrollment system allowed them to enroll students from their offices during the new freshman enrollment clinics. Late in the enrollment period, this process eliminated the frustration of students going back and forth between the Sectioning Room and their adviser's office to work out scheduling alternatives when many sections were closed.
Academic Records and Transcripts Section

The Academic Records and Transcripts section centers on two primary duties. First, it creates and maintains a student academic record. Second, it maintains a transcript request system.

The computerized academic record prints semester grade reports that display the student's complete academic record, including transfer credits from other institutions. Academic advisers have on-line access to the student academic record system which gives them immediate information about changes that occur in a student's record (e.g., removal of incompletes or grade changes). The academic record system is available on-line in the OSU office at the University Center at Tulsa (UCT).

A system has also been implemented that allows faculty to report grades electronically to the Registrar's Office, eliminating the need to hand-carry a grade roll to the Registrar's Office. This system was available to faculty on a voluntary basis for reporting Fall 1994 grades.

The Office will soon begin using electronic document imaging to create and maintain student records which will reduce storage space needs. These electronic documents will be available on our computer LAN to any individual who needs to access the imaged documents.

Our current transcript request system allows staff to issue transcripts to students on a walk-in basis, to hold requests for overnight batch processing for transcripts to be mailed, or to issue the transcript at a future date. Necessary equipment will be installed in the future that will permit OSU to issue official transcripts on-site at UCT to improve service for Tulsa area students and alumni. The transcript request system interfaces with the Bursar's accounts receivable system to prevent issuing a transcript for a student who has a past due account balance.

Additionally, the Registrar's Office will soon be exchanging transcripts electronically with other institutions. A software package will be purchased that will allow OSU to send and receive transcripts using SPEEDE, a nationally standardized format for electronic transcripts. This system allows institutions to process incoming transcripts without manual data entry.

Certifications

The Certifications section certifies to various companies and agencies, upon student request, the current enrollment status, enrollment history and degrees granted. The certification is accomplished with a computer generated certification letter adapted to the specific request. The information provided in the letter is extracted from the current student database and academic record system by a computerized certification system.

This area also performs the students' final degree audits regarding university requirements for all who apply for graduation, plus orders and distributes diplomas to students who graduate. Diplomas are currently ordered from an outside vendor, which causes a delay in distributing diplomas to students. When the current contract with the vendor expires, the University will begin printing its own diplomas using desktop publishing software. A diploma of equal quality can be produced in this way at a much lower cost.
Certifications is currently working to implement a computerized degree audit system. The certifications section also plans to participate in the National Student Loan Clearinghouse, which completes the Student Status Confirmation Report (SSCR) for loan servicers, guarantors and the Department of Education. Enrollment information for all currently enrolled students will be provided to the Clearinghouse, and the Clearinghouse will complete the SSCR's on behalf of the University for servicers and guarantors throughout the country. Participating institutions will incur no costs since the service is supported by the services and guarantors. Participation will significantly reduce the work load in the certifications area.

Publications

The Publications section produces five major publications annually—summer, fall and spring class schedule books, degree requirement books and the University Catalog as well as miscellaneous brochures and forms. Desktop publishing software produces a camera ready copy of the catalog, which is then printed by an outside vendor. The class schedule books are also printed by an outside vendor with the Registrar's Office providing a camera ready copy. The degree requirement sheets for each major are updated by the respective Dean's Offices.

Athletics and Veterans Administration Program Eligibility

The eligibility to participate in varsity athletics in compliance with rules of the Big Eight Conference and the National Collegiate Athletic Association is checked and certified by the Veterans and Athletic Certification section. This area also certifies the eligibility of veterans to receive benefits under the various programs of the Veterans Administration. OSU was the first institution in Oklahoma to transmit enrollment certifications electronically to the Veterans Administration and has assisted in training personnel at other Oklahoma institutions to use this program. Electronic transmission is also used to submit names and receive high school course data and test score information from the NCAA Clearinghouse to certify freshman eligibility to participate and receive financial aid.

Tuition and Fee Assessment

The Associate Registrar is responsible for assessing tuition and fees. These include a variety of required and optional fees based on specific course enrollments and options selected by students. The fees are transmitted to the Bursar's Billing and Receivable System (BRS) for collection. Fee adjustments based on student withdrawals, course add/drops and various fee waivers are also transmitted to the BRS system to offset the original charges. The Associate Registrar also implements the State Regents' policy on reclassification of students as Oklahoma residents for fee payment purposes.

Strengths of the Registrar's Office

One of the strengths of the Registrar's Office is an experienced and dedicated staff. The professional staff in the Registrar's Office average 21 years experience at OSU and 16 years in the Registrar's Office. Several classified staff have also worked at the University for many years.
Future Goals and Concerns

The Registrar will continue to look for ways to improve service to students using new technology in all the functional areas. The Office will work toward making enrolling and obtaining semester grades and official transcripts easier and less time consuming for students. Students will have access by computer terminal to their information on the student database, including the academic record, and they will be able to monitor their progress toward graduation using the degree audit system currently being developed.

The Office of the Registrar will work toward becoming more efficient in the daily operations through reducing paperwork. Student documents will be stored and retrieved electronically. With employee access to documents on the network, much retrieving, copying, and filing of paper documents will be eliminated. Future plans will include collecting information needed from academic departments, such as semester class schedules and instructor information, electronically rather than on paper. Since the pilot program of reporting grades electronically in the 1994 fall semester was successful, all grades will eventually be reported electronically by the faculty within the next few years, which will eliminate the paper grade rolls currently used.

University Scholarships

The Office of University Scholarships was established in August, 1988, specifically to provide more support in the area of merit-based financial aid (as opposed to need-based, which has a long and effective tenure on the OSU campus). Two individuals, a director and a secretary, started office activities, followed within a year by another secretary and a student-worker, which is the current personnel situation.

The reasons for establishing this office were:

1. To lead the University's effort to recruit larger numbers of National Merit/Achievement/Hispanic Scholars;
2. To provide a more centralized service for information about OSU scholarships, to publicize OSU awards and to collect and disseminate scholarship applications;
3. To serve as the point of contact for students with aspirations for prestigious competitions, such as Rhodes, Truman, Marshall and Mellon scholarships.

For about three years, University Scholarships devoted itself primarily to the recruitment of scholars, a task made even more competitive by the establishment of the OSRHE Academic Scholar Program and the well-publicized effort by the University of Oklahoma to attract larger numbers of National Merit scholars.

A consensus evolved at OSU, however, that excessive attention to National Merit scholars was misplaced due to their high "cost" and their being out-performed by other student types who also deserved our attention and rewards. At the same time, the needs on campus to streamline scholarship procedures for students, faculty, staff and the public became more and more prominent, as well as the obvious advantages that training successful Rhodes and Truman applicants could bring. Thus, for the last three years the off-campus recruiting duties of the office have been replaced by more internal administrative assignments; a trend that has been generally well received and brought about numerous benefits in efficiency and public relations, plus uniformity in descriptive materials.
Current Responsibilities

The most important functions now provided by the Office of University Scholarships are:

- Collecting and logging scholarship applications from new students and distributing them to the appropriate location for awards,
- Managing the scholarship account for all students who qualify for the OSRHE Academic Scholars Program.
- Chairing the University Scholarship Committee
- Playing a major role in how the University divides resources of its fee/tuition waiver programs.
- Accommodating the need for more flexible and dynamic recruitment of new students, through a unique program made possible by the OSU Foundation. Of a $500,000 Foundation fund, approximately $200,000 is set aside for “referrals,” which means University staff and faculty recommend students to a selection committee, and awards can be quickly generated. The focus for the program is minority students, high achievers with mid-range ACT scores and students with minimal scholarship support but evidence of significant need. Effective timing, documentation and communication among several offices are characteristic of this program, and it has become extremely popular with OSU and public school staff.
- Organizing activities to help more students succeed in prestigious scholarship competitions and to improve OSU's academic reputation.
  1. Making printed materials on the Rhodes, Marshall, Mellon and Truman Scholarships available;
  2. Encouraging faculty to identify freshman students who are serious scholars with the personality to interview well at highly competitive levels;
  3. Holding informal conversations in the fall among faculty and identified students to illustrate the kind of topics typically explored in interviews;
  4. Consulting with identified students on issues regarding academic progress and curriculum planning, as related to these competitions;
  5. Assisting students as they prepare applications;
  6. Organizing practice interviews for those who advance in the competitions. The results of this are positive, and the fact that two students participating in the above received a Goldwater and Truman Scholarship last year is encouraging.
- Fulfilling a variety of responsibilities for students, colleagues and the public on a day-to-day basis. These include:
  1. Helping to publicize the availability and awarding of scholarships; through the FINDS scholarship search (a Financial Aid Office resource);
  2. Managing funds disbursement, monitoring student progress, taking
away awards for low performance, and other forms of data collection, interpretation and application;

3. Preparing documents relevant to scholarship publicity and application procedures, and participating in on-and-off campus programs to describe scholarship opportunities for the public;

4. Counseling students, parents and others concerning the availability of scholarships and the best ways to package their awards to meet their educational needs;

5. Miscellaneous other activities involving scholarships, honor societies and instruction.

**Major Accomplishments**

The development of the Scholarships Office has been concurrent with the growing importance of merit-based scholarships in today's competitive higher education environment, and numerous benefits have emerged as a result,

- Three years ago, the University allocated a significant part of its fee waiver budget to reward those recognized by local high schools as their best students. The Valedictorian Program gives a deserving group of students financial support at roughly the same level as more prestigious scholars had received in previous years.

- Non-resident waivers for scholars, children of alumni, and Native Americans with ties to Oklahoma-based tribes have been popular in several ways, but especially because they allow for more aggressive recruitment of these students.

- Fee-waivers for non-traditional students meet many needs of a new type of student for OSU.

- The referral program supplements OSU's broad-based fee waiver program, adding a new element to the recruiting process that has brought much praise to all participating units.

- Significant strides have been made in giving OSU students better chances to win top national competitions. More students are working through the system, and last year's results confirm that the effort has paid off, and will continue to do so.

- Finally, following too many years during which the University and the Foundation pursued their scholarship goals separately, more cooperation now exists to benefit all.

- Perhaps the most striking symbol of the progress toward more efficiency is the existence of the single freshman scholarship application form. Six years ago, a freshman wanting to apply for all available scholarships (college, PDS, PLC, Fee Waiver) had to submit nine forms.
Concerns and Issues

Several concerns and issues must be addressed if the University is to come closer to realizing its goals in the scholarship program, and not all are related to funding. For instance, the concern over the National Merit issue sometimes impedes progress. Because the issue burns most intensely among supporters, alumni and state leaders, it is crucial that some way to diminish its impact on morale be found, perhaps through stronger efforts to publicize the Valedictorian Program.

Another image problem, this one internal, causes many hard feelings on campus. OSU continues to focus most of its central resources (fee waivers and cash) on the recruitment of new students. Again, extra measures of central support for high-achieving continuing students, along with more effective publicity about college/departmental scholarships for juniors/seniors and the increasing number of four-year waivers, will deflect criticism that OSU scholarship programs attract and then ignore its best students. The University faces a difficult question, however, about whether to use its scholarship funds primarily to remedy short-term recruiting or long-term retention.

The fee/tuition waiver program is experiencing many strains that must be addressed. The success of the Valedictorian Program is causing the disappearance of many "mid-range" scholarships that OSU had previously used to good advantage for broader support of more students. Further, administrative support systems must be enhanced to manage an increasingly large and complicated program, which in just four short years went from non-existence to a successful recruiting tool and now back to a more restricted and specialized focus. Finally, the financial effect of tuition waivers on the University budget must be assessed.

The availability of cash (rather than waiver) dollars to meet the demands of recruiting and retaining good students would solve many problems. While much progress has been made in working cooperatively with the Foundation on many matters, the total resources available for the unrestricted awards remain limited.

Virtually all of the new programming described above was undertaken by a staff set up to recruit National Merit students only. The bureaucratic responsibilities in working with the public are immense and manageable only because of the dedication of office staff. The recently-concluded Peat-Marwick study recommended more task "sharing" with Financial Aid, as the existence of two offices dealing with financial assistance is unusual and gives a perception of inefficient systems. In fact, the kinds of assignments that typify the two offices and the kinds of methods required to address problems remain strikingly different. Scholarship needs on campus continue to grow and more centralization may indeed be needed, but cannot be implemented for lack of resources and personnel.

Academic Advising

OSU has a long standing commitment to providing excellent academic advisement to its students. Advising is considered a major function within the University and is student-centered in that it serves the student first and not a particular discipline, department or college. Advising is not synonymous with class registration, rather, advising is a developmental process. It is designed to assist students in developing their intellectual potential through the effective use of all resources available at the University—academic, cultural and social. Thus the role of the student's academic adviser is:
1. to assist in educational planning, including clarification of career and educational goals, curriculum planning, and short term course selection;
2. to become aware of and make appropriate referrals to campus support services;
3. to provide information to prospective majors; and
4. to prepare degree plans for graduating seniors and submit these to the respective college graduation certification office.

**Organization of Advising at Oklahoma State University**

Academic advising at OSU is decentralized. Students are advised in each of the undergraduate colleges and in the Office of University Academic Services. Each college has the freedom to structure its advising system based upon the college's philosophy and perceived student needs.

In most colleges, freshman and undeclared students are advised through the college's Office of Student Academic Services, while students who have declared majors are usually advised by a faculty adviser in their major department. Some colleges have adopted plans in recent years that allow students access to both faculty and professional advisers. Faculty aid in career advisement, while a full-time professional adviser in the department can take a leadership role in coordinating advisement for all departmental majors.

Over the period of this study, advising by professional staff has increased and replaced a significant part of the formal advising role of the faculty in some colleges. This is consistent with the national trend toward advising as a professional activity.

**University Academic Services**

While the college offices of student academic services and departmental advisers provide advising for their students, University Academic Services (UAS) provides academic advising and related academic services to new students who are admitted provisionally to OSU through the Alternative Admission and Adult Admission programs. UAS also provides academic advising and counseling to students enrolled in the University Academic Assessment Program (UAAP). UAAP is designed for transfer students who are admitted on academic probation, or continuing and readmission students who have experienced academic difficulty. Once a student finds an appropriate major and satisfies any academic deficiencies he or she might have, UAS advisors assist the student in transferring to one of the six undergraduate colleges within the University.

**Honors Program Advising**

For honors students, OSU has established a parallel honors advising system where students have both an academic adviser in their college or department and an honors adviser in the University Honors Program office. Honors advising is provided by the honors director and staff—all of whom have earned Honors Program degrees. Senior questionnaires returned by Honors Degree recipients consistently indicate that having had special honors advising was important to their success. The OSU honors advising system was featured in the 1994 spring issue of *The National Honors Report.*
Areas of Concern and Future Directions

The University enrollment system is open and available all summer, while staffing by faculty and professional advisers is not at full strength. This is due to the need for annual leave and to the number of faculty and staff who are not on twelve-month contracts. This often results in some of the most complex transfer advising situations being handled outside the student's department. If University funding precludes the availability of departmental advisers in the summer, a limitation on transfer student enrollment days may need to be considered.

Much time in advising is currently spent on mechanical and clerical activities undertaken to determine a student's status toward degree completion. Advisers especially look forward to full implementation of a computerized degree audit system, which will further remove them from clerical functions and provide time for the developmental activities with students.

The University Assessment Office is currently finalizing an "Automated Tracking Program," which will benefit academic advisers. Each adviser will have the ability to access via computer student records such as ACT scores, high school transcripts, and periodic assessment reviews. This system will also allow advisers to keep important student/adviser conference notes for reference in future advising sessions.

In 1992, the position of Dean of Undergraduate Studies was created at OSU. This position was designed to assist the Provost in efforts to improve the retention of OSU undergraduates. The Dean supervises the Office of University Academic Services and chairs the campus-wide Council of Student Academic Services Directors. These directors have the responsibility for coordinating advising services in each of the undergraduate colleges. College deans, college Directors of Academic Student Services, and the Director of the Office of University Academic Services, continue to provide leadership in the area of Academic Advising.

Office of Academic Services for Student-Athletes

During the past four years a reorganization of Academic Services for Student-Athletes (ASSA) has occurred. Formerly under the direction of the Department of Athletics, ASSA is now under the auspices of the Provost and Vice-President for Academic Affairs. The program was developed to assist student-athletes in meeting their academic goals while insuring compliance with National Collegiate Athletics Association (NCAA), Big-Eight Conference, and Oklahoma State University academic rules and regulations.

ASSA is an academic support unit consisting of four full-time staff members, three graduate assistants and approximately 40 tutorial staff members. The unit's director reports to the Dean of Undergraduate Studies in the Provost's Office. All funding for the program is allocated and administered by the Provost's Office. The ASSA support program is divided into four distinct categories. Each is described below.

Student Services

Pre Enrollment. Upon making the decision to attend OSU, student-athletes are contacted by one of the ASSA Counselors to begin the admissions and enrollment
process. ASSA staff assist the office of admissions by contacting the student-athlete and facilitating the completion of the appropriate paperwork.

In October 1992, the P&VPAA developed a recruitment policy for intercollegiate athletics. The policy provides a system of academic checks and balances and assists ASSA in screening student-athletes to insure they have potential to experience academic success at OSU. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Academic Advising and Counseling.** Academic counseling is provided to all student-athletes by the individual colleges. Each student-athlete has an official collegiate advisor for their chosen major. The student-athlete receives additional counseling support from the staff within ASSA. ASSA monitors the graduation progress of student-athletes utilizing an in-house computerized degree audit system. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Personal Counseling.** ASSA counseling staff is experienced in dealing with students and understands the stresses of college life. Counselors help student-athletes make the transition to college, make career decisions (short term and long term), and help keep student-athletes academically focused. In situations where additional personal counseling is deemed necessary, referrals are made to University Counseling Services.

**Freshman and New Student Orientation.** Throughout the first semester, ASSA conducts orientation sessions with the goal of helping new student-athletes make the transition to Oklahoma State University. This program features campus and community speakers, an overview of program services, and an introduction to campus life. The program provides student-athletes information regarding NCAA, Big-Eight, and OSU rules and regulations.

**NCAA/Big-Eight Certification.** On a semester-by-semester basis, athletic eligibility is reviewed by ASSA as well as the Office of the Registrar. This audit process insures compliance with all rules and regulations. To monitor the eligibility status, ASSA distributes a satisfactory progress and percent of degree requirements completed form to the student-athlete's chosen college/major. All forms and final certification of athletic eligibility are the responsibility of the Office of the Registrar. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Academic Support**

**Study Hall.** Study Hall is mandatory for all freshmen and first year transfer students. The minimum study hall requirement for student-athletes in the program is eight hours. The study hall program has been designed to provide a structured environment where student-athletes receive tutorial support and computer access. Student-athletes who do not meet specific academic standards are also required to attend study hall.

**Tutorial Assistance.** Tutorial support is provided to all student-athletes. Tutors are screened by ASSA and are hired based upon the recommendation of faculty. The tutorial program is divided into two independent programs of mentor and subject tutoring.

**Academic Tracking.** One of the many responsibilities of ASSA is to monitor academic progress. Grade checks are completed on all student-athletes during the fourth, sixth, and twelfth week of classes. Reports are provided to coaches and if necessary a conference is scheduled to discuss the situation. The ASSA staff conducts class
ACADEMIC RESOURCES AND EXPERIENCES

checking on high risk student-athletes. In the Spring of 1994, 71 student-athletes were included on the mandatory class checking roster. In the Fall of 1993, the Academic Review Committee, a subcommittee of the Athletic Council, developed a class attendance policy for NCAA certified student-athletes. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Computer Resources.** Computers are provided for student-athlete use and include popular software packages for word processing, spreadsheet, database, and desktop publishing applications. The computer lab is networked with the University mainframe system to insure consistency and up-to-date software applications.

**Retention and Promotion**

**On Campus Recruitment.** Each prospective student-athlete visiting Oklahoma State University meets with an ASSA counselor. This meeting gives ASSA an opportunity to fully explain the support program and provides the prospective student-athlete a chance to compare the unit with similar programs across the country.

**Academic Assessment Program.** Upon arrival, student-athletes must complete a number of assessments aimed at helping adjust the support program to meet the special needs of all student-athletes. These assessments include a math placement exam required by the University, and a reading and writing skills assessment required by ASSA. The results of these assessments are used to build an academic profile for each student-athlete.

**Student-Athlete Handbook.** Each year a handbook is produced and provided to all student-athletes upon arrival to the OSU campus. The handbook provides student-athletes with general information regarding departmental policies, sport policies, academic regulations, and university procedures. A copy of this is located in the Resource Room.

**Student-Athlete Academic Newsletter.** *The Balance,* a Student-Athlete Academic Newsletter, is published quarterly and highlights the academic achievements of student-athletes. The newsletter is sent to faculty, staff, booster groups, and parents. It is the goal of this newsletter to establish rapport with the faculty and create a greater emphasis on academic achievement while dispelling the myth that student-athletes cannot be successful in the classroom. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Academic Awards Programs.** Each year hundreds of awards are presented to high achieving student-athletes. Application/nomination assistance is provided to qualifying student-athletes by ASSA. ASSA also sponsors an annual academic awards banquet which honors student-athletes for high academic achievement.

**Career Planning and Placement**

**Vita and Resume Workshop.** Student-athletes are given instruction on the development of a resume or vita. This workshop is conducted by a professional career counselor and works to help student-athletes better organize their materials for the job search process.

**Career Information.** Through a cooperative effort between the Athletics Department and the University career program, student-athletes are given information regarding career options available to them. Furthermore, student-athletes have access to
DISCOVER, a computerized career interest inventory program that helps to pinpoint areas of interest.

**Student-Athlete Graduation Rates**

In 1989, the NCAA began publishing the graduation rates of scholarship student-athletes vs. students in general. The rates are calculated using a five-year graduation window and include only those student-athletes enrolling at the certifying institution as freshmen.

The first three years of the study showed the graduation rate for Oklahoma State University student-athletes to be significantly lower than the students in general. In 1992, the graduation rate published for the 1987-88 entering class surpassed that of the general student body for the first time in history. The student-athlete rate was 48% vs. 47% for students in general.

A goal of increasing graduation rates by 10% of the next five years has been adopted by ASSA. (A copy of this is located in the Academic Support Systems and Services file in the Resource Room.)

**Recommendations**

An area that needs a great deal of attention is that of career development of student-athletes. ASSA is currently working to develop a more complete career development program. In an initial survey of the student-athletes entering in August of 1993, 45% believed that they had a career in professional athletics. While this aspiration is commendable, it is important to note that Oklahoma State University has a range of five to eight student-athletes on average who make it to professional athletics each year.

Staff restructuring is underway and should be completed by March 1, 1995 to provide additional staff to deal with the career issues of student-athletes. In addition, programs will be added in the areas of NCAA Life Skills, Community Outreach, and student-athlete assessment and retention.

**Concerns**

Facilities and budget are the two primary concerns of ASSA. Since August 1992, ASSA has moved on two separate occasions. Currently, ASSA is housed in an athletic residence hall occupied by male student-athletes. Plans are underway to develop an academic support center for student-athletes housed outside of the residence hall. Presently, ASSA serves 300 student-athletes (200 male and 100 female). The facilities issue is not only important in terms of program consistency, but in terms of gender equity and academic advancement of all student-athletes.

The operating budget of ASSA ($232,000) is the lowest of any institution in the Big-Eight Conference. Budgets range from a high of $600,000 for the University of Oklahoma to a low of $232,000 for Oklahoma State University. It is important to note that the two institutions with the highest operating budgets in the Big-Eight (Oklahoma and Nebraska) also have graduation rates for student-athletes which are significantly higher than those for the student body in general.

NCAA and Big Eight requirements have become more complex during the past ten years. Addition of legislation relative to satisfactory progress and initial eligibility are
ACADEMIC RESOURCES AND EXPERIENCES

The Audio Visual Center

The Audio Visual Center has assisted Oklahoma State University faculty, staff and students in communicating effectively for 50 years. Early on, the University's leaders recognized that instruction required successful communication. From its originally stated purpose of helping faculty provide alternative learning experiences for students, the Audio Visual Center's mission is now simply stated as to help people communicate. Though the Center's mission has remained essentially unchanged, its methods and practices have changed keeping pace with educational technology and instructional theory.

Organization of the Center

The Center's services are organized into areas designed to be easily accessible by faculty, staff and students. All areas focus on the campus and its instructional activities.

Media Technology Services. Media Technology Services provides routine installation and servicing of instructional equipment and materials for the classrooms. Every teaching station on the campus has screens or projectors installed and maintained by this service area.

Creative Services. Creative Services provides graphic illustration materials to help faculty and staff communicate difficult subjects. Projects include layout design for university publications, educational materials authored by faculty and displays for special events and meetings.

University Printing Services. University Printing Services produces all the letterhead and envelopes used by campus entities and maintains a four-color press. The service produces everything from brochures to books.

Photographic Production Services. Photographic Production Services provides a full-service photo lab for the OSU community. The lab processes slides, color negative film and black-and-white negative film and slides. The lab specializes in providing custom services designed for its clients.

Technical Services. Technical Services is an equipment repair facility that maintains and repairs television equipment, computer equipment, projection equipment and office equipment conveniently and economically. The service designs and helps to install sound systems and "high-tech classrooms" for other state agencies such as Vocational Technical Education, University Center at Tulsa and OSU-Okmulgee.

Audio Visual Library. This library maintains more than 5,000, 16mm motion picture films as well as videocassette programs and programs on videodisc.

Use of the Center

Since the last North Central Self-study, the Center staff has grown from 19 full-time employees to 41. The client list has tripled, and the number of products developed or presentations supported during a single year has quadrupled. Basic media equipment
holdings have changed from primarily 16mm film equipment and overhead projectors to electronic projection equipment. In 1993-94, the service provided items to faculty that aided the classroom experience of over two million students. The number of workshops presented to help faculty learn computer presentation software, media equipment, etc., has increased considerably.

Planning and Evaluation

Many of the changes and improvements described above resulted from a systematic planning process. A staff retreat was held in 1988 where participants were asked to describe the perfect center. The descriptions were turned into goals, each with a set of strategies for achievement used in planning. Six years later, the document outlining the Center's vision is still used in planning.

One of the most noteworthy programs undertaken recently by the Center has been its "Adopt a Faculty Member" project. Colleges have identified faculty members who want to incorporate multimedia technology into their instructional methods. The Director of the Center meets with the faculty members one-on-one and helps them to learn presentation software, advises them about delivery and layout, and shows them how to develop supportive materials such as slides and video segments.

Another noteworthy component of the Center is the Media Distribution Center (MDCs). The MDCs are located in five, high-rise buildings around campus to provide clients last-minute and personal media support. If a need arises that goes beyond the basic instructional plan, a quick trip to the MDC can provide the necessary assistance.

The Center routinely monitors the effectiveness of its services by operating the Quality Assurance Program. Users complete surveys about aspects of the service they find helpful or not. Suggestions from these surveys have often become practice. In addition, the Center produces occasional papers and brochures designed to update clients about changes in operation, new items available for use or methods they might want to employ.

The Center's staff is consistently guided by its vision and mission. The staff listens to their clients and understands the instructional process. It maintains professional membership in national associations and regularly participates in national conventions.

Future Goals

The Center will lead the way into the electronic presentation era. Currently, the staff is working with faculty to help them design electronic presentations for delivery via computer and video projector, allowing the faculty member to bring a full complement of experiences to the learning situation. To achieve this goal, the center has added several scanners, video editing duplication equipment, cameras, and digitizing services to its basic service offerings.

Areas of Concern

A major concern is always funding, but funding concerns can obscure a more fundamental problem. Many suggest that computers will solve any educational problem. The Center's staff suggests the appropriate use of technology to solve educational problems is a better use of energies. Instances exist when traditional media can be more effective and less expensive than computers. The Center's staff strives to assist faculty in
using the full range of media to meet their pedagogical needs and goals. To do so, the Center needs more funding and equipment as well as expanded facilities.

**Office of International Programs**

The administrative unit responsible for overall direction and leadership of international programs and activities at Oklahoma State University is the Office of International Programs (OIP). Established in 1950, OIP's mission is to provide the faculty, staff and students of OSU with opportunities to become aware of and be involved in an increasingly interdependent world. OIP has coordinated international projects involving institution building, rural development, small business management, international trade assistance, curriculum design and development, in-country technical and academic training and on-campus academic programs.

The Office of International Programs has a director who reports to the Provost and Vice President for Academic Affairs. In carrying out the responsibilities of the position, the director works with deans, directors, department heads, faculty, staff and students, as well as external governmental agencies and private organizations.

The Office of International Programs maintains a staff of seven professionals and approximately nine support personnel, exclusive of the faculty and staff of the English Language Institute and the on-campus OSU-Kyoto English program. A copy of the organizational chart may be viewed in the Academic Support Systems and Services file in the Resource Room.

Funding for OIP is derived from administrative fees received from sponsors of students, indirect costs (IDC) on short-term training, and revenues from other international projects such as OSU-Kyoto, Ethiopia Forestry Project and Otemae Business College's Hotel and Restaurant Administration Program. Less than ten percent of OIP's budget comes from state appropriated funds.

The Office of International Programs has been working with sponsoring agencies for many years, and has good working relationships with organizations such as the United States Agency for International Development, United Nations Development Programme, World Bank, Asian Development Bank, Institute of International Education, Rotary International, United States Information Agency and foreign government agencies throughout the world.

**Sponsored International Students**

The Office of International Programs provides exceptional support services to sponsored international students and to other international students who request services beyond those provided through regular University programming.

Sponsors and students call upon OIP to provide a full array of support services involving both academic and social matters. The OIP specialists maintain regular contacts with sponsors and students and provide assistance in submitting required paperwork and in making special requests, such as conference approval, funding required for research, or permission to obtain and operate a vehicle. Additionally, OIP assists students with locating temporary and permanent housing, establishing a bank account, obtaining a Social Security card, purchasing foods, clothing, and living items necessary for settling in, developing contacts within the community and university, and arranging participation
in special cultural events and trips. OIP also receives and disburses checks to students (if requested to do so by the sponsor), assists students with medical issues, including insurance, and provides guidance in obtaining assistance with legal matters.

**International Student Recruitment**

The Office of International Programs continues to support the recruitment of international students to OSU. During the last year, the OIP staff responded to 100-150 inquiries per month from prospective students abroad. Responses to the inquiries included applications, brochures, housing information, etc.

The Office of International Programs also sends materials regularly to various agencies, institutions, governmental bodies and organizations interested in placing students at OSU. Information packets are sent to about 1,000 international addressees yearly. In addition, a special mailing is sent semi-annually to approximately 125 overseas schools and businesses which have specifically asked for information about OSU.

In conjunction with the OSU Alumni Association and the Public Information Office, OIP publishes an International Alumni Newsletter annually and sends it to all known international alumni. This not only keeps our alumni aware of OSU activities in general but also helps encourage their friends and relatives to consider OSU as an excellent place to obtain their higher education.

OIP also arranges for participation of OSU in international educational fairs abroad, either with literature sent or through direct participation. When possible, local alumni are used to represent OSU. As an example, several thousand prospective students annually attend a U. S. Education Fair in Bangkok, Thailand. This activity in Thailand is a long standing effort of more than 15 years.

The staff of OIP visits U. S. Education Counseling Centers overseas, whenever possible, to see that the centers have current OSU materials and are aware of OSU strengths. Visits are also made to U. S. embassies and foreign government agencies overseas, as well as to foreign embassies in the U. S., U. S. Governmental agencies, international development bank offices, United Nations offices, and consulting agencies in the Washington, D.C. area to encourage placement of qualified students at OSU, and to pursue international project opportunities.

In spring of 1995, OSU hosted approximately 150 sponsored students. These students are on scholarships provided by different sponsoring organizations such as the Institute for International Education (IIE), Partners for International Education and Training (PIET), African American Institute (AAI), Academy for Educational Development (AED), Latin American Scholarship Program of American Universities (LASPAU), American Council of Teachers of Russian (ACTR), Embassy of Kuwait, Embassy of Saudi Arabia, World Bank, Government of Indonesia, Government of Malaysia, etc.

**Special Academic Programs Abroad**

**Japan:** The Office of International Programs serves as the managing entity for the OSU-K program. OSU’s project in Japan (OSU-Kyoto) is in its fifth year. The academic program at OSU-K consists of two years (4 semesters) of general education courses taught by OSU resident faculty. The fourth year of the academic program began with the fall semester (1994), with an enrollment of approximately 70 students.
Indonesia. A Memorandum of Understanding has been developed with the Universitas Pelita Harapan to develop a cooperative educational program. The program will provide the first two years of a U. S. university curriculum for Indonesian students in Jakarta. Courses will be based on OSU's curriculum and syllabi. The academic program is monitored for quality and content by a resident "academic dean" from OSU.

In addition to bringing more Indonesian students to OSU, this program has the potential to increase our contacts in Indonesia, especially as related to opportunities for Oklahoma businesses, and providing a site for OSU faculty to teach overseas.

Malaysia. In the fall of 1992, the University of Kentucky, the University of Tennessee, and OSU established a consortium to conduct a twinning program with Metropolitan College in Malaysia. The University of Kentucky serves as the lead institution and provides an academic dean to oversee the academic program.

English Language Institute

Intensive English instruction is provided to students needing to achieve a level of English proficiency which permits them to begin academic programs. The average enrollment of the English Language Institute is 100 for the fall semester, 85 for the spring semester, and 50 for the summer semester.

The Office of International Programs is responsible for the general administration of ELI. OIP assists in recruitment of students, coordinates programs with sponsoring agencies, provides student support services, oversees management of the budget, and facilitates activities of students with appropriate OSU colleges and departments or other entities.

Study Abroad

Oklahoma State University is one of the participating universities in a consortium exchange between the Association of Big Eight Universities (ABEU) and the European Community Action Scheme for the Mobility of University Students (ERASMUS). This exchange enables students to study abroad at a variety of universities in Europe while allowing the European students a choice of study at various American universities.

Future Objectives

The Office of International Programs builds on past and present activities to establish priorities which enhance the growth and recognition of Oklahoma State University as a center of excellence in international activities. Moreover, OIP hopes to develop the concept of internationalizing Oklahoma State University to include global awareness and concern on the part of faculty and staff and to transmit this awareness to students. Following are future objectives of OIP:

• Encourage faculty to incorporate international aspects into courses and develop more international offerings
• Enhance initiation of area studies programs
• Promote second language instruction & studies
• Identify opportunities for faculty to participate overseas-cooperative research, teaching, etc.
Summary of Accomplishments, Concerns, and Future Directions

Accomplishments

The most frequently cited accomplishments listed in this chapter are linked to enhanced technology and the increased efficiency and productivity that has followed. The Office of High School Relations relies heavily upon the Prospective Student Management System and continues to expand its applications in newly created programs such as telecounseling. The Offices of Admissions and Registrar cite several functions that have been computerized, and consequently, improved. These include on-line transcripts, automated transcript issuance, transfer credit evaluation and decentralized enrollment.

All of the improvements and accomplishments cited above have led to increased efficiency and better services for students in their academic advising offices and, additionally, for students served through Academic Services for Student-Athletes. Expanding access to on-line student data has definitely enhanced the timeliness and accuracy with which advisers can provide service and counsel to students.

Creating the Office of University Scholarships is an accomplishment in itself, as that office did not exist at the time of the last Self-study. This office has centralized the information flow to and from external constituencies while better coordinating internal operations.

Audio Visual Services has been expanded since the last report, increasing its expertise into new media and its service capabilities through establishing Media Distribution Centers.

The Office of International Programs (OIP) continues in its traditional functions, but has established several significant programs abroad in the past ten years, most notably OSU-Kyoto. Further, OIP has increased and enhanced its interaction with key groups on the Stillwater campus including faculty, international students and American students seeking international experiences.

Concerns

Not surprisingly, funding, staffing and facilities were the major concerns cited. These issues were not, however, overly emphasized and were not cited at all by several offices. As administrative units, several of these offices experienced budget reductions in the late 1980s and early 1990s that were more drastic than those suffered by Oklahoma State in general.

Two factors likely contribute to the lack of emphasis on budget. First, unit administrators have accepted that additional personnel resources will not likely become available as the University attempts to reduce administrative costs. Second, enhanced technology has, to some degree, lessened the effects of personnel reductions. Some caution should be exercised, however, by those who would view technology as the panacea for all administrative concerns.

Future Directions

Future directions, like recent accomplishments, are closely tied to computer technology. Expanded transfer center operations, more efficient and faster grade reporting by faculty,
faster dissemination of grade information to students, decentralized enrollment, automated degree audits—all of these goals are directly tied to expectations that Oklahoma State University will continue to enhance its technological capabilities. If this is the case, the functions grouped under academic support systems and services in this report expect to continue to improve service and delivery, regardless of stable or slightly reduced staffing in their areas.
STUDENT SERVICES AND STUDENTS

Division of Student Services

Mission
Oklahoma State University offers a variety of programs and services that complement the academic curriculum and encourage the total development of its students. These programs and services are housed primarily in the Division of Student Services.

The Division of Student Services at Oklahoma State University continues to have as its primary purpose the holistic development of students. That development encompasses the social, emotional, intellectual, physical, vocational, and moral realms. This purpose is accomplished via in-class and out-of-class experiential and/or didactic learning that occurs through a variety of programs and services. The functional areas of the Division of Student Services include:

- Campus Recreation
- Financial Aid
- Residential Life
- Student Health Center
- Student Union
- University Placement
- University Counseling Center
- Wellness Center.

In addition, there is a Central Staff of five Assistant to the Vice President (joint appointment as a faculty member), Coordinator of Special Programs, Coordinator of Grant Proposals and Teleconferencing, Fiscal Officer, and Administrative Associate.

Overview
The Office of the Vice President for Student Services oversees the total operation of the Division of Student Services, implements a student development philosophy in the programs delivered to students, facilitates the achievement of the Division's goals through activities that support and complement the functions of the various departments, and interprets and articulates the needs of the students to the University and its constituents. All activities work toward facilitating students' accomplishments of their goals and aspirations. The various departments provide programs and services appropriate to their mission. Additionally, the Division is responsible for new student orientation, grant writing, teleconferencing, staff development, research, and coordination of a leadership class for outstanding freshmen.

Current special programs that are underway in the Division of Student Services include:

- President's Leadership Council for outstanding freshman students
- National Student Exchange Program
- Grant for leadership development
- Participation in year one of the Federal Direct Lending Program
• Completion of major renovation of two Olympic-sized swimming pools ($1.6M)
• Development/or revision of several grant proposals
• Development of a Faculty/Staff Mentor Program
• Development of a Community Development Program through the leadership of a member of the Division.

Campus Recreation

Mission

The mission of OSU's Campus Recreation/Colvin Center is to provide recreational facilities and programs for the OSU community. Campus Recreation's primary goal focuses on meeting the recreational needs of students. A secondary role includes providing recreational services for all other OSU community members. An important objective includes programming a wide variety of activities and recreational services to meet the needs of a diverse community. Intramural sports, activity classes, outdoor recreation, and sports clubs comprise the four major program areas sponsored by Campus Recreation. An extensive array of physical facilities such as swimming pools, gyms, fitness rooms, tennis courts, playing fields, weight rooms, locker rooms, and classrooms are managed to support program areas as well as open recreation. A description of facilities and programs, as described in five separate program brochures, can be found in the Student Services and Students file in the Resource Room. All Campus Recreation staff hold master's degrees in the field of recreation and have extensive experience in their respective program areas.

Overview

Campus Recreation experienced approximately 228,961 user visits in 1994 and provides student employment opportunities for approximately 200 students each semester. Intramural sports served over 7,000 students with the majority participating in two or more sports comprising a total of 40,000 participants in all events combined. The Outdoor Adventure program served approximately 10,000 participants while the Colvin Center activity class program served around 2,000 users. The 1995, the OSU Student Satisfaction Survey demonstrated above average satisfaction levels with campus recreation. The OSU intramural program received particularly high levels of satisfaction reported.

Of current importance, a complete renovation of the indoor and outdoor swimming pools is under way. This 1.6 million dollar renovation will upgrade the original pools and enable Campus Recreation to offer extensive aquatic programming and open recreation services. Campus Recreation also plays an important support role within the academic community by providing facilities, equipment, and instruction for disciplines such as physical education, leisure services, health education, and sports management.

Future Issues

Several key areas have been identified that must be addressed for future development. Demand for lighted outdoor playing fields significantly exceeds current playing space. New playing fields will support many more club, intramural, and open recreation team
ACADEMIC RESOURCES AND EXPERIENCES

sports. Open space for new playing fields exists but will require a large capital investment to develop. Another area of projected development shall occur in the students’ sports clubs program. Currently, no professional staff member has specific responsibility to nurture the sports club program. Professional supervision would boost participation dramatically and move OSU’s sports clubs program to the level of participation seen at other universities of comparable size. Campus Recreation also plans to support the implementation of an optional freshman orientation program through the renovation of an outdoor recreation facility located nine miles from campus. Campus Recreation also must plan for the shifting demographics of the student body. In particular, new options for non-traditional students must be developed to service this growing population. Finally, Campus Recreation plans to channel much energy into the non-credit recreation skills classes. No other department on campus offers classes in life-time recreational skills development.

Office of Student Financial Aid

Mission

It is the mission of the Office of Student Financial Aid to provide efficient and effective services to all of the University publics. Of particular importance is the delivery of approximately 79 million dollars of student aid, without which students and their families would find Oklahoma State’s educational programs unaffordable.

Overview

The office is primarily responsible for the administration of all federal student aid programs which includes those authorized under Titles IV and VII of the Higher Education Act. In addition, the office serves as the coordinating unit and data collection point for all state and institutional student assistance programs. A summary of award activity for the 1993-94 aid year can be found in the Student Services and Students file in the Resource Room.

It is important to note that during the last ten years, while total enrollment has declined, there has been a 53% increase in students making application for assistance and a 229% increase in the total number of dollars provided in the forms of grants, scholarships, loans and employment opportunities.

Auxiliary Services

Besides being committed to the timely delivery of student assistance to approximately 65% of the OSU student body, the office also offers both PC and mainframe based consumer services. FINDS is a scholarship search program which provides information on approximately 500 OSU scholarships for which students may apply. In addition, the office offers students access to FUNDS FINDER which is a product of the College Scholarship Service (can be found in the Student Services and Students file in the Resource Room: see Funds Finder). FUNDS FINDER has approximately 1500 scholarships of national origin which may be accessed via a PC database. MONEY MANAGER software is also available to help students budget their financial resources.

All of these services are offered free of charge and are available on a walk-in basis during business hours.
Quality Management

The office is firmly committed to quality management principles and practices. In 1987, the Office was invited to participate in the U. S. Department of Education's Quality Assurance Program. This program allows institutions to take the initiative in identifying compliance-related issues and addressing those issues within the management concept of the office. In addition, all office employees are encouraged to be "shareholders," assume ownership and provide input into the implementation of office policies and procedures. Office personnel are continually encouraged to review existing policies and procedures as well, in an effort to enhance, wherever possible, services being provided to our constituencies. Based on the office's commitment and adherence to quality management principles, OSU was recognized in 1992 by the Department of Education as an "Institutional Model of Quality," the top national designation for outstanding programs.

Community Service

Beginning with the 1992-93 award year, the office has made a concerted effort to expand the community service component of the Federal Work-Study Program in keeping with the intent of language found in the 1992 Higher Education Amendments. To this end, an office graduate assistant has committed 15-20 hours per week in developing and monitoring both on and off-campus community service employment. During the 1993-94 award year approximately 25% of the Federal Work-Study authorization was paid to students in community service positions.

In 1993, the office was presented the Southern Association of Student Employment Administrators Exemplary Practice Award for its dedicated and successful approach to expanding community service to job opportunities for students.

Direct Lending

OSU was one of the initial 104 institutions selected to participate in the William D. Ford Direct Lending Programs for the 1994-95 award year. The implementation of these programs at OSU represents another example of the continued commitment to enhancing services provided to our students. Assessment of the programs and the impact on student borrowers will be ongoing.

Research Activities

The office annually conducts research in an attempt to determine the degree of student satisfaction with the services being offered, as well as the service expectations of student aid recipients, (see 93-94 and 94-95 survey instruments and summary of data found in the Student Services and Students file in the Resource Room).

The survey consists of a sample of approximately 2,000 student aid recipients. There has been a 22-24% response rate the last two years.

In addition, the office intends to use the data obtained from the 1994-95 Student Satisfaction Inventory conducted by the Office of University Assessment. Financial aid concerns expressed by the respondents will be evaluated and where applicable addressed, (see Student Satisfaction Inventory found in the Student Services and Students file in the Resource Room).
Future Issues

The office intends to continue to meet the challenge of student aid delivery through the use of enhanced software technology. It is an ongoing priority to automate all processes and functions whenever feasible which allows staff to concentrate on assisting the OSU publics' specific concerns related to funding educational opportunities.

The office will continue to conduct research and participate in university sponsored assessment activities with the intent of using the information provided to improve the quality of services to the OSU publics.

Residential Life

Mission

Until ten years ago, the services provided by the Department of Residential Life were provided by three departments. Decreasing numbers in on-campus residents and a desire for greater efficiency, collaboration, and unity of service created the unified Department of Residential Life. On-campus resident numbers have reflected freshmen enrollment trends. Effective management has called for closing three residence halls over the last 20 years and for providing more flexible living environments.

The Department of Residential Life's mission is to provide an excellent residential living and learning environment which enhances academic success and personal, educational, and professional development. The Department's vision is to provide living and dining environments which encourage the participants to value diversity, promote community, and change lives. This environment consists of many interconnected communities of people who have a wide range of backgrounds and lifestyles and need a wide range of closely coordinated services.

Overview

The Department of Residential Life is responsible for the on-campus housing and dining services, including the residence halls and University Apartments. The residence halls have a capacity of approximately 5,000. Residence hall occupancy in the recent past has been about 3,200 single students of all class designations. Seven hundred-thirteen apartments in University Apartments are usually full near capacity. The apartments house families and junior and above single students. The Department's budget has been essentially stable in the recent past at approximately $15,000,000 annually, of which all is auxiliary income from customer fees. During the past few years, rates have risen 5% each year. The rate increase has been driven by increases in food costs, labor, and utilities. This past year, the second year of facilities management controlled by Physical Plant, facilities costs, including custodial and maintenance services, increased by approximately 9% in the residence halls, less for University apartments. It appears that that budget will need to be increased again by 10%, or the organizational structure will need to be changed. Contracting this service to an outside university service is being considered.
Future Issues

The Department has many visions of the future. There are many trends in on-campus housing across the country. The Department is aware of these trends and is trying to be a leader in addressing them.

As suggested by the Student Satisfaction Inventory of Winter 1995, the Department needs to devote attention to improving facilities, regulations, and parking. On several instances during the past few years, the Department and students have presented proposals to change parking accessibility without significant change. Numerous demands on its physical resources have taken impact on funding other projects. In 1992, the institution changed the reporting of on-campus housing and dining maintenance and custodial staff to Physical Plant from Residential Life with the stated purpose of saving money. Unfortunately those costs have increased more rapidly than other costs, and services have declined. It seems that an organizational change needs to be considered.

While the dining options provided in university residence halls are diverse and complex, there is still room for improvement. Considerations for the future include franchising well-known brands, food carts throughout campus for student convenience, more cash options, flexibility in purchasing plans, and others, to demonstrate a responsiveness to changing students' needs.

Currently, Wentz Hall is operating continuously for any student who wishes to reside there. It appears that more students will be desirous of that, so considerations are being given to Stout and, perhaps, Iba residence halls to also be open continuously. Providing additional options for students regarding furnishings in the residence halls, including storing furniture and renting unfurnished units, are also of interest.

Many students now graduating from high school are coming to college never having experienced living with a roommate or sharing a bathroom with more than one person. OSU residence halls facilities are badly outdated and are in need of major renovations. These renovations need to reflect the desires of current students for facilities, as well as the opportunity to live near men and women. These facilities also need to have full and ready access to computer networks. Few residence halls rooms or the University Apartments are fully accessible for those with disabilities; however, the demand is met upon request, which sometimes requires quick changes. While the units in University Apartments have kitchens, they are minimal. Changes are needed for more expansive kitchens and laundry facilities in each apartment. The Department has been less than pleased with the local cable service contract. It appears that the costs are more expensive than if the University purchased and operated its own cable system.

While the Department of Residential Life is stable, it needs the continuing attention of the general university to remain an integral, active part of assisting students and staff to obtain their goals. The Department eagerly looks for and attains many cooperative programs with other facets of the University.

Student Health Center

Mission

The mission of the Student Health Center (SHC) is to provide the students of Oklahoma State University with outpatient ambulatory care, preventative medicine, and educational
opportunities of superior quality that are accessible and affordable. The Student Health Center adheres to a statement of patient's rights and responsibilities, which serves to insure that the dignity of our patients will be recognized, respected, and treated with confidentiality.

The focus that will guide the Student Health Center into the 21st century shall encompass, (a) continuing to provide high quality medical services, (b) further development of educational programs which stress adopting a healthy life-style, and (c) coordinating and utilizing University resources in the most efficient means possible. To that end, a student advisory board works closely with the administrator and takes an active role in establishing the policies, services, and programs of the Student Health Center.

Overview

The SHC is an ambulatory care facility designed to provide cost effective, physician directed health care and health information. Until 1990, the SHC was maintained and staffed as a licensed 19 bed inpatient hospital. In July of 1990, the inpatient services of the SHC were closed and the SHC became an outpatient ambulatory care facility. Adjustments were made in staffing and services consistent with the limits of primary care needs. As a result, the SHC’s financial performance improved and a history of operating losses was ended.

Under a new interim director in 1991, the SHC renewed its emphasis on quality care and customer service. In 1992, the University contracted with Stillwater Medical Center (SMC) for a two year administrative consultancy. SMC provided a professionally trained, experienced administrator to manage the operations of the facility and to accomplish specific goals directed at overall improvement of services provided. At the end of the two year consultancy period, the SMC consultant was hired as Director of the Student Health Center (July 1994).

Present status of the SHC is to provide priority primary ambulatory health care with services including general medicine, gynecology, simple surgery, and sports medicine (see p. 4, SHC report found in the Student Services and Students file in the Resource Room).

Short and long term goals for the SHC are as follows:

1. Submit application for AAAHC accreditation and successfully complete the inspection process
2. Develop and present to the Board of Regents immunization requirement for entry into the University
3. Initiate feasibility study for development of a self-funded student insurance plan
4. Develop regular, consistent, and effective communications to the student body regarding access to health care, prevention, and health education.

Future Issues

Future plans for the SHC include:
1. Increased funding of the Student Health Center to maintain and deliver the highest level of quality care
2. Integration of Student Health Center, Wellness Center, and Personal Counseling to provide a full continuum of care in close physical proximity
3. Utilization of non-physician practitioners; such as, physician assistants and nurse practitioners to use resources more efficiently
4. Development of Student Health Center as a training site for student physician and resident physicians of the Oklahoma State University College of Medicine.

**Student Union**

**Mission**

The OSU Student Union is the campus center of the University, for students, faculty, staff, administration, alumni, and guests. It is not just a building; it is a system of people, services, programs, and facilities. Together they represent a well-considered plan for the community life of Oklahoma State University. The Union provides for the services, conveniences, and amenities the members of the University family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

**Overview**

The Union is part of the educational and public service program of the University. It serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democracy. It provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education. It encourages inclusiveness, self-directed activity, and growth in individual social competency and group effectiveness. It facilitates and promotes the value of life-long learning and service to the larger community. The Union serves as a unifying force in the quality of life on the campus, cultivating enduring regard for the loyalty to the University.

As OSU’s community center, the Union is a place where students, faculty, staff, alumni, and guests meet on a common ground. It is a central and convenient place to meet, eat, study, relax, and enjoy entertaining and educational activities.

The Union provides the University with meeting and conference services, lounges, a computer laboratory, a theater, a typing center (with SGA), a shopping mall, a food court with national brands, elegant dining in the State Room, and a full line catering.

The 81-room Student Union Hotel and parking garage are open to the public, offering special rates to commuting students, parents of students, and alumni. A bi-level bookstore carries textbooks, trades books, electronics, school and office supplies, personal computers, and OSU clothing and memorabilia. The Union serves as a major office complex for services to students, the Student Government Association (SGA), Alumni Association, OSU Foundation, Board of Regents, and other campus related support services.
In addition to these services, the Union is the hub of the student life program for the campus. Through its offices of Student Activities, Union Programs, and Greek Life, the Union offers a well-considered program of student involvement in extracurricular activities, leadership opportunities, student governance and organizational advisement, and programs, such as, speakers, concerts, dances, dinner theaters, and special entertainment. Some of the most noted are: Allied Arts, the Volunteer Center, Arts and Crafts Fairs, College Bowl, Freshmen Follies, Spring Sing, OSUnited, and the Annual Madrigal Dinner Concert.

As a facility, with its physical plant of over 540,000 square feet and a program that touches practically every aspect of campus life, the Union is one of the largest and most comprehensive college unions in the world. As an auxiliary enterprise, it is one of only a few unions operated and maintained without the use of state appropriated funds. In 1990, the OSU Student Union was featured as an Outstanding College Union Facility in a publication by the Association of College Unions-International.

The Union operating budget for FY93-94 exceeded $11 million in self-generated revenues and student fees, with the latter comprising less than 10% of the total. This represents a 35% increase in revenues since 1985. Net operating revenues (before debt service and capital expenditures) increased by 200% during this same time period. Since 1985, the Union has used $1.45 million of its revenue for capital improvements and equipment purchases, and has added $160,000 to its reserves.

The major sources of income were: Bookstore ($7.3 million), Food Services ($1.0 million), Hotel/Conference Center/Parking ($1.2 million), Student Fees ($900,000), and Rental Income ($528,000).

The Union has effectively increased its overall productivity, while significantly reducing the size of its staff. In FY94-95, staff positions are anticipated to total 129 FTE's; this is 133 FTE's less than in FY82-83 (about 72 positions were shifted to a private food contractor).

Through a well-considered management and strategic plan, the Union has achieved significant progress toward its goals in the past ten years. Some of the most important accomplishments were:

• Renovated Hotel and Bookstore at a cost of $1.5 million
• Made major repairs to Parking Garage, at a cost of $300,000
• Implemented a Student Charge Program and Textbook Reservation System in the Bookstore in 1990, resulting in increased revenues of $2.0 million
  " Secured rental income from University office space
• Implemented a student fee increase for capital improvements
  " Renovated Centennial Student Lounge, Sequoyah Rooms, Theater, Oklahoma Room, East Conference Room, Regency Room, hallway ceiling and lighting
  " Converted to University chilled water system
• Automated Bookstore, Accounting, Hotel and Scheduling Systems
• Created the Office of Greek Life, separate from Student Activities
• Reduced staffing by over 100 FTE's
• Brought national brands to the Food Court
  " Out-sourced Student Union Dining Services to Aramark
ACADEMIC RESOURCES AND EXPERIENCES

• Brought financial stability and self-sufficiency to the Union
• Totally funded Student Services Programs (Student Activities, Greek Life, and Union Programs) from Student Union Operating funds and the Activity Fee.

Future Issues

In order to remain effective and viable in the years to come, the Union must address, the following issues and challenges:

• Obtain major funding for capital improvements through refinancing or new bonding
• Meet fire codes, ADA requirements, and other infrastructure needs
• Renovate conference center (4th floor)
• Create new facilities for the Student Organizations Center
• Centralize services to students in, or in close proximity to, the Union
• Create an effective coordinating body for campus life programs and activities
• Improve accountability and effectiveness of the campus life programs (Student Activities, Greek Life, Union Programs)
• Prevent Legislative action against the Student Charge and Reservations System in the Bookstore
• Retain the rental income on University Office space
• Cultivate and maintain student support for Union and Student Activity Fee support.

University Counseling Services

Mission

The University Counseling Services (UCS) provides personal and career counseling services for students, sponsors programs which emphasize the developmental needs of the individual, and provides a variety of support services for OSU faculty and staff. A primary goal is to assist students in improving the quality of life so that personal and intellectual growth can be fostered, values can be clarified, and new knowledge can be interpreted to help improve the campus and larger environments for future generations. A secondary goal is to serve the larger communities through certain closely-related support services and through teaching, research, outreach, consultation, and training activities.

Overview

UCS components include the Personal Counseling Services, Career and Study Skills Counseling, International Student Services, Student Conduct Office, Student Disability Services, Americans with Disabilities Act (ADA) Compliance Office, and Employee Assistance Program. Since the 1985 NCA review, the Office of Minority Programs and Services was transferred from UCS to a multicultural affairs division; however, the employee assistance and disability-related components were added to meet changing needs.
Throughout an era of dwindling resources and a sometimes unstable environment, UCS continues to be the only counseling agency located in an Oklahoma institution of higher education accredited by the International Association of Counseling Services (IACS). Despite budgetary cutbacks, some personnel reductions, and an increased demand in certain areas, UCS still offers a full range of service, program, and outreach activities.

**Personal Counseling Services**

Although OSU has experienced a general decline in the student population during the ten years since the 1985 NCA review, University counselors have not noticed a comparable decline in the student populations served. In 1993, a new initiative to provide a more timely student intake assessment and referral system was instituted to better manage increased numbers of students seeking services. The graduate student intake counselors are closely supervised and students who seek assistance are now typically seen within 2 or 3 days of contact; an "on-call" Counselor is immediately available if a crisis situation exists.

**Career and Study Skills Counseling**

A walk-in career and study skills counseling center is provided to assist students in this important area of concern and to house career and study skills development resources. Included are the DISCOVER computerized career guidance program, shelved resources, including Department of Labor Resources, filed resources, and video taped information. The center is overseen by a graduate assistant and staffed by Wentz Scholar undergraduate students. Groups and outreach activities occur in the center, as well as providing individualized assistance.

**International Student Services**

International students represented 10.1% of the overall student population in 1994. Staff continue to facilitate a wide variety of specialized services, such as in-depth orientation programs, recreational tours, cultural activities, and similar programs. Some internal and external (other OSU offices) staff reductions have occurred in areas that help with international concerns. However, the international populations have remained about the same or have even increased at times, requiring more staff time to help interpret and coordinate the increasingly complex immigration laws; this trend is projected to continue.

**Student Conduct Office**

A major objective since 1985 was fulfilled in 1992 when staff coordinated the first major revision of the code of student conduct since the late 1970s. The new guidelines, *Student Rights and Responsibilities Governing Student Behavior*, updated a myriad of student and faculty concerns.

**Student Disability Services**

Until 1989, academic accommodations for students with disabilities were coordinated by a part-time graduate student. By 1989, accommodations were being requested more often and by more students in a complex legal environment, with significant liabilities.
Therefore, resources were provided to set up the office, with a full-time professional Coordinator, staff, and a budget to support the required services. The office now provides a full range of services to include academic accommodations, programs and activities for students with disabilities, and assistance to faculty and staff with disability-related issues.

**The ADA Compliance Office**

The number of OSU students and employees with disabilities has increased steadily through the years. To meet increased needs, the ADA Compliance Office was added to formulate a "proactive" agenda of compliance that included managing a compliance budget that went from $10,000 to $200,000 per year. In addition, user-oriented advisory groups were formed, a complaint system was established, an *OSU ADA Handbook* was published, training workshops were conducted, and a host of new support systems were set up. In 1994, the office assumed an overall responsibility for managing and coordinating all disability-related programs and services.

**The Employee Assistance Program (EAP)**

This program came into being in 1989 due to recommendations forwarded through a staff advisory study. The service includes screening, assessment, short-term counseling, and referral to community agencies at no cost to all OSU faculty, staff and their dependents who are experiencing personal/social, or substance abuse difficulties.

**Future Issues**

There are several key issues to be considered in regard to how the various counseling services and programs will be offered at OSU as the University nears the 21st Century. While super-information highways and technology advancements present new opportunities for humankind, the challenge of how to best meet very personal "human" needs has become increasingly complex and controversial.

Future areas to be addressed will continue to focus upon meeting very basic needs, such as how can OSU better manage the growing number of students seeking services? And, is there going to be any recovery in funding of recent budget reductions? For the short term, some relief has been accomplished through a reorganization effort that was made possible due to a recent retirement of the Assistant Director. Two new counselors were hired which had an immediate positive impact; however, the outlook does not look so bright for the long-term, particularly if the demand for services continues to rise.

An area of increasing concern is the ability of the department to maintain accreditation status with the International Association of Counseling Services. Some of the issues that may jeopardize the future ability to maintain accreditation include such items as the library resources, professional development opportunities, and the ratio of number-of-staff to students served.

Another significant issue confronting university counseling centers nationwide is that of "privatization" of services. While some universities have moved in this direction, most experts believe the "jury is still out" in regard to the benefits and positive results realized due to taking such actions. The main difficulty is in the measuring of results and outcomes when considering "value added" support systems that help students attain their
educational goals and objectives. The discussion usually centers around nice-to-have versus essential services and whether staff contributions to enhance the quality of a "university experience" merit continued employee relationships or if contract services can meet such needs.

Perhaps the greatest challenge will be to provide effective support systems to meet the changing demographics of students, faculty, and staff. Many perceive the future environment to be too legalistic, with poorly defined standards of moral or social values, and with too few resources available to help those in need. Examples abound but are particularly pronounced in deciding proper counseling services, providing help to meet new immigration requirements for international students, and in providing modifications to meet the needs of individuals with disabilities. Most studies project that special-need populations will continue to increase, drawing upon more and more resources and requiring even more creative solutions.

**University Placement**

**Mission**

Placement is an event in the career development process where an individual embarks on a job campaign and secures employment. The mission of University Placement is to assist students and alumni in developing, evaluating, effectively initiating, and implementing employment plans. A priority goal includes helping students and alumni explore the full range of work possibilities by providing services which will enable them to prepare for the job search, having opportunities for student-employer interaction, and making the transition from education to the world of work. A second goal involves helping students to find off-campus student employment which will provide possibilities for career related and non-career related quality work experiences, financial resources through work experiences, and academic credit for work experiences where appropriate.

**Overview**

The University Placement staff consists of four professional staff members (Director, Placement Counselor, Student Employment Specialist, Administrative Assistant) and two classified senior secretaries. A third senior secretary is employed on a part-time basis. Human resources are down compared to previous years. Due to budgetary cutbacks of approximately 40% over the past ten years, the office has lost an Assistant Director, a Placement Counselor, two senior secretaries, and part-time office assistants. The cutbacks also resulted in the loss of office maintenance dollars.

The cutbacks in staff and maintenance budgets have resulted in a "basic services" approach by University Placement as it attempts to serve students, employers, and the University community. The services are based upon registration with University Placement. Statistics reported in "Oklahoma State University: Students At A Glance" show that during the 1992-93 academic year, 1,732 students and alumni registered with University Placement. The office provides the following services to students and employers:

1. **Campus Interviews:** University Placement has the responsibility of coordinating all campus interviewing activity. Students request interviews and their resumes are sent to employers.
2. **Referral Service:** Registrant resumes are sent to employers in response to requests for information concerning qualified candidates who are seeking employment. After receiving this information, employers may then contact registrants to discuss employment opportunities with their organizations.

3. **Vacancy Lists:** University Placement publishes weekly vacancy lists which include listings from public school employers and employers from business, industry and government. Higher education position announcements are available for in-office use as are those for public schools and business, industry and government. A subscription service is available for the public school and business, industry and government lists.

4. **Placement Credentials:** Credentials are sent to prospective employers either at the request of registrants or employers. This serves the needs of public school and higher education employers who often require such information from applicants for educational positions. This information is usually composed of a resume or vita and three to seven letters of reference.

5. **Resume Services:** University Placement assists students and alumni with the preparation of personal resumes for presentation to prospective employers by providing resume critiques. Students can bring resumes for a session with a professional staff member to get comments, suggestions for improvement, or to get related questions answered.

6. **Career Library:** The Career Library is composed of five different categories of information that can be utilized by students for job search purposes. The career planning and decision making information provides assistance to students in selecting career options and preparation. The occupational information consists of books and pamphlets that provide specifics about individual occupations. The job search information focuses on essential job search skills and how to be effective in the marketplace. There are bibliographies and indexes that feature career and vocational planning information, plus information concerning employers who interview on campus. Employers also provide videotapes that students may view as a part of their employer research activities.

7. **Personal Counseling:** Members of the professional staff are available to assist students in planning a complete job search. Counseling is designed to show students how to look for employment through self assessment, employer identification, and marketing themselves to prospective employers.

8. **Workshops and Class/Group Presentations:** University Placement schedules workshops covering such topics as interviewing, resume/cover letter writing, and job search strategies. Professional staff members are called upon to make class and group presentations regarding placement services.

9. **Off-Campus Student Employment:** Students can submit resumes and interview for summer internships and access information about off-campus student employment opportunities in the Stillwater area.

10. **Special Events/Programs:** University Placement sponsors a number of special events and programs to promote student and employer interaction such as:
    - Students and employers participate in the Mock Interview Program
ACADEMIC RESOURCES AND EXPERIENCES

• Students and graduate school representatives participate in Graduate/Professional Schools Information Day.
• "Oklahoma/Arkansas Job Fair
• A Minority Career Fair where students visit with representatives from 41 companies and organizations at this event in which graduating teachers can interview with school district administrators from Oklahoma and surrounding states.

Future Issues
Current developments as well as those for the future include: (1) the purchase of the Resume Expert Placement computer system in July, 1994, which allows students and alumni to upload registration and resume information into our data base so that they can participate in campus interviews and be referred to prospective employers; (2) the centralization of the student employment service early in 1995 which will provide students additional access to financial assistance and will assist them in gaining quality work experience; (3) the feasibility of merging the career planning and placement functions within the next year or two so that career planning can begin at the freshman level and culminate with placement activities at the senior or graduate level.

Wellness Center

Mission
The mission of the Wellness Center is to provide wellness programming to students, faculty, staff, dependents, OSU alumni, and the public. These programs include (but are not limited to) fitness, nutrition, weight management, stress management, control of substance use and abuse, and health screenings and physical examinations. A complete listing of program offerings may be found in the "Wellness Center Marketing Outline Plan" found in the Student Services and Students file in the Resource Room.

The goals of the Wellness Center are to impact positively the health and well-being of its constituents through programs of early detection, education, behavior change, and intervention. Specific goals of the Wellness Center may be found in the "Wellness Center Strategic Plan" found in the Student Services and Students file in the Resource Room.

Overview
The general program areas of the Wellness Center are designed to enhance the personal development and well-being of its constituents. These developmental areas can be categorized into six major areas, including: physical, mental, emotional, spiritual, environmental, and social.

Funding for construction of the Wellness Center was derived from alumni pledges of $1.7 million and a $0.20/credit hour student activity fee that provided a $1.2 million bond. Students pay a $20 fee upon entering the University for their initial screening, health history, and immunization record. Subsequent screening tests and student activities in the Wellness Center are free.
Presently, every matriculating student to OSU completes a health risk appraisal (including immunization record). Each may choose to submit a physician's physical examination in lieu of the health risk appraisal. Over 500 students per week utilize the Wellness Center for a variety of activities, including screening, fitness classes, and meetings.

In addition to student fees, the Wellness Center derives income from services performed for all of their constituents. The faculty/staff program generates approximately $250,000/year. Physician services and rehabilitation program revenues exceed $100,000 per year. Grants and contracts generate $1.5 million per year. A complete listing of external funding projects may be found in the Wellness Center Research Summary.

The Wellness Center administers over $1 million in grants and contracts. The Fetal Alcohol Syndrome grant specifically calls for research in the development of a risk assessment instrument and the evaluation of certain teaching modalities to promote risk reduction.

In addition to the grants and contracts administered by the Wellness Center, the Center also conducts physical assessments or screening tests on a large number of faculty, staff, students, and dependents. These data are the foundation of basic physiological information, such as blood pressure, body composition, height, weight and blood chemistry. These data could be used for a variety of scientific studies. In fact, several graduate theses and dissertations have been published using these data. The potential for research in the Wellness Center is limitless.

Several disciplines are represented under the "Wellness Umbrella." They include: Health, Physical Education and Leisure, Foods and Nutrition, Family Relations and Child Development, Gerontology, Sociology, Psychology, Applied Behavioral Studies, Physiology, Chemistry, Business and Marketing to name a few. The changing shape of health care in the country today coupled with the interdisciplinary aspect of wellness make for some exciting research possibilities in the Wellness Center's future. The Wellness Center administers several grants and contracts. Most of these contracts revolve around training and education. A synopsis of the grants is found in the Student Services and Students file in the Resource Room.

Future Issues

The future is bright for the Wellness Center, as the nation is in the midst of dramatic health care reforms. The Wellness Center will expand its preventive medicine offerings to faculty, staff, students and dependents. In January 1995, the Wellness Center was approved as a Preferred Provider Organization for students and employees covered under the University's health insurance policy.

Plans are underway to expand the Wellness Center and combine the Student Health Center and University Counseling under one roof. This merger will facilitate the efficient use of health care personnel in meeting the needs of our respective constituents. The merger will also demonstrate the University's commitment to promoting healthy lifestyles.
Data from Self-Study

As part of the self-study process, Oklahoma State University conducted the Student Satisfaction Inventory in the Winter of 1995. A random sample of students was surveyed with a return rate of 27% (407 responses). While the return rate was small and results should be interpreted with caution, there were some trends that bear consideration. In terms of student services data, the following recommendations are made:

a) Students reported that they do not feel student activity fees are put to good use. It is suggested that the institution investigate this issue further to determine the specific nature of this generalized concern and then address resolutions accordingly.

b) Students expressed concern about the amount and timeliness of financial aid awards. While some facts of financial aid are outside the control of the institution, it is recommended that we further investigate these perceptions.

c) Students were quite positive about the availability of intramural activities on campus. Programming in this area should be maintained.

d) Students were relatively satisfied with the helpfulness of bookstore staff and the availability of campus involvement. It seems reasonable to continue the programs in these areas.

e) Students suggested some dissatisfaction with residence hall regulations. It is recommended that we explore these concerns more fully.

In general the results of the Student Satisfaction Inventory were mostly encouraging. Points a, b, and e above warrant further investigation. The Survey results support the data collections in individual departments as well as other campus-wide data collection efforts. While some programs and areas have issues to address, as described elsewhere in this document, the results of the Student Satisfaction Inventory indicate a fairly positive campus environment, particularly in student services.

Division of Student Services

Future Issues

The Division of Student Service is in the process of planning several new projects. As demonstrated by the future issues discussed in each of the departments described earlier, these projects are of joint concern to the individual departments as well as the total Division of Student Services. In addition, the Division has developed some visions for the future. These plans and visions include:

» Creating a Wellness Services Center, incorporating the Student Health Center services, programs and staff; the Wellness Center services, programs, and staff; and the University Counseling staff, resulting in a comprehensive offering of services related to health care for students and employees

• Developing a more highly coordinated career exploration/selection, student employment/internships, placement, and occupational change program for students and alumni

" Centralizing the location of services to students, including Student Government organizations

• Expanding intramural fields
ACADEMIC RESOURCES AND EXPERIENCES

• Merging the scholarship office with the Office of Student Financial Aid
• Implementing a Student Government proposal/resolution to charge all students $0.25 per student credit hour to create a major speaker series program
• Establish a University-wide leadership development program for students, faculty, and staff (Leadership Oklahoma State University)
• Establishing a Freshman Experience Course for newly enrolled undergraduates
• Establishing a committee to address a program to bring developmental and educational activities to the campus on weekends.

Implementing a concept of orienting/assimilating new students into the University community through a voluntary, three-day process at Camp Redlands, utilizing student leaders, faculty advisors and professional staff.
This section of the self-study will address the assessment, challenges and changes in the cultural diversity at Oklahoma State University since the last NCA self-study in 1985.

It is the intent of this study to review and update the institution's response to the growing diversity and demographic changes in the state and in the nation that affect the preparation of graduates to live and work in a culturally pluralistic world. In addition, we will review changing policies, practices and programs that allow equitable treatment of current and potential faculty, students and staff. Areas addressed will include Affirmative Action, Multicultural Student Assessment, Non-traditional Students, Ethnic, Area and Women's Studies plus the Gay, Lesbian, Bisexual Community Association.

Background

Affirmative Action programs are a part of the legal responsibility of institutions of higher education. The Oklahoma State Regents and the Oklahoma State University Board of Regents expect its institutions to be concerned with the integrity and equitable application of institutional policies and to maintain an environment that promotes sensitivity to diverse groups. "Multiculturalism" and "cultural diversity" terms focus on a national struggle with a range of activities in higher education including hiring of faculty and staff, recruitment, retention and graduation of targeted students and curriculum changes in general education. Thus, institutions must do more than study these changes.

Affirmative Action Programs

The Affirmative Action program at Oklahoma State University was initially prepared in 1973. In 1990, President John Campbell charged a Task Group to review Affirmative Action. This report is available in the Resource Room and is entitled "The Status of Affirmative Action at Oklahoma State University." The committee evaluated special projects or programs designed for the recruitment and retention of minority faculty, administrators, staff and students. Many of the major programs are described below.

The Associate Vice President for Multicultural Affairs is responsible for assessing, developing, implementing and monitoring university-wide goals to improve and promote educational equity and diversity. These plans include academic excellence as well as cultural awareness and sensitivity in the recruitment and retention of minority undergraduate and graduate students. In the recruitment and retention of minorities, there will be an aggressive plan for the retention of minority faculty and other personnel. This office was created in 1992 as a result of a need to centralize Affirmative Action and Cultural Diversity into a single unit that reports to the Office of the President. For a complete job description of the Associate Vice President for Multicultural Affairs, please see the Multiculturalism file in the Resource Room.
The Minority Lectureship Program

The Minority Lectureship Program is a program targeted for African Americans, Hispanic and Native Americans. The purpose of this program is to help school superintendents identify and cultivate public school teachers who are members of minority groups and have demonstrated leadership potential. The teachers who are chosen, serve as Lecturers at Oklahoma State University and it also provides minority faculty experience for many students. This has been a very successful program because it has lead to an increase in the number of minorities who have earned graduate degrees and found employment in institutions of higher education. Two of the tenured minority faculty members in the College of Education started as minority Lecturers. Both have received the highest award for teaching. This program was supported by the Educational and General Funds from the budget of the Vice President of Academic Affairs. This program was eliminated in 1993 when the funds were transferred from the Office of Vice President of Academic Affairs to the Office of Multicultural Affairs. The program will be restored in 1996 from the Minority Incentive Fund in the Office of the Provost.

The Minority Faculty Incentive Awards Program

The Minority Faculty Incentive Awards Program is primarily targeted for African Americans. The purpose of this program is to increase the number of African American faculty by encouraging the first-time employment of minority faculty. This program was initiated by the Oklahoma State Regents for Higher Education as a part of its Social Justice Program resulting from the Adams Case. The Oklahoma State Regents have the responsibility for Federal Court Ordered compliance in the integration of the System of Higher Education in the State of Oklahoma. The initial financial support comes from the State Regents for Higher Education and subsequent support comes from the Educational and General Funds from the budget of the Vice President for Academic Affairs. This program is no longer supported by the Oklahoma State Regents for Higher Education.

The Minority Incentive Fund Program

The Minority Incentive Fund Program is targeted for African Americans, Hispanic and Native American; however, the emphasis has been on African Americans because of the priority originally established by the Oklahoma State Regents for Higher Education. The purpose of this program is to increase the number of minority faculty by supporting the hiring of these men and women beyond the first year. This program supplements the Faculty Incentive Award Program of the Oklahoma State Regents for Higher Education. This program has been expanded to $400,000. The Provost and the Associate Vice President for Multicultural Affairs make the awards to the academic departments. The fund is used to support up to 50% of the salary of a tenure track underrepresented minority faculty. If the individual leaves, the Incentive Fund's portion of the salary returns to the Provost which can be used for other requests. This program is supported by the Educational and General Funds from the budget of the Vice President for Academic Affairs.
The Oklahoma State Regents for Higher Education Post-Doctoral Fellowship Program

The Oklahoma State Regents for Higher Education Post-Doctoral Fellowship Program is designed to offer minority doctoral degree holders the opportunity to gain research experience as post-doctoral fellows. This is critical to obtaining future academic employment, particularly in the sciences. It was initiated to give minority doctoral graduates the needed experience in research so that they would be competitive for academic positions in the Oklahoma system of higher education. The targeted groups are African Americans, Hispanics and Native Americans who are underrepresented in many science areas. This program was supported by the Oklahoma State Regents for Higher Education. This program was eliminated in 1992.

Minority Student Support

Oklahoma State University is committed to increasing the diversity of its faculty, staff and student body. A number of programs have been put into place to accomplish this. For example, OSU received a major grant from the National Science Foundation to increase minority education in science, mathematics, and engineering. Sponsored by the Alliance for Minority Participation in Science, Engineering and Mathematics, this program will offer summer academic programs, summer research internships, and semester scholarships to underrepresented minority students from 28 colleges and universities that are members of the Oklahoma Alliance.

A proposal to the National Science Foundation's Center for Native Americans in Science, Mathematics and Engineering (CENASEM) program is pending. If funded, it will enable OSU to become a national resource for Native American students.

Oklahoma State University uses a portion of its Fee Waiver Scholarships to support minority students. It is used as a recruiting tool for highly qualified minority students and for minority students enrolled in special academic programs that have solicited funds to support minority students. This is an institutional commitment as a result of the Oklahoma State Regents Social Justice Program. In addition to Fee Waiver Scholarships, there are other programs in individual colleges designed to support minority students.

Office of the Vice President for Student Services

The Mercedier Cunningham Scholarship for female minority students

College of Agriculture

The College of Agriculture and Natural Resources offers scholarships to minorities and has several programs to recruit them to OSU. The College also has an arrangement with Southern University in Louisiana whereby they give potential graduate students an opportunity to work with a faculty member here at OSU.

College of Arts and Sciences

Within the College of Arts and Sciences, the Native Americans in Biological Sciences program, funded by a Hughes Foundation grant, supports undergraduate biology majors.
The Computer Science Department has a bridge program for minority students. Speech Pathology is supported by a U. S. Office of Education Grant for Minority Students in Speech Pathology. The Psychology Department has had the Psychology Diversified Students Program in place for 21 years. The purpose of the program is to recruit and retain underrepresented ethnic minorities and disabled students for its graduate programs. It has enabled them to maintain a census of about 30 to 35% of their graduate students being minorities. The program also includes a mentor program to retain and encourage further study in psychology among minority undergraduates.

The Oklahoma Partners for Biological Sciences program, sponsored by a Howard Hughes Grant, facilitates the successful transfer of students from a two-year institution to OSU. Similarly, the Hughes sponsored Native Americans in Biological Sciences program supports undergraduate Native American students studying biology.

College of Business

The Department of Accounting is one of the top 10 accounting departments in the Nation in producing African-American Ph.D's. They have continued an aggressive program in the recruitment of African-American undergraduate and graduate students.

College of Education

The College of Education has three African-American faculty, one Hispanic and three Native American faculty members. That is 9.5% of their faculty and is the highest percentage of any college in the institution.

The College of Education has been involved with Frontier Public Schools and the Otoe-Missoura Tribe in an educational alliance since 1990. The alliance encourages increased participation in higher education, specifically in the College of Education at OSU. A career awareness club has been established by the COE Minority Undergraduate Student Recruitment Committee at Stillwater Junior High School and at Stillwater High School for the purpose of encouraging minority students to consider teaching as a career choice. The College of Education Coordinator of Minority Programs and Activities serves as a mentor to many Native American students at OSU and is an active recruiter of minority students to the college. Minority Educators of Tomorrow is a student club that provides opportunities for personal and professional development of students pursuing teacher education. Teacher education faculty from Langston University are working with the College of Education. Discussions regarding joint appointments of faculty, adjunct appointments of faculty, and collaboration between student clubs are ongoing. Several scholarships support minority students in the College of Education. These include the Holmes Scholar Program, the Rachel Dotson Scholarships for Native American students, and the COE Alumni Association Minority Scholarship.

College of Engineering, Architecture and Technology

Council of Partners: The purpose of this program is to enhance the entry and retention efforts of the College relative to students from groups previously underrepresented in the engineering profession. The program began in 1972 to substantially increase the number of African American Engineers graduating from Oklahoma State University. In 1988, the program was expanded to include Hispanics and Native Americans. Since its inception there have been over 130 African Americans who have graduated with degrees.
The College of Engineering, Architecture and Technology has a Multicultural Engineering program that includes a special recruiter/advisor, multicultural housing, a study lounge, industrial support from the Council of Partners, scholarships and a summer program. For women, a coordinator conducts an active recruiting program plus supports a chapter of the Society of Women Engineers, which attracts corporate participation.

College of Human Environmental Sciences

The College of Human Environmental Sciences is very much involved with the handicap program through its Independent Living Laboratory. A project funded through Disabled Student Services, its goal is to train handicapped persons to work in the food industry.

The College has several programs in recruitment, research and extension associated with Native Americans, (i.e. Native American Nutrition Program, Multicultural Leadership Program, Native American Project in Hotel and Restaurant Training, and other programs in child development with American Indian communities.) Native American students are an integral part of these programs. The Multi-Cultural Leadership Development Program, funded by a USDA Capacity Building Grant, is a collaborative effort between the University of Arkansas at Pine Bluff and OSU. The Higher Education Multicultural Scholars Program provides funding to recruit, mentor and retain five Native American students in the Department of Nutritional Sciences.

Graduate College

The Graduate College participates in all programs for graduate students supported by the Oklahoma State Regents for Higher Education. Some include:

State Regents for Higher Education Fee-Waiver Scholarships

Objectives: The purpose of this program is to aid in the recruitment and retention of minority and women graduate students. In principle it follows the Social Justice Clause of the Oklahoma State Regents for Higher Education. Approximately 25% of the Graduate Fee-Waiver Scholarships was allocated to minority students. Minority students represent less than 25% of the graduate student enrollment.

Targeted Groups: African Americans, Hispanics, Native Americans and Women

College of Veterinary Medicine

The John Montgomery Scholarship

Objectives: The purpose of this program is to provide a $1,000/year scholarship to an African American Veterinary Medicine student.

Targeted Groups: African Americans

The Professional Degree Assistance Program

Objectives: The purpose of this program is to provide $4,000/year to minority students in year 1 and 2 to help them complete professional degrees and a Doctor of Veterinary Medicine.
Targeted Groups: African Americans, Hispanics, Native Americans and Asian Americans in the 1 and 2 year of the DVM program

**Complementary Professional Study Grants**

**Objectives:** This is a comprehensive program aimed at increasing the number of minority and economically disadvantaged students applying to enter and graduating from the Oklahoma State University College of Veterinary Medicine.

**Targeted Groups:** African Americans, Hispanics, Native Americans and Asian Americans.

**The Veterinary Careers Access Program**

**Objectives:** This is a comprehensive program aimed at increasing the number of minority and economically disadvantaged students applying to enter and graduating from the Oklahoma State University College of Veterinary Medicine.

**Targeted Groups:** African Americans, Hispanics, Native Americans and Asian Americans.

**The College of Veterinary Medicine Fee-Waiver Program**

**Objectives:** This is a program aimed at increasing the number of minority and economically disadvantaged students in the professional program by waiving all fees and tuition.

**Targeted Groups:** African Americans, Hispanics, Native Americans and Asian Americans.

**Non-Traditional Student Profile**

Non-traditional students are an increasing number of students in higher Education. These are older students who are, for the most part, single parent females or those who are returning to college after an absence of 10-15 years. A very small number are enrolled for education enjoyment and intellectual stimulation while most desire a college degree for enhanced employment.

As a general rule, non-traditional students are usually more serious as students and are welcomed into classes by faculty. Their maturity appears to enhance the academic process. Unfortunately, their maturity can also be a source of frustration. Institutional policies and procedures are sometimes problematic when dealing with older students. Therefore, the institution has made some effort to accommodate these students. The Adult Student Organization is a direct result of some of these returning students organizing as a support group because their problems were very different from the average 18-20 year-old single, female.

The following data are presented in an effort to provide information about the undergraduate population of non-traditional students attending OSU. The statistical information was taken from the student data base and provided through the Office of Institutional Research. For the purposes of this report non-traditional students were defined as undergraduate, U. S. citizens, above the age of 24. In addition, data were gathered only for the Fall and Spring semesters of the 1993-94 academic year (unless otherwise noted). All comparative undergraduate data were taken from the 1993 Student
Profile. Given these limitations, bear in mind that the information contained is only a sketch of the population of non-traditional students.

GENERAL: During the 1993-94 academic year (Fall/Spring) a total of 3,424 non-traditional students were enrolled at OSU. This represents 23.85% of the total undergraduate population.

AGE: The average age of this group was 30.5 years compared to 24.38 years for all undergraduates.

SEX: 1,442 (42%) were females and 1,982 (58%) males, which differs slightly from the overall undergraduate population where 54.1% were male and 45.9% female.

MARITAL STATUS: Overall, 38% of the non-traditional students were married (47% of the females and 31% of the males). For all undergraduates, 11.11% were married (12.88% of females and 9.59% of males). Of all married undergraduates, 81.95% were part of the non-traditional student population (79.76% of females and 84.59% of males).

Ethnic Origins
The following table compares the percentage of non-traditional to traditional undergraduates based on ethnic origins.

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Non-Traditional Students</th>
<th>Percentage</th>
<th>Traditional Undergrads</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2,996</td>
<td>87.5%</td>
<td>87.1%</td>
<td></td>
</tr>
<tr>
<td>Native Am.</td>
<td>223</td>
<td>6.5%</td>
<td>6.84%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>74</td>
<td>2.16%</td>
<td>2.71%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>78</td>
<td>2.27%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>53</td>
<td>1.54%</td>
<td>1.4%</td>
<td></td>
</tr>
</tbody>
</table>

Further, it is interesting to note that the non-traditional student population contains 23% of all Native American undergraduates, 20% of Blacks, 30% of Asians and 27.7% of Hispanics.

Academic Information
The average undergraduate GPA for women was 2.89 compared to 2.92 for non-traditional women students, and 2.71 for men compared to 2.47 for non-traditional men students. The average GPA for all undergraduate students was 2.8 compared to 2.73 for non-traditional students. It is interesting to note that non-traditional female students had higher GPA's than did their male counterparts in every College and also ranked higher than the overall undergraduate GPA for each College except the College of Agricultural
Science and Natural Resources.

OSU recognizes that the future student body will include more part-time and nontraditional students than it has in the past. Efforts are underway to accommodate the needs of these students in several ways. In 1994-95 we changed our honor roll criteria to
recognize outstanding part-time students. We are the only Big 8 school to have this provision in our honor roll policy.

Non-traditional students, an important and growing element of the higher education community, have special needs and requirements such as flexible class schedules. OSU recognizes that non-traditional students need different services because of family, employment, and other commitments. Weekend and evening classes have been identified as one method of providing options for people who are either unable to or find it inconvenient to attend classes traditionally held from 8 am to 5 pm. In the spring semester of 1995, an additional 65 courses were added by the five college University Extension units.

Ethnic Areas and Women's Studies Program

Ethnic Area Studies

Since 1972-73, OSU advertised the Area Studies Certificates in Russian, Eastern European, Latin America, Africa, and Asia. Later, to consolidate student opportunities, an "Additional Opportunities" page was added to the 1988-89 OSU Undergraduate Programs and Requirements (UPR) publication, and Area Studies Certificates were listed. The current UPR Publication carries the Area Studies Certificates information. Thus, there has been a long-term history of the Area Studies certificate programs at OSU.

Area Studies-Certificate Programs

1. American Studies (Native American Certificate);
2. Ancient and Medieval Studies Certificate;

In general Area Studies Certificates provide a minority interest service for students. Given current world conditions, OSU might expect increased interest in the Russian Studies Certificate. There has been an additional certificate area for Ancient and Medieval Studies Certificate.

• The American Studies Certificate has become the Native American Certificate
• Under International Studies the Latin American Certificate is the certificate for students interested in Mexican-American minority studies.
• Similarly, the African Area Studies Certificate is a program for students interested in Black Studies.

Thus OSU has used the Area Studies to include Ethnic Studies such as Native American, Hispanic and Black Studies.

Background of Women's Studies at OSU

The Women's Studies Program at Oklahoma State University encompasses a group of courses which center on women and additional courses that deal with women-related issues. These courses serve students who pursue a Certificate in Women's Studies, as well as those more peripherally interested in Women's Studies.
According to the results of a survey conducted by the Curriculum and Research Committee of the OSU's Women's Council in 1990, the Women's Studies Certificate Program is the least extensively developed and the least heavily used in the Big Eight. Although all other universities in the Big Eight began programs in the 1970's (the latest in 1977), OSU's program only began in 1987. Women's Studies Programs are prospering in other Big Eight schools. Student enrollment is substantial and/or increasing in seven of our sister institutions. Furthermore, the number of women's studies courses offered by them had increased. Why?

Women's Studies have had an impact on the university environment as well as society at large for many reasons. As indicated by Dr. Caryn Musil, Director of the National Women's Studies Association and brought to campus by OSU Women's Council in 1989 to help develop courses for the program, Women's Studies have:

- Produced a new body of knowledge about family history, sexuality, gender, ethnic diversity, violence, health, fuel, food, and literacy.
- Caused us to rethink canons of knowledge and the way academic disciplines have traditionally been defined.
- Fostered an ever-expanding perspective to research and write about each other's differences and commonalities.

Women's Studies provide a unique perspective for understanding the world and prospering in it, both outside and inside the university. This perspective is particularly valuable to women who enter previously male-dominated areas of scholarship and work (i.e., science, engineering, and business).

Substantive contact with Women's Studies could improve the University's chance for retention of many students. A large portion of nontraditional and returning students are women, who might find Women's Studies particularly helpful. An administrative commitment to this program could pay dividends in increased integration of women's scholarship into all of the University's offerings. Simultaneously, it could serve to facilitate acquisition and retention of women faculty and staff, as well as students.

At present, efforts to develop the Women's Studies Program at OSU are hampered by the lack of a director and support staff as well as the numbers of faculty available to teach Women's Studies courses. Of eight courses on women once offered regularly, only five are now offered at frequent intervals. Two professors who formerly offered courses regularly have left OSU and have not been replaced. One previously active teacher in Women's Studies is now has an administrative position and yet another has turned to other professional interests.

It should be possible to earn the support of large women's organizations such as the National Association of Female Executives, the International Council of Female Executives, the Minority Women's Association, and the Society of Women Engineers. Members of these organizations could serve as seminar speakers, guest lecturers, and mentors, as well as financial contributors.

Because of budget constraints in 1993-1994, the Office of Provost and Vice President for Academic Affairs decided that Women's Studies would not be supported at that time.
GLBCA: The Gay, Lesbian, Bisexual Community Association

In 1980, the GLBCA began as a loosely organized student group. Originally chartered in the 1980s with OSU as Students for Homosexual Awareness, the group became the Gay and Lesbian Student Organization in 1990. In 1992, students adopted the name Gay, Lesbian, Bisexual Community Association, to recognize the contributions bisexuals and non-students were making to the group. The group also was recognized as an official student organization by the University making them eligible to receive student fee allocations to help continue its outreach and educational goals.

Purpose of the Organization

The purpose of the group, as listed in the group's constitution, is to educate the public, to affirm a positive self-image and provide a sense of community, to work toward the elimination of discrimination on campus and within the community at large, and to provide a positive, safe, and supportive social community.

Changes Since Its Inception

In the 15 years since it began, the GLBCA has undergone tremendous growth and expansion. A helpline was established in 1991 to disburse information, provide support, encourage discussion and create a safe, understanding environment across the state. The Speakers Bureau provides speakers on gay, lesbian, and bisexual issues to classes, residence halls, youth groups, religious organizations, and police departments. Coffee talks allow informal discussion of issues concerning this group. A safer sex week encourages college students to remain abstinent, monogamous, or to use condoms and other precautions during sex.

A major issue facing the group in the early 1990s was the passage of Recommendation 45. This recommendation would have added sexual orientation to the non-discrimination policy of OSU. While the Faculty Council and numerous student groups were in support of the recommendation, the President was not. Even though Recommendation 45 was not passed, the GLBCA continues to fight for its passage.

Meetings and Membership

The GLBCA holds bi-monthly meetings to distribute information, announce upcoming events, discuss topics, listen to guest speakers, and to obtain member input. Meetings are generally advertised in the Daily O’Collegian, and through use of flyers and sidewalk chalkings. Meetings are open to the public and are held weekly.

Memberships are available to students, faculty, staff, and the community for $5.00 per year. The group does not discriminate on the basis of race, color, creed, sexual orientation, nationality, religion, gender, marital status, age, or handicap. In recent years, the GLBCA has had a constant membership of 30 members. Meeting sizes vary upon topic, with an average of 50 people attending.

Achievements

The GLBCA has a number of achievements it is proud to acknowledge. Perhaps the best known achievement is in promoting awareness of gay, lesbian, and bisexual issues, as
well as giving support and acceptance of those individuals straggling with their sexual orientation.

Additionally, the GLBCA was a founding member of the now defunct Coalition of Lesbian and Gay Student Groups, a regional organization comprised of campus groups from Texas, Oklahoma, Arkansas, and New Mexico. The GLBCA has taken delegations to Pride Celebrations in Oklahoma City and Dallas, as well as having representation at many other such celebrations across the nation.

The most recent national viewing of the NAMES Project, or the AIDS Quilt, was held in Washington, DC in October 1991. A group of eight students attended the viewing and presented a 12’ x 12’ signature panel, with messages of love and support from OSU. In that same year, the GLBCA participated in the Walk for Life, and received three trophies for its efforts in promoting AIDS awareness. In 1993, a group of ten students attended the national March on Washington.

Summary of Future Concerns

In summary, Oklahoma State University has experienced a decline in funding from state appropriated sources since 1985. This funding decrease has coincided with an enrollment decrease. Even though the overall enrollment of minority students has increased, these numbers have come from significant increases in Native American students, while African American students have steadily declined.

The number of minority, tenure track faculty has also declined. Thus, a commitment of $400,000 has been set aside for recruiting minority, tenure track faculty with an emphasis on African American faculty.

There has been a significant increase in support for underrepresented minority students in Science, Engineering and Mathematics. The College of Engineering has had an aggressive program and three large grants obtained recently that combine to aid in recruiting and retaining minority students. Two of the grants ($2 million) are supported by the Howard Hughes Foundation. One of these grants is directed towards American Indians while the third is an NSF grant for $5 million. With these major programs, we are already seeing an impact on American Indian enrollment:

Budget constraints have had the greatest impact on Women’s Studies. The initial momentum has come to an abrupt halt. Because of changes in academic demographics, a complete program review is needed in Women’s Studies along with Area and Ethnic Studies.

At this writing, we are currently conducting a search for an Executive Vice President. Because of temporary administrators for over a year, many curricular concerns have been on hold. Thus, the question of diversity in the population and diversity in the curriculum is only partially addressed and cannot be fully addressed until all of the top administrative units have permanent leaders.

Future Goals

The major activity needed next year is to develop a diversity plan for Oklahoma State University and to make diversity an integral part of what we do: teaching and learning.
A second goal is to include Women's Studies as an integral part of Area Studies such that an Area Studies Certificate could be earned. The reason for incorporating Women's Studies into Area Studies is to develop an inclusive plan and to prevent the appearance of duplication of programs as evaluated by the Oklahoma State Regents for Higher Education. (For economic reasons, the OSHRE are currently reviewing all programs for apparent duplication in the Oklahoma state system of higher education.) Courses in Women's Studies are an important part of the land-grant mission of Oklahoma State University and is part of the institutional commitment to the projected diverse workforce in the next century.

A third goal is to have periodic reviews of the curriculum and courses of diversity. This includes auditing of the course offerings, Area Study Degree Certificates, student enrollment data and faculty credentials and assignments. The purpose of auditing faculty credentials and assignments is to determine the need for faculty replacements to teach the courses and to make budget plans accordingly.
ACADEMIC RESOURCES AND EXPERIENCES

INTERCOLLEGIATE ATHLETICS

Overview and History

Oklahoma State University continued to enjoy a successful intercollegiate athletic program into the 1985-1995 decade. Five NCAA team championships were added to the previous 36 making the latest tally 41, with only University of Southern California, UCLA and Stanford having more team championships. While the NCAA team championships were won by men's teams, our women's basketball, golf and softball teams have consistently competed in post-season play, with their highest finishes a Sweet Sixteen berth for basketball; a third place in golf and three, third place ties in softball. In addition, OSU has garnered 139 individual NCAA champions over the years.

Oklahoma State University has continued membership in the Big Eight Conference, which will become the Big Twelve Conference in 1996. The addition of four Texas institutions (Baylor, Texas, Texas A&M, and Texas Tech) is expected to make the Big Twelve the premier conference in the nation. Over the last 10 years, OSU men have won 30 Big Eight Conference team championships, while participating in nine sports. OSU's seven women's teams have added 22 team championships to their Big Eight accomplishments during the same period. Women's gymnastics was dropped at the conclusion of the 1985-86 academic year because of financial constraints.

The nine men's sports (baseball, basketball, cross country, football, golf, tennis, indoor track, outdoor track and wrestling) currently have 141.2 scholarships available with 168 student-athletes receiving partial or full scholarships. Women's scholarships are now fully funded at the NCAA upper limits, with basketball, cross country, golf, softball, tennis, indoor track and outdoor track having 56 full scholarships available and awarded to 69 female student-athletes, for a total of 237 student-athletes receiving 197.2 scholarships.

Leadership of the Athletic Department for the last decade was provided by Myron Roderick and James Garner, with David Martin serving as interim director on two occasions. Terry Don Phillips is to assume athletic director responsibilities in August of 1995.

Facility Improvements Over the Last Decade

After rather vigorous facility growth and renovation during the previous decade, activity in this area slowed somewhat in the present decade. Lights and a press box were added to the softball stadium and a 1,000 seat expansion and a visiting team locker room were completed at the baseball stadium. In 1987, new turf was installed in the football stadium. Ongoing upgrades are being made in the basement of Gallagher-Iba Arena to provide an improved area for indoor practices for most of our men's and women's teams.

While the new Karsten Creek Golf Course is not owned or operated by the University, the concept, fundraising and project oversight were done by Coach Mike Holder. After many years on the drawing board, Karsten Creek became a reality in the spring of 1994 and is available to the men's and women's golf teams for practices. The course was named the best new public course by Golf Digest this past year.
Athletic Director Designate, Terry Don Phillips, plans that a complete facility assessment will take place and be available when he commences his duties in August of 1995. It is planned that a consultant familiar with athletic facilities will assess our current facilities and help devise a prioritized master plan for improvements and additions.

NCAA Certification

During the past year, intercollegiate athletics completed a comprehensive self-study to comply with the new NCAA requirement that each institution be certified every five years. Oklahoma State University was among the first groups of institutions to go through the self-study process which culminated with a campus visit of a team of five peer reviewers in February 1995.

The self-study was conducted by a steering committee of 13 members affiliated with Oklahoma State University. Four subcommittees were formed to assemble the required data, evaluate the integrity of the University processes and procedures and make initial recommendations for improvement in the prescribed areas. Membership was representative of the entire university community, including alumni representation. The self-study items for each of the subcommittees were researched in great depth and responses and documentation were provided for each item. Materials were then reviewed by the Steering Committee, the Athletic Council and several other constituencies of the University community, including open forums.

The four major areas designated for the study were Governance and Commitment to Rules, Academic Integrity, Fiscal Integrity and Commitment to Equity. Summaries of the findings, evaluations, conformity with the prescribed operating principles and recommendations for improvement are summarized below. The entire self-study document is available for review.

Governance and Commitment to Rules

The Governance and Commitment to Rules subcommittee was required to provide information for 10 self-study items. Self-study items in this area related to:

1) recent major changes in policy and organization affecting the institutions' efforts in matters related to institutional athletics governance and rules compliance;

2) athletics mission relation to that of the institution as a whole;

3) process followed and role of participants in the development, formal approval and most recent review of the mission of the athletics program, along with a description of how and to whom the completed mission statement is circulated;

4) description of the process by which the institution makes major decisions regarding intercollegiate athletics and description of role and authority of the various institutional groups and individuals;

5) recent decisions in which the institution's governing board or individual board members have been significantly involved (if any);

6) recent decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved;
7) description of activities the institution has established for its athletics booster groups and other representatives of the institution's athletic interests, and how the activities are maintained under the clear control of the institution;

8) how the institution has organized itself to maintain compliance with NCAA rules and the reporting line for and responsibilities assigned to key individuals inside and outside athletics responsible for documenting and monitoring compliance with NCAA rules;

9) description of procedures for processing alleged or self-discovered violations of NCAA rules; and

10) the institution's rules education effort for student-athletes, Athletic Department staff members, other institutional members and representatives of the institution's athletics interests.

Briefly, the following major points were noted in the section.

Recent Changes

- The Director of Academic Services for Student-Athletes now reports directly to the Dean of Undergraduate Studies in the Office of the Provost and the Athletic Compliance Coordinator reports to the President of the University.

- An Academic Review Committee of university faculty has been established to monitor all aspects of the academic preparation and progress of student-athletes.

- A complete set of job descriptions and annual evaluation procedures have been established in consultations with the University Personnel Office to evaluate performances of coaches and staff in relation to the mission of intercollegiate athletics.

- The athletics business office has been assigned to the office of the Associate Vice President for Business and Finance and Controller to ensure financial control and compliance with state laws and policies.

Athletics Program Mission

The following new mission statement was written to incorporate the historical philosophy of the University and the guidelines for intercollegiate athletics.

"Oklahoma State University is committed to providing regionally and nationally competitive athletics programs as an integral part of the overall educational mission of the University. Programs sponsored shall be in compliance with the highest recognized standards of the institution and the athletic governing bodies. Intercollegiate athletics will operate in harmony with the University's stated mission and be committed to the intellectual, cultural, physical and social development of the student-athletes as individuals. Opportunities for student-athletes shall be provided without discrimination."

Major Decisions

Major decisions affecting intercollegiate athletics can be grouped as those relating to budget, personnel, department policy and NCAA/Conference positions. Decisions are made for athletics much the same as other university units. Special dispensations are not
made for the athletics program and the chief executive officer and governing board's decisions and involvement are much the same as for other units, except that the athletic director reports to the president and the usual supervision procedures are followed.

**Compliance and Rules Education**

In the area of compliance and rules education, a significant specific step was taken by hiring an Athletics Compliance Coordinator (ACC) reporting directly to the President of the University. That person is charged with providing advice on, and implementing programs for rules education, compliance monitoring and investigation of allegations. The ACC is also charged with rules interpretations and consulting the Legislative Services Department and other membership service area of the NCAA.

To involve more representatives outside of the Athletic Department in the oversight activities of compliance and rules education, the Faculty Athletics Representative includes a Compliance Oversight Committee in revising the standing committee structure of the Athletic Council or otherwise provide for ongoing evaluation and review of the compliance and rules education.

In the areas of institutional mission, institutional control, presidential authority and governing board, shared responsibilities, assignment of rules-compliance responsibilities and rules-compliance accountability, the committee deemed the University to be in substantial conformity with operating principles.

**Academic Integrity**

The Academic Integrity subcommittee was required to provide information for 11 self-study items. Items covered include:

1) recent policy and organization changes affecting academic integrity;

2) the admission policy for student-athletes compared to the admission policy for the general student body;

3) admissions profiles of student-athletes who receive athletics grants compared with profiles of general students;

4) information about the institution's standard or regular entrance requirements, as well as provisions for special exceptions, and a comparison of freshmen student-athletes receiving grants with freshmen students generally;

5) actions taken by particular individuals to certify initial eligibility for transfer student-athletes;

6) actions taken by particular individual to certify continuing eligibility for student-athletes;

7) academic support systems available to student-athletes;

8) policies related to the scheduling of intercollegiate athletics competitions and practices that interfere with class time and exam periods;

9) information from the institution's completed graduation-rates disclosure forms indicating the number of student-athletes who received athletics aid and graduated within six years;
10) a review of graduation rates for student-athletes and general students, noting any trends or significant changes, and;

11) specific goals set for graduation of students generally and for student-athletes.

The following major points were noted concerning the academic integrity study.

**Recent Policy and Organization Changes**

In 1990, the Faculty Council approved 23 recommendations regarding the findings of a subcommittee formed to evaluate the academic performance of OSU student-athletes. The majority of the 23 recommendations have been accepted and implemented and among the more notable were a reorganization of Academic Services for Student-Athletes; revision of Athletic Council bylaws to provide a standing committee of faculty to monitor academic performance of OSU’s student-athletes; and the revision of a Missed Class Policy for Competition to prohibit competition the Sunday before finals week and during finals week.

**Admission Policies**

The OSU Admissions Office is the only authority to determine the admissibility of undergraduate applicants to the University. The Athletic Department plays no decision-making role in the admission process. Students who do not meet standards, but are sponsored by a University academic unit, may petition for acceptance in the Alternative Admission Program, subject to space availability. An average of 75 scholarship freshmen and transfer student-athletes are admitted each year, with approximately 26% admitted under the Alternative Admissions provision.

**Certifying Eligibility**

The final authority for certifying initial eligibility and continuing eligibility rests with the Registrar. The Coordinator of Eligibility for Veterans and Athletes in the Office of the Registrar provides all documentation to the Registrar. Assistance in tracking progress and is provided by the staff in Academic Services for Student-Athletes and the Assistant Athletic Director/Senior Woman Administrator.

**Academic Support Systems**

A comprehensive academic support system is available to all student-athletes through Academic Services for Student-Athletes. The unit is staffed by four full-time professional staff members and a support staff of graduate assistants and a battery of tutors. Some of the services include study hall, with a mandatory program for first year student-athletes and those with a GPA of 2.3 or below; tutorial services both on an individual or group basis; mentor tutoring by upper level students and graduate students; supplemental instruction in the form of review sessions for those in the mentoring program; tracking for monitoring progress toward degrees; a computer lab; and career planning and placement.
**Graduation Rates**

In 1991, the NCAA standardized the reporting of graduation rates and removed the imaginative manner in which some institutions had previously reported on their graduation rates for student-athletes.

The study has looked at the classes of 1984-85, 1985-86, 1986-87 and 1987-88 thus far and is confined to scholarship student-athletes. Rates for the first three classes of student-athletes remained level at about 30%, about 14% lower than the general student population. The rate for the class entering 1987 was 48% for student-athletes and 47% for the general study population. It can be assumed that the NCAA mandated progress toward a degree and the services offered by ASSA are responsible for the retention and graduation of student-athletes, and that the upward trend will continue. ASSA has set a goal to exceed the graduation rate of the general student body by 10%.

The committee found the institution to be in substantial conformity in the areas of student-athletes being integrated into the student body, admissions, graduation rates, academic authority, academic support and the scheduling of athletic events to minimize conflicts between athletics and academics.

**Fiscal Integrity**

The Fiscal Integrity subcommittee was charged with providing information for 11 self-study items. These items were

1) major athletics and organizational changes;

2) funding philosophy;

3) revenue sources under clear institutional control;

4) revenue sources outside control of the institution;

5) budgeting process;

6) projected and actual revenues and expenditures for three most recent years;

7) external auditor selection and information;

8) methods used for approving expenditures;

9) procedures for addressing any budget deficits;

10) institutional policies and any state laws concerning employees who may enjoy economic gain as a result of affiliation or use of facilities; and

11) policies and procedures that help to ensure expenditures are handled in accordance with NCAA rules.

The following points were made in this area.

**Major Changes**

A major change in the fiscal area was the assignment of the Athletic Business Office to the Office of Associate Vice President and Controller. The change unified financial reporting within the institution and provided complete public information access.
Fiscal Issues

The funding philosophy has changed over the last decade and the Athletic Department is currently being treated as other auxiliary enterprises of the University. Revenue sources are ticket sales, program sales, concessions, radio and television rights distributions, gift income from the OSU Foundation, Big Eight Conference, student activity fees and surcharge fees.

Budget recommendations are submitted in mid-March and April for incorporation into the University's annual budget. In the event revenue projections are not met, expenditures are adjusted accordingly.

Annual audits of the Athletic Department include a general purpose financial audits of both the University and the Athletic Department and the NCAA financial audit report (in compliance with NCAA Financial Audit Guidelines.

All purchases are made according to OSU established procedures and follow the departmental chain of command with the Athletic Director and Athletic Business Office approving all requests. The Athletic Business Office evaluates all requests to purchase, recruiting and team travel and prospective student-athlete official visits in accordance with NCAA, University and State rules and regulations.

In the areas of financial controls and established policies and procedures, the committee found the University to be in substantial conformity with the appropriate operating procedures.

Commitment to Equity

The Commitment to Equity subcommittee was required to provide information for four self-study items:

1) recent major changes in policy and organization that affect gender equity, minority opportunity and student-athlete welfare;

2) educational enhancement programs available to student-athletes;

3) the student-athlete exit interview process; and

4) athletic support services such as sports information, marketing and promotions, sports medicine, strength and conditioning, training room services, sports equipment, travel and per diem and facilities for both male and female athletes.

Major points in this area were:

• a listing of recent endeavors made to upgrade or enhance female student-athletes' athletic experiences;

• the establishment by the University of an Associate Vice President for Multicultural Affairs to heighten awareness of the diversity of the University community;

• and student-athlete welfare efforts.

Support Services for Student-Athletes

The institution has many programs in place for educational enhancement including, but not limited to, a full range of services available in the Academic Services for Student-
Athletics, University Counseling Services and University Academic Services. A student-athlete exit interview process is in place for those completing eligibility and leaving the institution. A Student-Athlete Advisory Committee which has representation from each sport gives student-athletes an opportunity to provide input and to receive information. Additionally, a campus-wide Student Athletic Advisory Council has been organized to allow input in areas that affect the general student population such as ticket prices, seating, etc.

While most support areas have served male, female and minority student-athletes at the same level for many years, two positions were recently added in sports information and marketing and promotions to focus primarily on women's sports.

**Gender-Equity**

In the areas of minority issues and student-athlete welfare, the institution was found to be in substantial conformity. In the area of gender-equity issues, it was determined that the institution was not in conformity because we lacked a detailed institutional plan to achieve gender-equity at the time of the NCAA peer-review. We have now finalized a gender-equity plan with implementation expected to take place when the new athletic director begins employment in August 1995. A copy of the gender-equity plan is in the Athletics file in the Resource Room.

**Recommendations for the Future**

Recommendations for improvement in the area of governance included formalizing the mission statement and distributing it through athletic publications and the University Catalog.

Suggestions for improvements in the area of academic integrity were to expand faculty information about and involvement with student-athletes and the athletics program at OSU.

Recommendations in the Fiscal Integrity area included charging the Athletic Council to work with the Athletic Director, coaches and staff to identify a series of institutional support options, and to identify a viable facilities-use policy applicable to sports camps and other activities.

In the way of recommendations for gender-equity, the committee stressed the importance of increasing proportionality of male and female student-athletes, and that a plan be implemented and monitored by the Athletic Council, with parity to be achieved in four years.

Further recommendations are that the University assure the fair distribution of resources, access to facilities and treatment of student-athletes and personnel, with stated guidelines and priorities listed; continue to help the minority student-athlete adjust to the campus and Stillwater community; and that efforts should continue in the area of student-athlete welfare.
FINANCIAL AND PHYSICAL RESOURCES
Introduction

Financial Resources

The total projected revenue for FY95 for OSU is $242,179,990. The principal sources of revenue supporting this budget are: governmental appropriations (39.0%), auxiliary enterprises (23.3%), tuition and fees (15.1%), sponsored programs (10.4%), and student aid (6.5%). All other sources of revenue, such as education and general services, international programs, and federal government appropriations account for the remaining 5.7 percent of the budget.

Several trends in the University's financial situation between FY85 and FY95 deserve note. First, from FY85 to FY95 (projected), government appropriations sporadically increased from $76.8 million to $94.4 million, an increase of 23.0 percent over the ten years. Due to this increase, the institution was able to continue the initiatives began during the last decade concerning faculty issues and the acquisition of state-of-the-art equipment for teaching, research, laboratory, and administrative needs. Because of a continuing depressed economy in Oklahoma and an institutional initiative during the last three years, significant university budget reallocations have been made to reduce and restructure institutional administrative costs and divert the savings to academic and student support.

Although similar to the end of the last decade, the economic situation for OSU has been more challenging throughout this decade. OSU experienced governmental appropriations reductions, FY87 (9.65%), FY88 (1.67%), FY94 (3.44%), and anticipates a reduction in FY95 (0.39%). Thus, during the decade, inconsistent support through governmental appropriations has created year-to-year modifications in funding strategies for planned institutional initiatives. The budgetary constraints since 1985 have mandated a slowed momentum during the decade. Nevertheless, the University weathered these years relatively well.

The trends of the current decade indicate material changes in revenue source contribution percentages among the revenue generating functions of the institution. The various functions have changed as follows:
From FY86 through FY95, governmental appropriations increased by $17,632,868 (23.0%) but actually lost 7.5% as a proportion of total revenues received by the institution. Other revenue decreases, as a proportion of total revenues, were Auxiliary Enterprises (-1.6%) and Other Sources (-0.8%). The revenue sources which increased their proportion of total revenues were Sponsored Research (4.0%), Tuition and Fees (4.6%), and Student Aid (1.3%). It is evident that students are being asked to contribute more toward their education. This is not necessarily an institutional initiative but has been espoused by the OSRHE in their plan to achieve at least a 30% student contribution, through student fees, toward the total cost of education. It is also not surprising for comprehensive institutions to seek an increase in external funding through Sponsored Research (4.0%) to partially offset decreasing appropriations. OSU is positioned with quality research faculty to continue to develop proposals which will enhance the instruction and research components of the institution.

While the Business and Finance Division and the various administrative units share management of fiscal affairs, ultimate responsibility for expenditures and financial reporting rests with the Vice President for Business and Finance. A description of the administration of university fiscal affairs follows.

### Table 21. Revenue Trends

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>FY '86</th>
<th>Percent of Total</th>
<th>FY95 Projected</th>
<th>Percent of Total</th>
<th>10 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governmental Appropriations</td>
<td>$76,810,877</td>
<td>46.5%</td>
<td>$94,443,745</td>
<td>39.0%</td>
<td>(7.5%)</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>10,605,569</td>
<td>6.4%</td>
<td>25,079,767</td>
<td>10.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>17,368,753</td>
<td>10.5%</td>
<td>36,637,056</td>
<td>15.1%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>41,209,151</td>
<td>24.9%</td>
<td>56,452,955</td>
<td>23.3%</td>
<td>(1.6%)</td>
</tr>
<tr>
<td>Student Aid</td>
<td>8,629,716</td>
<td>5.2%</td>
<td>15,755,413</td>
<td>6.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>All Other</td>
<td>10,731,668</td>
<td>6.5%</td>
<td>13,811,054</td>
<td>5.7%</td>
<td>(0.8%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$165,355,734</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>$242,179,990</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Physical Resources
The University has made great strides over the past ten years to meet the present and future educational needs of the citizens of Oklahoma and the United States. The Noble Research Center, the Center for International Trade Development, the Wellness Center, a Fractionation Research Facility, a new Animal Science Arena, the renovation of the Physical Sciences Building, and Cordell Hall were some of the projects completed from 1985 through 1994.

Within the next few years, the Advanced Technology Research Center, the renovation of Willard Hall for the College of Education, the Oklahoma Food and Agricultural Products Processing Center for Research and Technology, various improvements in facilities for
the College of Veterinary Medicine, and the Agriculture Extension programs will be completed.

In summary, as evidenced by this study, the preceding decade has been one of progress.

Financial Resources

The Budget Process

The University follows a comprehensive budget planning process with an ultimate aim of producing an annual budget request for presentation to the Oklahoma State Regents for Higher Education (OSRHE). This process also generates data used by the University's academic and administrative units to support their requests for allocation of the monies made available from state funds. The University's budgetary process is aimed at providing optimum allocation of resources to academic programs while also maintaining administrative and support services.

At OSU, the president and his executive council coordinate and manage cost estimates for the budget, but an important feature of the budgetary process is the involvement of persons at many levels within the University in developing the budget request. As part of this process, college deans and other senior administrators appear before the budget committee and present their budget needs and priorities in terms of personnel expenses, equipment expenditures, and other operating costs. Ultimately, these presentations form the basis for the formal budget request for the University as a whole, and they also lay the groundwork for the allocation of monies to the academic and administrative units. These units then bear the responsibility for managing the money allocated to them.

Each fall, the OSRHE requests all institutions in the Oklahoma State System of Higher Education to prepare an estimate of budget needs for the following fiscal year. This estimate includes mandatory increases to cover costs that are anticipated to increase if the current level of operations is continued. These include items such as increases in fringe benefit costs, utility rate increases, and the costs of funding retirement programs. In addition, the estimate includes the amounts needed to fund institutional priorities such as faculty salary increases, research and instructional equipment purchases, library acquisitions, and so forth. OSU's responses are combined with those of other state-supported higher education institutions to produce the OSRHE's annual "State Appropriated Budget Needs" document. This document is presented to the Governor and the state legislature in support of the OSRHE's budget requests for the Oklahoma higher education system.

The state legislature meets from February through May of each calendar year. It makes the actual appropriations for state funding of all Oklahoma state-supported higher education institutions. It also has the final authority to approve or disapprove changes in resident and non-resident fee and tuition rates. Once the legislature has appropriated state funds for the Oklahoma System of Higher Education, the OSRHE further allocates monies to the individual institutions in the state system, including OSU. This usually occurs during the last week in May.

Much preliminary work on the budget is done before the University knows the amount of its state appropriations and the fate of any requested fee and tuition increases. Once the amount of state appropriations, fee and tuition rate changes are known, allocations are made by the president and his executive council based on the earlier budget hearings.
with the academic deans and other administrators. Allocations of general revenue are made to each academic and administrative unit. The deans and administrative heads have the discretion to adjust allocations between accounts and expenditure categories as they see fit, subject to staying within the total funding from general revenues allocated to their area.

The president of the University presents the new fiscal year's budget to the OSU A&M Board of Regents at their June meeting. The president apprises the Regents, in broad outline form, of the University's plan for this budget, particularly with respect to new programs and salary guidelines. Following approval of the budget by the OSU A&M Board of Regents and the OSRHE, copies of the "Operating Budget" and the "Salary and Wage Budget" publications are distributed. In addition to copies for academic deans and top-level administrators, these are provided to Faculty Council representatives, the Edmon Low Library on the main campus, each branch campus library, and to the Stillwater Public Library for public use.

This budgetary process is effective because it actively involves academic officers and other key administrators. Another strength is that the budget realistically represents the University's needs as determined through its continual planning process. Additional strengths include decentralized budget control and fiscal year rollover of unused monies except for 25% of salary savings, which is returned to the general fund for reallocation.

Funds supporting the budget are categorized into unrestricted operating funds, auxiliary enterprises, sponsored grants and contracts, and student aid. Each category will be discussed individually in the following sections of this chapter. Additional discussion of the University financial system and its integrity will also be discussed, as well as proposals and goals for improvements in OSU fiscal management.

**Unrestricted Operating Funds**

The sources of funds presented on OSU's audited financial statements follow the guidelines contained in the National Association of College and University's *Financial Accounting and Reporting Manual for Higher Education*. The categories are generally divided into tuition and fees; state and federal appropriations; federal, state and private gifts, grants and contracts; sales and services of educational departments; sales and services of auxiliary enterprises; and other sources.

Tuition and fees are received from students enrolled at OSU. In FY94, tuition and fees accounted for approximately 12.7 percent of all revenues received.

Operating funds from appropriations are received from two sources. While the largest source of appropriations is the state of Oklahoma, the federal government, through provisions of the Morrill-Nelson Act, also appropriates monies to the University because of its status as a land-grant institution. Generally, $45,000 are received annually from the Morrill-Nelson Act and are restricted to the instructional areas of food and agricultural sciences. State appropriations accounted for approximately 42.1 percent of total revenues received in FY94. Federal appropriations accounted for approximately 3.0 percent of total revenue received in FY94.

The total federal, state and private gifts, grants, and contracts accounted for approximately 20.0 percent of total revenue received in FY94.
In FY94, sales and services of educational departments accounted for approximately 0.6 percent of total revenue received in. Those for auxiliary enterprises accounted for approximately 17.8 percent, and other sources accounted for approximately 3.8 percent.

As Table 22 demonstrates, government appropriations decreased significantly from FY86 to FY87 followed by a moderate decrease in FY88—an average annual decrease of 5.66 percent over the two-year period.

<table>
<thead>
<tr>
<th></th>
<th>Actual Revenues</th>
<th>Percent Increase (Decrease)</th>
<th>Revenues Adjusted for Inflation</th>
<th>Percent Increase (Decrease)</th>
<th>Dollar Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollars</td>
<td></td>
<td>Dollars</td>
<td>(Decrease)</td>
<td>(Decrease)</td>
</tr>
<tr>
<td>1985-86</td>
<td>76,810,877</td>
<td></td>
<td>76,810,877</td>
<td>(12.79%)</td>
<td>(9,821,434)</td>
</tr>
<tr>
<td>1986-87</td>
<td>69,401,063</td>
<td>(8.65%)</td>
<td>66,989,443</td>
<td>(2.14%)</td>
<td>(1,435,921)</td>
</tr>
<tr>
<td>1987-88</td>
<td>68,241,216</td>
<td>(1.67%)</td>
<td>65,553,522</td>
<td>9.15%</td>
<td>5,998,068</td>
</tr>
<tr>
<td>1988-89</td>
<td>74,986,088</td>
<td>9.88%</td>
<td>71,551,611</td>
<td>6.69%</td>
<td>4,783,612</td>
</tr>
<tr>
<td>1989-90</td>
<td>80,457,325</td>
<td>7.30%</td>
<td>76,335,223</td>
<td>11.04%</td>
<td>8,426,550</td>
</tr>
<tr>
<td>1990-91</td>
<td>88,321,767</td>
<td>9.77%</td>
<td>84,761,773</td>
<td>9.62%</td>
<td>8,153,237</td>
</tr>
<tr>
<td>1991-92</td>
<td>95,702,460</td>
<td>8.36%</td>
<td>92,915,010</td>
<td>2.60%</td>
<td>2,419,501</td>
</tr>
<tr>
<td>1992-93</td>
<td>98,194,649</td>
<td>2.60%</td>
<td>95,334,611</td>
<td>(3.06%)</td>
<td>(2,919,563)</td>
</tr>
<tr>
<td>1993-94</td>
<td>94,817,839</td>
<td>(3.44%)</td>
<td>92,415,048</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eight Year Average (Increase):</strong></td>
<td><strong>2.89%</strong></td>
<td></td>
<td><strong>2.64%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University for the period of FY89 through FY92 recovered from the previous two years reductions with an average increase of 8.83 percent over the four-year period. During this period, significant gains were made in increasing faculty salaries, hiring additional faculty, and buying state-of-the-art equipment, such as computing and telecommunications equipment, to meet academic, research, student laboratory, and administrative needs. In FY93 and FY94, a downward trend resulted in a two-year average decrease of .42 percent. This downward trend in appropriations to OSU was also
experienced by other Oklahoma institutions of higher education and other state agencies. The primary cause of the decreased appropriations was a combination of flat state revenues and state legislation requiring significant increases to common education. For the eight-year period ending June 30, 1994, the University only experienced an average annual increase of 2.89 percent in government appropriations.

Table 23 summarizes the University's total unrestricted fund picture for the eight-year period starting July 1, 1985. The total revenues reported in Table 23 include the state appropriations also displayed in Table 2 as well as other sources of income such as student tuition, departmental sales and services, and indirect cost earnings on sponsored agreements. The funds received by the University's Agricultural Cooperative Extension Service, the Agricultural Experiment Station, the College of Osteopathic Medicine in Tulsa, and the two technical training schools located at Oklahoma City and Okmulgee are excluded from this table. Figures 14 and 15 compare the proportion of revenues
drawn from various services in FY85 and FY94. Two major shifts in proportion of revenue are especially evident: a decrease of 4 percent in the proportion of revenues from appropriations and a 4 percent increase in the proportion of revenues from sponsored research. Also noteworthy is a 3 percent increase in the proportion of revenues from tuition and fees and a 4 percent decrease from auxiliary enterprises.

Table 23 vividly displays an eight-year trend whereby the University's other sources of money increased in proportion to total revenues. The proportion steadily increased each year from the 53.55 percent proportion in FY86 to the 63.43 percent for FY94. During the eight-year period ending June 30, 1994, governmental appropriations to OSU increased by only 23.4 percent, while all other sources increased by 85.7 percent. As state appropriations became a less dominant part of the University's total unrestricted operating fund, the University was successful in increasing other sources of revenues to fund its needs.

Although state appropriations during the last eight years have averaged only 2.89 percent increases, the University has reacted positively. During years of budget decreases, the University was able to defer equipment purchases, freeze unfilled positions, and appropriately prioritize projects and programs. The University has completed a comprehensive administrative review and is in the process of a comprehensive academic program review. As a result of the FY94 budget reduction from state appropriations, the University demonstrated its resolve to maintain the funding base for instruction, research
public service, and libraries by absorbing the majority of the reductions in other functions.
FINANCIAL AND PHYSICAL RESOURCES
Figure 14. Proportion of Revenues Drawn from Various Services in FY85

<table>
<thead>
<tr>
<th>Service</th>
<th>Revenue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Aid</td>
<td>$8,130,097</td>
<td>5%</td>
</tr>
<tr>
<td>All Other E &amp; G</td>
<td>$8,863,195</td>
<td>6%</td>
</tr>
<tr>
<td>Appropriations</td>
<td>($66,481,709)</td>
<td>44%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>($40,933,671)</td>
<td>27%</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>($17,567,120)</td>
<td>12%</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>($8,761,234)</td>
<td>6%</td>
</tr>
</tbody>
</table>

FY 85 ($150,737,026)
Auxiliary enterprises are campus entities that provide services to complement and support student academic experiences as well as provide services to the University community at a price directly related to the cost of providing the services. Auxiliary enterprises at OSU include, but are not limited to, resident and dining services, recreational/developmental facilities, health/wellness services, vending services, and the Student Union and its bookstore. Student activity fee and conference revenues go into ancillary enterprises.

Auxiliary enterprises at OSU are managed as self-sustaining enterprises. Each auxiliary unit has its own budget and financial reports to monitor all operating costs and revenues. OSU auxiliary enterprises maintain their fiscal integrity and operate on a break-even basis (zero-balance budget) without educational and general fund support. Operational expenses consist of cost of goods sold, staff salaries/wages/fringe benefits, student wages, utilities, refuse services, custodial services, maintenance services and repair/replacement. Furthermore, the various auxiliaries are charged an annual overhead assessment to reimburse the University educational and general budget for indirect costs incurred for administrative and general functions. The various auxiliary entities are currently being charged $648,842 for these indirect costs on an annual basis.
Funds generated by the bookstore, which provide books and school supplies to students and serves as the central office supply for all campus departments, are used by the Student Union to support the cost of non-revenue producing areas in the Union, i.e., student programs and services including advisors for off-campus and non-traditional students, volunteer center, and the Greek Affairs Office. Because of decreasing revenues, the Student Union food service operation has been outsourced. Revenues generated by resident and dining services are put back into upgrading the residence halls and providing student development programs and staff advisory to various student groups. The Wellness Center was opened December 6, 1990, as the first of its kind designed and staffed for health and wellness for the students, faculty, staff, A&M campuses and general community.

**Bonded Indebtedness**

Single student housing and dining services facilities, university apartments, and the recreational facilities have been constructed using funds derived from the sale of revenue bonds. OSU traditionally has one of the lowest housing and dining services rates in the Big 8 Conference. The rates, while low compared to other institutions, have been sufficient during the past ten years to provide annual debt service requirements, to fund equipment replacements, and to complete some major repairs and renovations for updating the facilities. Renovation, major repairs, and equipment replacement programs are managed under a continuing budget process. Consequently, the costs are more manageable and the room and board rates are less subject to major annual fluctuations.

Debt service requirements for the various revenue bond issues are met each year from current operating funds, and the University has never had to call on its debt service reserves to meet annual principal and interest requirements. Many bond issue debt service and repair and replacement reserves substantially exceed the minimum reserve fund amounts required by the trust indentures. On June 30, 1994, the various campus-based auxiliary enterprise revenue bond issues had mandatory reserve requirements of $4,046,748, while reserve account balances aggregated $4,722,000, an excess balance of $675,252. The monthly statement of bonded debt as of June 30, 1994, shows $27,930,000 bonded indebtedness, including the indebtedness of off-campus constituent agencies. You can see a copy of this statement in the Finance and Physical Plant Resources file in the Resource Room.

Between the period of July 1, 1985 and June 30, 1994, OSU has retired the bonded indebtedness of eight bond issues that had, at July 1, 1985, a combined unpaid principal of $11,846,000. In addition, Utility System Revenue Bonds, Series 1985, issued in late 1985 in the amount of $8,250,000, were retired on June 1, 1994, as noted above. The principal retired on the on-campus bond issues during the nine-year period aggregated to $30,926,000. This amount includes the principal paid on the eight bond issues that were retired. Even with new bonded indebtedness of $22,660,000, the University had less bonded indebtedness than it did July 1, 1985. For a complete list of OSU's current state bond issue projects, please see the Finance and Physical Plant Resources file in the Resource Room. OSU has always enjoyed a national reputation of having sound revenue bond issues. The University has never had a default or a near default, and has not used its reserve funds to pay principal and interest, nor has it ever appealed to the state legislature for bond defeasance. Principal, interest, and reserve
requirements were met on schedule. It is postulated that this absence of difficulty is strongly correlated with the excellent management of auxiliary enterprises at OSU and the financial philosophy underlying the University's attitude for their financial management and contribution to the overall mission of OSU in a manner that does not require the use of educational and general funds.

**Sponsored Grants and Contracts**

Sponsored grants and contracts are also an integral part of the University's budget. Sponsored program expenditures have increased by 317 percent during the last decade. (Detailed information regarding the importance and growth of research expenditures is provided in the section on Research and Scholarship).

**Student Aid**

For FY94, in excess of $79 million in federal, state, and institutional student aid funds were administered by the Office of Student Financial Aid. Since 1985, there have been a number of major changes to the federal aid programs and a significant increase in the number of students applying for and receiving financial aid.

Funds for student aid are received through grant, work, loan and scholarship programs. For FY94, the three need-based grant programs were: Federal Pell Grants ($6.12 million), Federal Supplemental Educational Opportunity Grants ($3.7 million), and Oklahoma Tuition Aid Grants ($1.91 million). Grants for students from the Bureau of Indian Affairs, Vocational Rehabilitation and other sources provided an additional $977,000. The Federal Work-Study Program made available more than $939,000 in FY94.

As the federal programs have been revised by Congress, the role of loan programs in funding students' educations has increased dramatically. The combined Title IV and Title VII loan programs provided in excess of $38.2 million in funds for students for FY94. The Federal Stafford Student Loan Program is by far the largest program available to students, accounting for $28.72 million in FY94. The Federal Parent Loan and Federal Supplemental Loans for Students program provided $7.70 million, and loans available through the Wentz Foundation added an additional $132,000. The Federal Perkins Loan program also accounted for $1.52 million in funds to students for FY94. Finally, the Health Professions Loan Program (Title VII) provided $100,370 to students pursuing study in Veterinary Medicine.

University and OSU Foundation Scholarships, including Athletic and OSRHE awards, totaled $4.35 million, with other scholarships providing an additional $2.72 million for a total of $7.07 million for FY94.

Finally, the political nature of the federal programs creates an ever-changing atmosphere in which these programs are administered and funded. A major change in the programs involves the creation of the Federal Direct Loan Program. OSU was selected as one of 104 first-year schools to participate in the program, beginning in FY95.

**Administration of Financial Resources**

During the past ten years, access to data and speed of file update have replaced the need expressed in the previous report for a financial system "which has the capability to
render relevant, accurate, and current information on many different operations in a useful reporting format so that administrators and managers are able to make intelligent financial decisions and valid projections on budget position has changed drastically, especially in how the system is used. The financial system implemented in July, 1980, is still virtually in place today. Ten years ago the institution and its users questioned the ability of the system regarding access and use of financial information for management information purposes and maintained that management information needs exceeded the central systems' ability to support the campus. Users continue to demand near on-line, real-time access to information and are dissatisfied when data are not readily available for download/upload purposes. The institution's family of financial systems has been bypassed by technology and user ability. During a recent report prepared by external management consultants, the lack of modern administrative systems causes all budget units on campus to run shadow systems to obtain management information that the units perceive as necessary to carry on the business of the unit.

Monthly financial and budget status reports are still rendered to the various departments. The monthly reports are presented in such a form that user departments have useful financial operating data to compare operating results with the budget data. From this standpoint, the present system is very strong, but still lacks ready access for desk-top applications. From the negative side, the system still produces an abundance of paper, and it cannot meet all of the diverse operating needs that exist in all administrative units, which causes the administrative units to maintain shadow systems of varying degrees of complexity. Current efforts are aimed at participating in the various committee meetings to identify ways, and priorities, for eliminating dual-effort requirements and the need for shadow systems. Further enhancements are also planned to make the system data available for reporting in user-oriented formats using desk-top applications.

The institution, in 1993, formed a campus-wide committee to review the current financial administrative systems and develop a set of procurement specifications which could be used to request proposals from vendors to replace all, or some, of the institution's current financial systems. The results of the process were that no vendor could produce a packaged program, or set of programs, to meet the needs of the institution. Since rejecting all proposals, the committee has reconvened and is working on a set of strategies to address the various campus needs. The committee has identified four immediate projects which will fully task the institution's new system development resources. The projects are:

1. **Acquisition of a Data Access Package.** The purpose of the package is to equip any user with access to a personal computer and the mainframe with the technology to download administrative data from the central data files to the users machine for generation of ad hoc management information reports. This project shares a first priority status with number 2 below.

2. **Acquisition of an Electronic Forms Package.** The purpose of the package is to allow the transmission of recurring forms (employment action forms, requisitions, etc.) electronically through the use of existing electronic mail facilities available to all users on campus.

3. **Acquisition of a Billing and Receivable System (BRS)XStudent Loan Billing (SLB) System.** The purpose of the package is to replace the current BRS/SLB system. A subcommittee has been formed to determine if a new system is to be purchased or the existing system is to be rewritten to
incorporate all of the user's needs and re-engineering of the file and storage structure to meet the institution's Data Base II (DBII) initiatives.

**4. Re-engineering and development of a Grant and Contracting System.**
The purpose of this project is to re-engineer and convert the current Grants and Contracts Financial Systems to a DBII format. At the same time, the new system will address full grants and contracts reporting from proposal through final report.

The ultimate responsibility for financial management at a comprehensive university such as OSU remains a dynamic process. At OSU, this responsibility can best be described as a shared responsibility between the Business and Finance Division and the various campus administrative units. Total responsibility for the integrity of expenditures and overall controls and financial reporting rests ultimately, however, with the Vice President for Business and Finance. Great strides have been made over the past few years to achieve user identification and ownership with the various processing procedures. Members of the campus constituencies have participated in major re-engineering efforts directed toward the input and reporting functions of the various administrative systems. Through these efforts, the users are only inputting minimal information required by statutory and regulatory directives and are receiving more user-friendly and meaningful management reports.

**Sponsored Agreement Administration**
Major sponsors for research, instruction and service activities during FY94 are as shown below:

**Federal Award Sources for 1994**
- United States Department of Agriculture $14,434,468
- National Science Foundation 11,375,430
- United States Department of Defense 8,950,333
- United States Department of Health and Human Services 8,331,495
- United States Department of Education 7,824,663
- Environmental Protection Agency 5,033,775
- United States Department of Transportation 2,855,820
- Agency for International Development 1,913,483
- Other Higher Education 1,060,574

**State Award Sources for 1994**
- Oklahoma Center for Advancement of Science & Technology 10,773,929
- Other State Agencies 4,559,160
- Oklahoma Department of Health 3,437,491
- Oklahoma Department of Human Services 2,831,026
- State Regents for Higher Education 2,506,391
- Other Higher Education 2,325,659
- Other Higher Education 2,056,234
Private Award Sources for 1994

Private Industry 12,025,633
Foundations 4,520,604
OSU Foundation 4,045,217
Other Private Agencies 2,829,376
Institutes 2,521,239
Companies-Agricultural 2,135,887
Non-profit Organizations 1,854,032
Colleges and Universities 1,785,485
Foreign Governments 1,655,690
Companies-Foreign 1,217,763

The award data for OSU has the following characteristics: the whole award amount is included in the dollar figures for each fiscal year of multiple-year awards, and if the funding is passed through from federal sources, the federal source includes the award.

The routing activity of the University describes the number of sponsored program proposals and awards which were administratively processed for the years indicated.
As Figure 16 shows, from 1990 to 1994, routings processed in Grants and Contracts Financial Administration decreased slightly by 9.4 percent. The reduction is a result of 29 less proposals and 227 less awards reviewed.

The number of active award accounts has also continued to grow as shown in Figure 17 following.
From 1990 to 1994, the active award accounts increased 43 percent. The active award accounts include multiple accounts established for a single award divided among several researchers.

Research activity continues to provide the predominant share of sponsored funding as captured in Figure 18 and Table 24 following.
Figure 18. Expenditure Trends from 1984-94
In total, sponsored program expenditures increased 317 percent from 1985 to 1994. OSU has enjoyed increases in the following functions: Instruction (512%), Research (213%) and Public Service (577%).

Indirect cost recoveries have continued to grow, and are allocated as shown in Table 25:

<table>
<thead>
<tr>
<th>Year</th>
<th>Instruction</th>
<th>Research</th>
<th>Public Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>2,277,002</td>
<td>7,802,011</td>
<td>1,384,445</td>
</tr>
<tr>
<td>1986</td>
<td>2,676,171</td>
<td>8,676,832</td>
<td>1,320,948</td>
</tr>
<tr>
<td>1987</td>
<td>3,577,970</td>
<td>10,577,866</td>
<td>1,216,351</td>
</tr>
<tr>
<td>1988</td>
<td>4,220,467</td>
<td>12,824,612</td>
<td>1,891,231</td>
</tr>
<tr>
<td>1989</td>
<td>3,641,461</td>
<td>13,036,368</td>
<td>2,174,095</td>
</tr>
<tr>
<td>1990</td>
<td>4,070,185</td>
<td>14,911,857</td>
<td>2,252,227</td>
</tr>
<tr>
<td>1991</td>
<td>4,662,021</td>
<td>19,801,527</td>
<td>2,502,333</td>
</tr>
<tr>
<td>1993</td>
<td>8,131,275</td>
<td>22,557,108</td>
<td>3,312,830</td>
</tr>
<tr>
<td>1994</td>
<td>13,940,803</td>
<td>24,424,297</td>
<td>9,282,070</td>
</tr>
</tbody>
</table>
In total, in the period from 1989 to 1994, indirect cost recoveries increased 88 percent. The portion of the indirect cost recoveries returned to the colleges increased 164 percent in the six-year period from 1989 to 1994. The indirect cost recoveries returned to the General University support the General University budget. The indirect cost recoveries returned to the ERF Management Fund support foundation programs as determined by the Executive Director of the ERF.

<table>
<thead>
<tr>
<th></th>
<th>ERF Management Fund of ERF recovery</th>
<th>OSU's portion of ERF recovery</th>
<th>College portion of OSU's recovery</th>
<th>Special Distribution of OSU's recovery</th>
<th>General University Working Fund</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY99</td>
<td>347,846</td>
<td>177,066</td>
<td>177,066</td>
<td>454,424</td>
<td>168,258</td>
<td>1,235,139</td>
</tr>
<tr>
<td>FY90</td>
<td>404,865</td>
<td>201,522</td>
<td>201,522</td>
<td>605,779</td>
<td>255,432</td>
<td>1,488,796</td>
</tr>
<tr>
<td>FY91</td>
<td>620,310</td>
<td>331,070</td>
<td>331,070</td>
<td>511,336</td>
<td>609,899</td>
<td>1,435,803</td>
</tr>
<tr>
<td>FY92</td>
<td>655,805</td>
<td>259,403</td>
<td>259,403</td>
<td>701,499</td>
<td>403,282</td>
<td>1,552,860</td>
</tr>
<tr>
<td>FY93</td>
<td>752,744</td>
<td>376,372</td>
<td>376,372</td>
<td>497,304</td>
<td>625,098</td>
<td>1,491,915</td>
</tr>
<tr>
<td>FY94</td>
<td>825,948</td>
<td>412,974</td>
<td>412,974</td>
<td>623,152</td>
<td>675,592</td>
<td>1,598,913</td>
</tr>
<tr>
<td>Total</td>
<td>3,607,520</td>
<td>1,758,407</td>
<td>1,758,407</td>
<td>3,393,494</td>
<td>2,737,611</td>
<td>8,804,416</td>
</tr>
</tbody>
</table>
Financial System Examination

A discussion and evaluation of financial resources comprising the University budget and the financial accounting system would not be complete without a discussion of the methods and controls used by the University to protect the integrity of its revenues and assets. Monitoring and evaluating the financial health of the University is accomplished by (1) external audits, (2) internal audits, and (3) interim financial reports.

The governing board of the University (OSU A&M Board of Regents) has responsibility for the audit function, both external and internal. This organizational structure allows for a more effective audit function since the audit function is independent of the activities it audits.

External Audits

An annual financial audit of the University by an independent accounting firm is mandated by State Law Title 70, Section 3909. The independent auditors are selected and approved by the OSU A&M Board of Regents and report to the OSU A&M Board of Regents. A Request for Proposal is submitted to potential audit firms as required, but at least every five years. The OSU A&M Board of Regents usually contracts with the selected audit firm for a period of three years with options to renew for one year at a time or for an additional two years. Selection criteria for the independent audit firm is stated in the Request for Proposal that is sent to potential bidders on the audit job.

In addition to the general purpose annual financial audit of the University, the OSU A&M Board of Regents also requests several other audits be performed by the external audit firm. The reports include:

- Financial & compliance audit of federally-funded assistance agreements and negotiated contracts, including student financial assistance programs (A-133 audit)
- NCAA financial audit report in compliance with NCAA Financial Audit Guidelines
- Athletic Department general purpose financial audit
- Revenue Bond System audit
- OSU Education and Research Foundation, Inc. audit

The annual audit reports prepared by the external audit firm are submitted directly to the OSU A&M Board of Regents in an open meeting. The audit reports are accompanied by a management letter containing observations made by the auditors during the course of their audits. The management letter contains recommendations for improving operations and controls. The University is required to respond in writing to the management recommendations, stating what action will be taken to comply with the recommendations. During the OSU A&M Board of Regents meeting when the external audit reports are presented, the University administration is required to discuss the University's response and its compliance with the recommendations.

Internal Audits

In the fall of 1987, a decision was made by the OSU A&M Board of Regents to assume responsibility for the Department of Internal Audits at the University. This change in
reporting level allowed for greater independence of the audit department since the department had been reporting to the President of OSU. The Director of Internal Audits is responsible to the Fiscal Affairs Committee of the OSU A&M Board of Regents and the Executive Secretary of the OSU A&M Board of Regents.

The Department of Internal Audits is a function that serves management at all levels by reviewing and appraising the financial activities of university departments, the integrity and accuracy of its records, and the general effectiveness of operations. The scope of the audit department is institution-wide, including all constituent agencies, and does not purposely exclude any function or activity of the University.

In planning what areas will be audited each year at the University, the Internal Audit Department solicits upper management's input asking for potential audit ideas and functions that management feels need to be reviewed. The Internal Audit Department takes into consideration current areas of risk to the institution, such as IRS issues for higher education or Athletic Department compliance with NCAA rules and regulations. The previous year's financial statements are analyzed to determine key financial areas which are material, such as payroll expenditures, auxiliary enterprises, or grants and contracts.

Consideration is also given to areas which will be covered by the external auditors. OSU's audit plan is reviewed and discussed with the external auditors. The work performed by the external auditors and internal audit staff is coordinated to avoid duplication of effort. The external auditors have access to internal audit reports and working papers to augment their specific efforts. As a consequence of coordination of work effort, audit coverage is expanded.

Audit reports go directly to the administrator in charge of the function being audited. The client is asked to respond in writing to any recommendations contained in the report. The response should include a plan of action for correcting any weaknesses noted in the audit. The client's response is included in the final report which is issued to the appropriate administrative levels of the University. Copies of all audit reports are sent to the OSU A&M Board of Regents, to the President of the University, to the Vice President for Business & Finance, and to the appropriate vice president, dean, and/or director responsible for the area audited.

Interim Financial Reports

On a monthly basis, the OSU A&M Board of Regents Office receives financial statements prepared by the OSU Office of Associate Vice President & Controller. Key statements include:

1. Summary of Receipts and Disbursements (for each OSU agency)
2. OSU A&M Board of Regents Office Report
3. Athletic Department Financial Statement (current month and year-to-date)

This information is provided to all regents and monthly highlights are discussed with the appropriate OSU A&M Board of Regents' committees as necessary.

The level of reporting responsibility to the OSU A&M Board of Regents for both external and internal auditors is a demonstration of the OSU A&M Board of Regents' intent to safeguard the University's assets, to protect its personnel, and to help insure
adherence to prescribed policies and procedures, state statutes, and federal regulations, where applicable.

Proposals for Fiscal Management Reforms

Progress Towards 1985 Goals

During the past decade, the University has been very active in its own right, and as a part of a coalition of institutions, in seeking legislative support of major issues impacting business and finance management. Through legislation and negotiated positions with the Oklahoma Office of State Finance (OSF) and the Oklahoma Office of State Treasurer (OST), the University has achieved more fiscal autonomy and management flexibility. Some of the full, or partial, resolutions of previous goals addressed are:

1. OSU has sought and received legislative and OSRHE policy changes that allow the institution to invest all available fund balances except appropriated dollars and tuition and fees. Thus, interest earned on Grant and Contract Working Funds, State School Land Funds (allocated), Auxiliary and independent operations, and all unexpended plant funds, renewal and replacement plant funds, and retirement of indebtedness plant funds have been invested to the maximum allowed by prudent cash management principles.

2. OSU has worked closely with the OSRHE, OSF and OST to establish an electronic claims settlement system within higher education. As a result of the project, claims are now settled within 48-72 hours versus 3-4 weeks. The project provides the maximum discretion available under the statutes to the institution, while still providing state-mandated oversight through the OSF and OST. The accomplishment of this project required legislative action, policy changes within the OSF, OST, OSRHE, OSU A&M Board of Regents, and OSU.

3. The institution developed the necessary procedures to originate and maintain all payroll records at the University and electronically transmit payroll information to the state offices and banking institutions as required. As a result of this project, the employees of OSU, and its constituent agencies, receive payroll services on their campus versus a distant service bureau. Efforts directed at eliciting support from employees for direct deposit of their paychecks has been highly successful with OSU having one of the highest direct deposit percentages in the State.

4. In conjunction with 2 above, OSU has been successful in eliminating redundant record keeping at the state level. The procedures established for the electronic claims settlement system require that the audit file (original invoice data) be maintained at OSU versus the OSF. This negotiated issue has eliminated the preparation of separate claims information, in paper format, for the OSF and eliminated their requirement to re-key the data into their system. This change now emphasizes institutional management and accountability, while saving immense manpower in the state administrative offices through elimination of
duplicative record keeping and the 100 percent pre-audit of all documents passing through the state level offices.

2005 Goals

The University realizes that education of the legislature is essential to maintaining positive legislative support. The University realizes that the development of joint coordinated proposals with other institutions, the OSF, the OST, and the staff of the OSRHE are necessary to achieve real change within the states' fiscal and reporting systems.

The University also realizes that some major changes within the institution are necessary to achieve the fiscal reporting and management information needs of the various campus constituencies. Some considerations for future projects/issues are:

1. Formulation of a Data Standards Committee to:
   - Promote data consistency and standardization throughout the University by developing standards which will be incorporated into the data dictionary, repository/warehouse.
   - Recognize and promote the importance of data and information as an institutional asset.
   - Create an architecture that consolidates the conceptual, logical, and physical models of the data to the institutional needs and business functions of the University.
   - Minimize duplication of data.
   - Facilitate data and information sharing.
   - Improve the quality, accuracy, and integrity of information and shared data.
   - Facilitate the downloading and uploading of management information across campus to allow access to data and the use of data to meet ad hoc and recurring management needs.

2. Processing of all payroll checks through the OST's Check Clearing House System to facilitate direct deposits of funds and eliminate payroll checks in all but exceptional instances. Solicit legislative support for requiring direct deposits of payroll as a condition of employment.

3. Seek OSF and OST support of direct deposit of travel claims with concomitant elimination of manual, or automated, check preparation and handling. Solicit legislative support for requiring direct deposits of travel refunds as a condition of employment.

4. Identify, evaluate and acquire an electronic forms package for the University. The package should be capable of handling basic university forms (Employment Action, Requisition, etc.) in an electronic format versus paper form. The change would reduce the redundant input of data at various administrative stations on campus and would allow for edits to occur at the point of entry versus a central office. The forms package will be acquired to work with the University's electronic mail package.

5. Identify, evaluate, and acquire a Billing and Receivable System (BRS) and a Student Loan Billing System (SLB) for enhanced student and customer support. The installation of a user friendly BRS/SLB system will allow students, and other customers, to access their accounts and be able to interpret the balances
and the detailed activity on their account. A high priority for such a system will be the ability to process payments against specific charges and eliminate "detailed transaction overload" caused by multiple reversing entries required by the system but nonessential to the statement user.

6. Upgrade the current financial system to a data base storage system so that users can more readily access the data and can depend on the data elements to be all encompassing for the University and not just one, or a few, applications. The issues addressed in 1-5 will be prioritized ahead of this issue, but the standardization work discussed above will also contribute to this project. This project, coupled with the electronic forms project, will virtually eliminate the need for "shadow systems" on the campus due to timely data posting and access to data storage and retrieval for users of the system.

Physical Plant Resources

OSU is proud of its efforts in developing its physical plant resources during the 1985-1994 time frame. This development can be characterized by: 1) the construction of new space, 2) the renovation and improvement of existing space, 3) care and continuing maintenance of its infrastructure, 4) the recognition of critical environmental and regulatory issues concerning space management and 5) the wise use of available resources dedicated to facilities management.

A registry of OSU's stewardship efforts relating to its lands and improvements is contained in its 1996-2000 Campus Master Plan which was approved by the OSU A&M Board of Regents in April, 1994. In 1992, legislation was enacted requiring the University and other state agencies to participate in a statewide systematic cataloging of capital needs for a rolling five-year planning horizon. The University has aggressively used the intent of this legislation to conclusively demonstrate its needs for approximately $417 million in capital needs including $57 million in deferred maintenance. Notwithstanding this immense need for new and renovated spaces, the University has made great strides over the past ten years to prepare its campuses through a variety of resources to meet the present and future educational needs of the citizens of Oklahoma and the United States. For a complete listing of all new construction projects from 1985 through 1994, please see the Finance and Physical Plant Resources file in the Resource Room.

Summary of the University's Physical Resources

Administrative Improvements and Related Costs

During FY 1992-93, the University consolidated two major physical facility functions within Physical Plant Services. These functions include the elimination of Architectural Services and the merging of residential facilities operations and maintenance functions. The new consolidated Physical Plant Services is now better equipped to offer a wide array of facility services that translate in more cost efficient operations for the University. For a sampling of the most recent APPA comparative cost report and NACUBO benchmarking studies, please see the Finance and Physical Plant Resources file in the resource Room. Additionally, this same file contains a list of all capital improvements to the University's physical resources during the period 1985 through 1994.
The Future
Oklahoma State University, a land-grant university which focuses on people and opportunity, is endowed with a sacred trust: to develop and transmit knowledge and culture, which is the light of today, to our students and society, who are the light of our future. Our success in this endeavor will require the concerted efforts of OSU faculty, staff, students, alumni and supporters. With focus, determination, and mutual respect, we shall make OSU "The University of Choice in Oklahoma."

The Student Body of Oklahoma State University

We shall sustain an environment whereby our students are active participants in the academic enterprise. We shall place a premium on both the quality of instruction and the quality of life we provide to our students. All professors will be expected to participate in the undergraduate program in which excellence in teaching, counseling, and advising students will be celebrated.

In the next ten years, OSU will develop and sustain an aggressive program to ensure that the graduation rate for freshmen increases by 30 percent. Our graduates will be the state's top competitors in securing corporate appointments, and graduate school admissions, as well as national scholarships and internships.

OSU will achieve and sustain national recognition for its success in meeting the social and academic needs of our students. The importance of an international outlook and cultural awareness will be a highlight of the growth experience on this campus.

The Faculty and Staff of Oklahoma State University

The faculty and staff of OSU are the most important assets of the University and must be the key sources of innovation and leadership. Scholarly activity which directly enhances the quality of our academic programs will be encouraged. Active recognition of outstanding performance on the part of any member of our community will be a central feature of the OSU culture. We will embrace the love of learning, the respect for ideas, the need for diversity, and the vitality associated with positive change, which are essential to the welfare of the University.

The Programs of Oklahoma State University

OSU’s academic programs will serve as beacons that attract scholars, students, and external support. All programs will meet credible national accreditation standards and OSU will meet or exceed all of the requirements to be designated a Research I university. External funding of research and scholarly activity will increase by 50 percent over the next ten years. The relevance and quality of our graduate programs will distinguish OSU and be keys in the economic growth and diversification of Oklahoma and our region.

Consistent with its land-grant mission, OSU will provide broad-based, high quality extension programs that assist Oklahomans in improving their lives and the economic competitiveness of the state. The University will have active exchange programs with the
business community of Oklahoma to ensure that our intellectual capital is accessible to spur economic development. Entrepreneurial funding of extension efforts will increase by fifty per cent over the next ten years. OSU will continue to be the national leader in the use of information technology to provide access to education.

Annual private support will double in the next ten years. Through a series of campaigns, the intellectual, political, social, and financial resources of our alumni and friends will provide the margin of excellence to ensure OSU's national prominence.

Our Purpose

Our purpose must hold that we commit to excellence in this endeavor. The citizens of Oklahoma expect nothing less from us and working together, we shall meet their expectations. We are the stewards of a cherished institution: "Oklahoma State - The University of Choice in Oklahoma."

Request for Accreditation

Oklahoma State University respectfully requests that the North Central Association grant ten-year reaccreditation status.
General Institutional Requirements

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

Response: Oklahoma State University was established in 1890 as Oklahoma Agricultural and Mechanical (A&M) College under provisions of the 1862 Morrill Act, which provided for land-grant colleges. As a land-grant college, Oklahoma A&M College was to provide Postsecondary education for the sons and daughters of Oklahoma in the areas of agriculture and the mechanical arts, as well as a basic liberal arts education. From the beginning, its mission has been to provide an environment in which its constituents can discover, examine, preserve, and transmit knowledge, wisdom and values that will help ensure the survival of present and future generations with enrichment in the quality of life. Hence the institution has focused on teaching, research and extension. The Mission Statement was last revised in 1993 and is published in the Faculty Handbook and the Staff Handbook and the OSU Catalog.

Further statements of the purposes and mission of Oklahoma State University are to be found in the Faculty Handbook and the Oklahoma State University Student Rights and Responsibilities Governing Student Behavior (Copies available in the Resource Room)

2. It is a degree-granting institution.

Response: OSU Offers 86 Bachelor's Degrees, 65 Master's Degrees and 45 Doctor's Degrees. In the 1992-93 academic year, 2,710 bachelors degrees, 713 masters degrees, and 227 doctorates were awarded for a University total of 3650 degrees granted.

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

Response: Oklahoma State University is authorized to award degrees under terms of the legislative bill creating the University on December 25, 1890.

Oklahoma State University has all necessary operating authorities for its activities as a member institution of the Oklahoma State System of Higher Education. As an institution corporate under the constitution and laws of Oklahoma, it has full power and authority, acting through its constitutional Board of Regents, to do all things necessary or convenient to accomplish its corporate objects. (Title 70, Oklahoma Statutes, Sections 3201, 3401, and 3412; Oklahoma Constitution, Article VI, Section 3la).

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

Response: Oklahoma State University has all necessary operating authorities for its activities as a member institution of the Oklahoma State System of Higher Education. As an institution corporate under the constitution and laws of Oklahoma, it has full power and authority, acting through its constitutional Board of Regents, to do all things necessary or
convenient to accomplish its corporate objects. (Title 70, Oklahoma Statutes, Sections 3201, 3401, and 3412; Oklahoma Constitution, Article VI, Section 3la).

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Response: Oklahoma State University is one of five institutions of higher education (Oklahoma State University, Connors State College, Panhandle State College, Northeastern Oklahoma A&M College, and Langston University) governed by the Board of Regents for Oklahoma State University and Agricultural and Mechanical Colleges. This Board consists of nine members appointed by the governor subject to confirmation by the Oklahoma State Senate. As a public institution of higher education in Oklahoma, supported with funds appropriated by the state legislature, Oklahoma State University is a part of the Oklahoma State System of Higher Education which is governed by the Oklahoma State Regents for Higher Education. The Regents constitute "a coordinating board of control" with significant powers, especially in the areas of program approval and finances.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Response: Oklahoma State University is one of five institutions of higher education (Oklahoma State University, Connors State College, Panhandle State College, Northeastern Oklahoma A&M College, and Langston University) governed by the Board of Regents for Oklahoma State University and Agricultural and Mechanical Colleges. This Board consists of nine members appointed by the governor subject to confirmation by the Oklahoma State Senate. As a public institution of higher education in Oklahoma, supported with funds appropriated by the state legislature, Oklahoma State University is a part of the Oklahoma State System of Higher Education which is governed by the Oklahoma State Regents for Higher Education. These Regents constitute "a coordinating board of control" with significant powers, especially in the areas of program approval and finances. Current members of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges include bankers, ranchers, business leaders, a veterinarian, an attorney and a dentist.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Response: Dr. James Halligan currently serves as President of Oklahoma State University.

8. Its governing board authorizes the institution's affiliation with the Commission.

Response: Section II-2-2 of State Regents' Policies and Procedures stipulates that "Policies and procedures contained herein are compatible with those of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools,
the regional accrediting agency, and it is expected that institutions accredited by the State Regents will ultimately seek and become accredited by the regional accrediting agency."

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Response: Of the 939 full time faculty, 12 have professional degrees, 774 hold doctorates, 118 have masters degrees, 10 have bachelors degrees, and 24 have other types of degrees. Among the 76 part time faculty, 3 hold professional degrees, 23 have doctorates, 25 masters degrees, 12 bachelors degrees, and 13 have other types of degrees.

10. A sufficient number of the faculty are full-time employees of the institution.

Oklahoma State University has a total of 939 full time faculty members, 646 tenured, 195 tenure track, and 97 non tenure track. Among the 76 part time faculty, 7 are tenured, 3 are tenure track and 66 are non tenure track.

11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

Faculty participate in developing and evaluating OSU's educational programs by serving on departmental and college curriculum committees, by participating in regular (every five years) departmental program reviews, by serving on the university general education committee, and by participating the University Assessment Program.

12. It confers degrees.

Response: OSU Offers 86 Bachelor's Degrees, 65 Master's Degrees and 46 Doctor's Degrees. In the 1992-93 academic year, 2,710 bachelors degrees, 713 masters degrees, and 227 doctorates were awarded for a University total of 3650 degrees granted.

13. It has degree programs in operation, with students enrolled in them.

Response: In the 1992-93 academic year, 2,710 bachelors degrees, 713 masters degrees, and 227 doctorates were awarded for a University total of 3650 degrees granted. In the fall semester of 1993, there were 14,488 undergraduates and 4,241 graduate students enrolled at OSU.

14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

Response: All programs offered at OSU are classified according to the Classification of Instructional Programs developed by the U. S. Department of Education's National Center for Education Statistics. In accordance with its land grant mission, OSU has degree programs with a strong liberal education component and emphasizing advanced level programs in science and technology.
15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

Response: All programs offered at OSU are classified according to the *Classification of Instructional Programs* developed by the U. S. Department of Education's National Center for Education Statistics.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

Response: Basic general education requirements are set by the State Regents. As detailed in section II-2-82 of *State Regents' Policies and Procedures*, it includes the following components: communication and symbols; social, political and economic institutions; understanding of nature and man's place therein; understanding of human heritage and culture; and values and beliefs. Details as to which courses may be used to satisfy general education requirements are determined by the University General Education Committee. University general education requirements are presented in the "Academic Regulations" section of the *OSU Catalog*. College requirements may exceed the minimum established by the University.

17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Response: Admission requirements are established by the Oklahoma State Regents for Higher Education. They are detailed in the "Academic Regulations" section of the *OSU Catalog*.

18. It provides its students access to those learning resources and support services requisite for its degree programs.

Numerous units provide learning resources and support services for the students at Oklahoma State University. Many of these are described in the *OSU Catalog*. They include, but are not limited to: Student Services; Student Health Services; Counseling Services; Disability Services; Minority Programs and Services; International Student Services; Student Activities; the OSU Library; Computing and Information Services; the Mathematics Learning Resource Center; University Placement; and University Academic Services. Each of these units is described within this report.

19. It has an external financial audit by certified public accountant or a public audit agency at least every two years.

Response: An annual financial audit of the University by an independent accounting firm is mandated by State Law Title 70, Section 3090. The independent auditors are selected and approved by the OSU A&M Board of Regents and report to the OSU A&M Board of Regents. Details of this process are presented in the section on Financial and Physical Plant Resources in this report.
OSU has an external financial audit conducted every year by an external certified public accounting firm, currently Coopers & Lybrand. The University undergoes a full Single Audit under the provisions of Office of Management and Budget Circular A-133. As such, detailed support documents are included in the financial statements which provide to the statement reader full disclosure of all federal programs associated with the University. The University also incorporates the Education and Research Foundation in its financial statements in accordance with Governmental Accounting Standards Board Statement No. 14, The Financial Reporting Entity. The financial statements contain a full set of footnotes in accordance with generally accepted accounting principles to include full disclosure of university financial activity on behalf of the University by the Oklahoma State University Foundation.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Response: The projected FY95 total budget for Oklahoma State University is more than $240,000,000. Sources of funds include governmental appropriations, sponsored research, tuition and fees, auxiliary enterprises, student aid and other sources. The largest source of funds available to the University comes from governmental appropriations.

The financial documents demonstrate the use of resources to support the educational mission of OSU. In addition to the audited financial statements, the University prepares and distributes annual operating budget books and prepares comprehensive functional reports to the OSRHE. Through annual budget hearings, the heads of instructional activities are given the opportunity to bring issues forward for consideration in the budget process.

21. Its financial practices, records, and reports demonstrate fiscal viability.

Response: The financial practices, records, and reports of OSU demonstrate fiscal viability in all categories. During the past few years, fiscal policies have been set forth which encourage all units, especially auxiliaries, to establish funded repair and replacement reserves. Fund balances, in all but a few cases, are healthy and reflect strong fiscal management throughout the University. In those cases where fund balances are less than desired, finance plans are developed to bring the balances to a more acceptable level. Only the auxiliaries within the University are allowed to incur bonded debt. Such debt is constantly monitored and current market trends are applied to all bonded debt at least annually to determine if refinancing or advanced funding is in the best interests of the bond issue. Significant strides have been made in the investment of institutional funds. Policy changes were sought and obtained by the OSRHE and the governing board which allow more of the University's funds to be invested with the interest returned to University use. In virtually all categories fiscal viability is evident.

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of

- its educational programs and degree requirements;
- its learning resources;
• its admissions policies and practices;
• its academic and non-academic policies and procedures directly affecting students;
• its charges and refund policies; and
• the academic credentials of its faculty and administrators.

Response: All of the above information is presented in the OSU Catalog.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

Response: This information is presented on page 7 of the 1994-95 OSU Catalog.

24. It makes available upon request information that accurately describes its financial condition.

Response: Information about the University's financial resources is provided routinely to a wide variety of groups including the media, students, faculty and staff, alumni, public citizens and other institutions. The audited financial statement is available upon request.
APPENDIX B: SUMMARY OF NCA CRITERIA
Summary of NCA Criteria

Criterion One:

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher learning.

The report includes a public mission statement of both the OSU/A&M Board of Regents and of the University, as adopted by the Board in the Governance and Administration section of Chapter 1. This chapter also addresses missionary role and scope of Oklahoma State University.

Additionally, the OSU Catalog contains the mission statement for the University.

Criterion Two:

The institution has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

The report includes information on the establishment and the legal powers of the two Boards of Regents. The selection of those Regents as public members is addressed as well as their autonomy from administrative pressures in the Governance and Administration section of Chapter 1. Also addressed is the procedure for selecting the executive officer of the University. A section on the numbers of full time faculty is also included as well as a referral to documentation which substantiates the degrees of those faculty having been earned at accredited universities.

Additionally, Chapter 5 outlines many of the resources available to faculty, staff and students.

For information on the financial resources of the University, refer to Chapter 6.

Criterion Three:

The institution is accomplishing its educational and other missions.

Evidence that Oklahoma State University is accomplishing its purposes as a land-grant university is analyzed in Chapters 3 and 4 of this document. The information contained in these two chapters correspond to the three-fold missions of the land-grant university: instruction, research and extension.

Criterion Four:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Although this report is based on a self-study of the last 10 years, analysis exists throughout it about how Oklahoma State University will use its human, financial and
physical resources to continue accomplishing its purposes in the future. The report's conclusion is especially noteworthy as it presents challenges that will confront the University as it moves into the decade ahead.

**Criterion Five:**

*The institution demonstrates integrity in its practices and relationships.*

Using a variety of internal and external mechanisms, Oklahoma State University has addressed and will continue to address such issues as non-discrimination, academic honesty, due process, harassment and affirmative action.

Chapter 5, in the section on Mulu'culturalism of this *Accreditation Report*, details the institution's commitment to access, equity and diversity. Additionally, grievance procedures are described in Chapter 3: Improving Academic Program Quality.

Administrative Review

Chair: Tim Greene, Professor and Head, School of Industrial Engineering and Management
Members: Mary Anne Gularte, Assistant to the Dean, Agricultural Sciences and Natural Resources Division
Rudy Greer, Director of Planning and Operations, College of Business Administration
Denise Weaver, Assistant to the Vice President of Academic Affairs, Office of Academic Affairs

The Colleges

The College of Arts and Sciences (A&S)

Chair: Rick Rohrs, Associate Dean, A&S
Members: Ed Arquitt - Professor, Sociology - Professor
          Herb Bruneau, Professor, Zoology
          Jennifer Field, Student
          John Gelder, Professor, Chemistry
          Bill Ivy, Director, Arts and Sciences Student Services
          Mary Mandeville, Assistant Professor, Speech Communication
          Nancy Monroe, Associate Professor, Speech Pathology
          Tim Murray, Student
          Ronald Petrin, Associate Professor, History
          Mike Silva, Field Program Director, College of Arts and Sciences
          Tom Walker, Associate Professor, Music

The College of Agricultural Sciences and Natural Resources (CASNR)

Chair: Wesley Holley, Assistant Dean, CASNR
Members: Edmond Bonjour, Senior Research Specialist, Entomology
          Dave Buchanan, Professor, Animal Science
          Margi Stone Cooper, Publications Editor, Ag Education, Communications
          Kevin Donnelly, Professor, Agronomy
          Marge Johnston, Senior Secretary, Biosystems & Ag Engineering
          Sean Kouplen, Student Representative, President, Ag Student Council
          Franklin Leach, Professor, Biochemistry & Molecular Biology
          Larry Littlefield, Professor & Head Plant Pathology
          Joe Schatz, Associate Professor, Ag Economics
          Margaret Struble, Administrative Assistant, Horticulture & Landscape Architecture
Sharon Whitney, Coordinator, Academic Programs, CASNR & 4-H Youth Development
Bob Wittwer, Associate Professor, Forestry

**The College of Business Administration (CBA)**

**Co-Chairs:** Gregory C. Mosier, Associate Dean, CBA
Rudy I. Greer, Director of Planning and Operations

**The College of Education (COE)**

**Co-Chairs:** Jeanne Barrett, COE Curriculum Coordinator and Certification Specialist
N. Jo Campbell, Associate Dean, COE
Lean Engelhardt, Associate Director of Teacher Education
Kouider Mokhtari, Director of the Teacher Education Assessment Project

**Members:**
Lynn Arney, EAHED Faculty Member
Bridget Beach, Undergraduate Student
Linda Bean, Graduate Student
Lowell Caneday, HPEL School Director
Robert Charles Davis, ABSED Faculty Member
Betty Edgley, HPEL Faculty Member
Robin Fuller, Undergraduate Student
Dale Fuqua, ABSED Department Head
Edna Lungers, Undergraduate Student
Jill Kidwell, Undergraduate Student
Ron Kreincamp, Graduate Student
Joe Licata, EAHED Department Head
Stacy Lyons, Undergraduate Student
Steve Marks, AVSED Faculty Member
Joy Meyers, Staff Council Representative
Marilyn Middlebrook, Director of COE Student Academic Services
Melvin Miller, OAED School Director
Bruce Petty, CJJED Department Head
Kathleen Ryter, Graduate Student
Ray Sanders, OAED Faculty Member
Thomas Smith, Chair of COE Alumni Association
John Steinbrink, CIED Faculty Member
Tara Tevebaugh, Undergraduate Student
Margaret Torstenson, Undergraduate Student
Kenneth Wiggins, AVSED Department Head
Liz Wilcox, Staff Council Representative
The College of Engineering, Architecture & Technology (CE AT)

**Chair:**  David Thompson, Associate Dean, CEAT

**Members:** Scott Baldwin, Sr. Research Equipment Specialist, Electrical & Computer Technology
J. D. Brown, Interim Head, Fire Protection and Safety Technology
Cindy Finkle, Coordinator FST Programs, Fire Service Training
Laura Gann, Coordinator, CEAT Extension
Afshin Ghajar, Professor, Mechanical and Aerospace Engineering
Bob Hollrah, Coordinator Honors/Scholarships, CEAT Student Services
Holly Lute, Student
Rea Maltsberger, Sr. Unit Assistant, Electrical & Computer Engineer
Gerald McClain, Head, Mechanical Design and Manufacturing
Carolyn McKelvey, Supervising Secretary
Don Norvelle, Associate Professor, Mechanical Power Technology
Steve O'Hara, Associate Professor, Architecture
Charles Rich, Head, Construction Management Technology
Mike Rigney, Research Engineer, Biosystems and Agricultural Engineering
Laura Schierenbeck, Student
Shawnee Sterett, Student
Palmer Terrell, Professor, Industrial Engineering and Management
Jan Wagner, Professor, Chemical Engineering
Bill Westhoff, Manager, International Fire Service Accreditation Congress
Doug Wright, Local Government Specialist, Center for Local Government Technology
Mike Wieder, Sr. FPP Editor, Fire Protection Publications

The College of Human Environmental Sciences (HES)

**Chair:**  Lynn Sisler, Associate Dean, Undergraduate Programs, HES

**Members:** Pat Bowen, Computer Specialist
Lisa Boyer, Student, President, Human Environmental Sciences Student Council
Donna Branson, Head, Design, Housing and Merchandising
Rex Gulp, Head, Family Relations and Child Development
Dave Founder, Professor and Chair, Human Environmental Sciences Faculty Advisory Council
Ray Kavanaugh, Head, Hotel and Restaurant Administration
Cora LeGrand, Senior Academic Counselor
Kami Morris, Financial Coordinator
Julie Nahrgang, President, Dean's Speakers Bureau
Sherry Roden, Coordinator, Student Recruitment
Randall Russ, Graduate Student, Human Environmental Sciences
Barbara Stoecker, Interim Head, Nutritional Sciences

The College of Veterinary Medicine (CVM)

Co-Chairs: Jim Creed, Assistant Dean, Veterinary Medicine Teaching Hospital
Billy Hooper, Associate Dean, CVM

Members: Ken Bartels, Department of Medicine and Surgery
Tish Chism, Year IV Student
Bill DuBois, Year III Student
Bill Edwards, Diagnostic Laboratory
Charles MacAllister, Department of Medicine and Surgery
Ronald Mandsager, Clinical Sciences
Becky Morton, Pre-Clinical Sciences
Simone Nutt, Year II Student
Pat Stormont, Student Affairs and Basic Science Areas
Joe Wilson, Business and Administrations and Service Areas

University Center at Tulsa

Chair: Tony Brown, Coordinator, OSU Program, University Center at Tulsa

Honors Program

Co-Chairs: Bob Spurrier, Director, University Honors Program
Evan Tonsing, Associate Professor, Music

Members: Carmen Cobb, Student, Elementary Education
Alaina Harrington, Student, Accounting; Chair, University Student Honors Council
Renee Heintz, Student, Statistics
Laura Hubbs-Tait, Professor, Family Relations & Child Development
Tim Krehbiel, Professor, Finance
Rikki Martin, Student, English
Brenda Masters, Professor, Statistics
Sarah McLean, Student, Biochemistry
Julie Nahrgang, Student, Family Relations & Child Development
E, C. Nelson, Professor, Biochemistry & Molecular Biology
Larry Perkins, Professor, Sociology
Wendy Rachel, Student, Civil and Environmental Engineering

Undergraduate Academic Programs

Chair: Becky Johnson, Dean, Undergraduate Studies
Members: Rick Rohrs, Associate Dean, Arts & Sciences
         Wayne B. Powell, Professor, Math/Associate Dean, Graduate College
         Marilyn Middlebrook, Academic Counselor, Education
         Ron Petrin, Head, History
         Lynn Sisler, Associate Dean, Undergraduate Programs, Human
               Environmental Sciences
         Martha McMillian, Director, University Academic Services
         Evan Tonsing, Associate Professor, Music
         Bennett Basore, Professor & Head, General Engineering
         Adrienne Hyle, Associate Professor, EAHED
         Bob Spurrier, Director, University Honors Program
         Kenneth McKinley, Associate Dean, Educational Assessment

University Assessment

Chair: Kenneth H. McKinley Interim Dean, College of Education
Members: Laura Barnes, Education, Assistant Professor
         Rick Batteiger, Arts & Sciences, Associate Professor
         Jo Campbell, Education, Professor & Associate Dean
         Marcia Dickman, Education, Associate Professor
         David Fournier, Human Environmental Sciences, Professor
         Dale Fuqua, Education, Professor & Department Head
         Steve Haseley, Vice President Student Services Coordinator
         James Huston, Arts & Sciences, Associate Professor
         Becky Johnson, Dean Undergraduate Study
         James Key, Agriculture, Professor
         Holly Lutze, Student Government
         Martha McMillian, University Academic Services, Director
         Wayne B. Powell, Graduate, Associate Dean & Professor
         Tom Stone, Business, Professor
         David Thompson CEAT, Professor & Associate Dean
         John Thornton Arts & Sciences, Professor
Graduate Education

Chair: Wayne B. Powell, Associate Dean of the Graduate College; Professor, Mathematics

Members: Paul Westhaus, Professor, Physics; Graduate Coordinator in Physics
         David Foumier, Professor, Family Relations and Child Development
         Melanie Palmer, Associate Professor of Entomology
         Darin Brunson, Graduate Student in Philosophy; Vice-President, Graduate Student Association

Research and Scholarship

Chair: Tom Collins, Vice-President for Research, Dean of the Graduate College

Members: Jack Bantle, Associate Dean of Research, Arts and Sciences
         Larry Crowder, Assistant Dir. and Interim Associate Director, Agriculture Experiment Station
         Richard Eberle, Associate Dean of Research, Veterinary Medicine
         Carol Engle, Manager, University Research Services
         Alien Kelly, Associate Dean, CEAT
         Conrad McHugh, Director, Grants and Contracts, Financial Administration
         Ken McKinley, Interim Dean and Associate Dean, Administrative Affairs, Education
         Carol Olson, Director, Strategic Research Development
         Gary Watson, Director, Research, Osteopathic Medicine
         Margaret Weber, Associate Dean of Research, Human Environmental Sciences

         Josh Weiner, Interim Director, Business and Economic Research

Extension and Outreach

Chair: James Hromas, Director, University Extension

Members: Lainney Ballew, Director, Extension Programs-OKC
         Robert Brown, Director, Arts and Sciences Extension
         Debra Engle, Director, Human Environmental Sciences Extension
         Charles Feasley, Director, Independent and Correspondence Study
         Marty Muck, Director, Extension Programs-Tulsa
         Sharon Nivens, Associate Director, University Extension
         Kenneth Stern, Director, Education Extension
         David Thompson, Associate Dean, College of Engineering
         Julie Weathers, Associate Director, Business Extension
Ex Officio: Marshall Alien, Director, Educational Television Services
   Telecommunications Center
Craig Beeby, General Manager, KOSU
Jim Rogers, Director, Wellness Center

University Relations and Public Affairs
Chair: Harry Birdwell, Vice President for University Relations and Public Affairs
Members: Natalea Watkins, Director, Communication Services
         Marshall Alien, Director, Educational Television Services
         Ron Long, Director, International Business Development
         Cathy Williams, Assistant to Vice President, University Relations and Public Affairs

OSU Foundation
Chair: Charlene Pinkston, Vice President for Administration, OSU Foundation
Members: Dale Ross, Executive Director of Plan Giving, OSU Foundation
         Ron Area, OSU Foundation CEO and President

Alumni Association
Chair: Jency Dennis, Director, Alumni Programs
Members: Claudia Holderidge, Alumni - Class of 1980, Oklahoma City Alumni Club Officer
         Ellen Fleming, Alumni - Class of 1974, Tulsa Alumni Club Officer
         Mary Hudson, Alumni - Class of 1980, Alumni Board of Directors
         Wendell Locke, Alumni - Class of 1953, Past National President, Alumni Association
         Sam Ott, Alumni - Class of 1972, Past National President, Alumni Association
         Brenda Scheffler, Student and member, Student Alumni Board
Ex Officio: Jerry Gill, Executive Director, Alumni Association

University Library
Chair: Edward Johnson, Dean of Libraries
Member: Norman Nelson, Assistant University Librarian

Information Technology
Chair: J. L. Albert, Director, Computing and Information Services, (CIS)

Members: James Alexander, Assistant Director, Technical Services, (CIS)
          Dan Carlile, Supervisor, Client Services, (CIS)
          Russ Horner, Assistant Director, Information Systems Service, (CIS)
          Gilbert Rose, Director, ASD/CIS
          Eric J. Ray, Technical Information and Special Projects Specialist, (CIS)
          Marilyn Kletke, CIS Advisory Committee
          Dan Burgard, Faculty, Library

Academic Support Systems and Services

Chair: William A. Ivy, Director, Arts and Sciences Student Academic Services

Members: Larry Kruse, Director of High School and College Relations
          Gordon Reese, Associate Director of Admissions
          Glen Jones, Associate Registrar
          Steve Uryasz, Director, Academic Services for Student-Athletes
          Robert Graalman, Director, University Scholarships
          Adele Tongco, Office of International Programs
          Craig Robison, Director of Student Academic Services, College of Business Administration
          Ron Payne, Director, Audiovisual Center

Ex Officio: Robert Gate, Phoebe Schertz Young Professor of Religious Studies
            (faculty representative)

          Lynn Sisler, Associate Dean of Undergraduate Programs, College of Human Environmental Sciences

Student Services and Students

Chair: Marcia Dickman, Associate Professor/Assistant to Vice President for Student Services

Members: Jan Carlson, Manager, Student Activities
          Ken Chance, Director, ADA Compliance
          Jack Henneha, Insurance Officer, Student Health Center
          Bob Huss, Director, Residential Life
          Bob Jamison, Placement Counselor, University Placement
          Mac McCrory, Assistant Director/Coordinator of Marketing, Wellness Center
          Steve Robinson, Director, Assessment
          Mark Wagstaff, Coordinator, Outdoor Adventure
          Margaret Betts, Coordinator of Information Services, Financial Aid
Multiculturalism

Chair: Earl D. Mitchell, Jr., Interim Associate Vice-President for Multicultural Affairs

Members: Francene Botts, Director, Affirmative Action
           Cida Chase, Professor of Foreign Languages
           Pete Coser, Coordinator, Native American Programs in Multicultural Development
           John Cross, Associate Professor, Sociology
           Corinna Czejak, Assistant Professor, Chemistry
           Margaret Ewing, Associate Professor, Zoology
           Pauline Holloway, Associate Professor, ABSED
           Tim Ballard, Undergraduate Student, Electrical Engineering
           Twyler Bibbons, Undergraduate Student

Athletics

Chair: Ann Baer, Assistant Athletic, Director/Senior Woman Administrator

Members: Agatha Anderson, Assistant Director, Academic Services for Student-Athletes
           Charles Beddingfield, Assistant Athletic Director/Development
           Robert Burton, Assistant Athletic Director/Compliance
           Steve Buzzard, Assistant Athletic Director/Media Relations
           Gerald Lage, Faculty Athletic Representative/Professor, Economics
           Dave Martin, Interim Athletic Director
           Marty Sargent, Assistant Athletic Director/Facilities
           Vina Spickler, Interim Athletic Business Manager
           Steve Uryasz, Director, Academic Services for Student-Athletes

Financial and Physical Plant Resources

Chair: David Bosserman, Associate Vice President and Controller

Members: Anne Matoy, Director, Personnel Services
           Joe Weaver, Interim Director, Planning and Budget
           Steve Whitworth, Assistant Director, Accounting Services
           Charles Bruce, Director of Financial Aid
           Conrad McHugh, Director, Grants and Contracts Financial Administration
           Cecil Strande, Director, Internal Audits
           John Houck, Director, Physical Plant Services
           Rinda Starr, Fiscal Officer, Student Services
APPENDIX D: BASIC INSTITUTIONAL DATA FORMS

The Basic Institutional Data Forms for the 1995 Self-Study are posted in a separate document.
Basic Institutional Data Form C

PART 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Oklahoma State University
Specify quarter/semester reported: Fall 1994

Include only personnel with professional status who are primarily assigned to resident instruction and depart-
Basic Institutional Data Form D

PART 3 - INSTITUTIONAL INDEBTEDNESS
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Location</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Claud D. Evans</td>
<td>Chair</td>
<td>Okemah</td>
<td>2000</td>
</tr>
<tr>
<td>Mr. Dennis V. Howard</td>
<td>President, State Board of Agriculture</td>
<td>Oklahoma City</td>
<td></td>
</tr>
<tr>
<td>Mr. Douglas E. Tippens</td>
<td>Vice Chair</td>
<td>El Reno</td>
<td>1997</td>
</tr>
<tr>
<td>Mr. Edward F. Keller</td>
<td></td>
<td>Tulsa</td>
<td>1998</td>
</tr>
<tr>
<td>Dr. Isabel Keith Baker</td>
<td></td>
<td>Tahlequah</td>
<td>1999</td>
</tr>
<tr>
<td>Dr. John G. Polkinghorne</td>
<td></td>
<td>Edmond</td>
<td>2002</td>
</tr>
<tr>
<td>Mr. Gary C. Clark</td>
<td></td>
<td>Tulsa</td>
<td>2001</td>
</tr>
<tr>
<td>Mr. Jimmie C. Thomas</td>
<td></td>
<td>Ada</td>
<td>1996</td>
</tr>
<tr>
<td>Mr. Jimmy Harrel</td>
<td></td>
<td>Leedey</td>
<td>2003</td>
</tr>
<tr>
<td>Dr. W. Douglas Wilson</td>
<td></td>
<td>Executive Secretary</td>
<td>Oklahoma City</td>
</tr>
</tbody>
</table>
BRIEF DESCRIPTION OF COMMITTEE FUNCTIONS AND RESPONSIBILITIES
TO
THE BOARD OF REGENTS AND TO THE INSTITUTIONS GOVERNED BY THE BOARD

1. ACADEMIC AFFAIRS, POLICY AND PERSONNEL
This committee will consider appropriate matters related to development or review of academic policies and programs and governmental policies of the board of Regents and/or the institutions under the Board's jurisdiction. It will also consider matters related to personnel under the jurisdiction of the Board and universities and colleges governed by the board.

2. FISCAL AFFAIRS AND PLANT FACILITIES
This committee will normally assume responsibility when appropriate or necessary on behalf of the Board for matters related to fiscal management including internal and external audit functions of the Board and/or the institutions governed by the Board and to the construction, maintenance and operation of physical facilities including consideration related to all real estate.

3. PLANNING AND BUDGETS
This committee will consider appropriate matters related to short- and long-range planning, assessment of institutional resources, and development and administration of budgets.

COMMITTEE STRUCTURE OF THE A&M BOARD OF REGENTS
AS APPOINTED BY CHAIRMAN CLAUD D. EVANS

April 11, 1995

1 ACADEMIC AFFAIRS, POLICY AND PERSONNEL
Doug Tippens, Chairman Claud Evans (ex officio)
Isabel Baker W. Douglas Wilson (ex officio)
Gary Clark

2. FISCAL AFFAIRS AND PLANT FACILITIES
John Polkinghorne, Chairman Claud Evans (ex officio)
Jimmie Thomas W. Douglas Wilson (ex officio)
Jimmy Harrel

3. Planning and Budgets
Gary Clark, Chairman Claud Evans (ex officio)
Ed Keller W. Douglas Wilson (ex officio)
Dennis Howard