

Criterion Four: Acquisition, Discovery, and Application of Knowledge:

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The self-study team preparing the response to Criterion Four was divided into two groups under the simplified titles of “4A - General Education” and “4B - Research” although it was acknowledged that both groups had larger tasks than suggested by the titles. Another way the division was explained is that 4A reviewed Acquisition, Discovery, and Application of Knowledge at the undergraduate level, 4B at the graduate level while readily agreeing that there would be considerable overlap and some duplication.

The 4A team conducted a survey of OSU colleges and departments and while pleased by the detailed content of the surveys returned was somewhat dismayed by the lack of response from many departments and even some colleges. Therefore the references to the survey can best be viewed as a snap shot view of the university with the assumption that it is a fair picture.

Web link to survey blank: ????

Criterion Four: Core Component 4a:

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

We have looked for evidence that the organization values “a life of learning” by looking for evidence that:

- Learning is enjoyable and rewarding;
- one has gained the ability to examine information critically;
- learning is earned; and
- one must participate in and contribute to a community of learners.

ENTIRE UNIVERSITY

Availability of Opportunities for “Life of Learning”

Students

- General Education
- Scholarships
- Internships
- Study Abroad Programs
- Academic Honor Societies
- Extracurricular Activities

Staff

- Professional Development
- Pursing a degree at OSU

Faculty

- Support for teaching
- Support for travel
- Support for Sabbaticals
- Salaries
- Honors/Awards
 - Regents Teaching Awards
 - College Teaching Awards
 - Regents Professorships
 - Endowed Chairs

Administrators

- Professional Development

Promotion/Communication/Publicity of “Life of Learning”

- Celebrate State
- sandwich boards
- good news
- alumni magazine
- [O’Colly](#)
- [University web page](#)

Library as Archive of Scholastic Achievement

- funding for purchasing books, journals, and internet subscriptions.
- facilities

Teaching and Research Facilities

- funding
- facilities
- labs
- classrooms
- studios

- availability of multi-media equipment in classrooms

Lectures, Symposia, and Other Campus Events

- Departmental/College speakers
- Hyla Converse Lectureship
- Friends of the Forms`
- Development an academic equivalent of Orange Peel
- SUAB speakers

STUDENTS

Do we instill a sense of the value of life-long learning in our undergraduate students?

GENERAL EDUCATION

Assessment has demonstrated that the general education curriculum improves students' writing. But student surveys indicate that most students are not being asked to write often enough in their classes. There must be more formal writing assignments in classes. The university is currently doing a poor job through its general education program of educating students about diversity. The token international dimension requirement is not enough to deal with our students' general lack of appreciation of and sensitivity to issues relating to diversity.

Summary: OSU has a high quality general education program, but improvements need to be made in offerings for certain colleges (i.e. Engineering), and the international dimension needs to be strengthened.

SCHOLARSHIPS

Scholarships are available from a variety of different sources at the university, college, and departmental level. Many departments have scholarships available to reward excellence among their majors.

The following description from a department head in the College of Engineering is typical of scholarship programs throughout OSU.

“Some outstanding Oklahoma State University students are competitive for a wide range of prestigious national and international scholarships at the end of their undergraduate careers, such as the Rhodes, Marshall, Truman, Goldwater, Udall, and others. In addition, there is a host of lesser-known but still valuable opportunities that require students to prepare competitive applications.

The newly-established office at Oklahoma State University monitors student progress, provides important information, supplies support, and plans courses and activities that can lead to success in these areas. Interested students can contact the office to inquire about opportunities and strategies; often faculty nominate candidates who have been performing at a high level academically and have displayed other qualities through leadership and community service. Early identification of freshmen and sophomores is especially important for the student to benefit from these programs. Additionally, as an incentive for the kinds of students who are considered Oklahoma State University's best and brightest, the Lew Wentz Foundation has provided substantial private funding for several scholarship programs:

- a. Wentz Projects—an opportunity for outstanding undergraduates to plan and conduct research under the direction of a faculty mentor (\$4,000 each);*
- b. Wentz Scholarships—traditional awards based on academic excellence and well-rounded campus activities (\$2,500 each);*
- c. Wentz Humanities Scholarships—various awards for students in English, history, foreign languages, philosophy, and related scholarly disciplines;*
- d. Wentz Education Scholarships—various awards for those intending to become teachers in primary and secondary school situations.”*

Summary: Overall OSU does a good job of making scholarships available to deserving students.

INTERNSHIPS

Opportunities for internships vary widely within the university. Undoubtedly, OSU's location outside a major metropolitan area limits the number of internship possibilities. Internship programs are also more applicable in some disciplines than others. The following excerpts are typical of responses from each of the colleges.

College of Engineering

- *"Many students in the College of Engineering, Architecture and Technology take advantage of our Cooperative Engineering Education (Co-op) Program... The educational program generally takes one additional year to complete for a Co-op student. Participation in Co-op is voluntary."*
- *"This department does not take advantage of the Co-op program. However, the curriculum requires that every student participate in two summer internship courses during their college experience."*
- *"About 90 percent of our US citizens participate in summer internships as junior-engineers with industry."*

College of Business

- *"Internships are available to students on a competitive basis and coordinated by the College of Business Career Services office."*
- *"Internship opportunities are available to undergraduate and MS students. By enrolling in the internship classes students can earn up to three hours of credit."*

College of A&S

- *"While this department does not at present seek out internship opportunities for students, we are working with the Career Services Office to help locate and establish internship opportunities. The department offers academic credit for approved internships."*
- *"This [Research Experience for Undergraduates] is a program that the department has participated in since 1987 which is funded by NSF. It allows 10-12 students both from within and outside OSU to work for eight weeks over the summer with our faculty on research projects. The department does not have an official program, but does try to work with companies both in Stillwater and the state of Oklahoma to support internships for our students."*
- *"Clinical off-campus internships are required of all graduate students in the second year of their two-year program."*

College of Human Environmental Sciences

- *"Two departments and one school in the College of HES require all undergraduate students to complete an internship and provide course credit. Another department strongly encourages undergraduates to complete internships and now has created a course to provide them credit for the internship."*

Summary: OSU does a good job of supporting internship programs for those students who wish to participate in them.

STUDY ABROAD PROGRAMS

Programs are typically coordinated through the OSU Study Abroad office [<http://ueied.ue.okstate.edu/sis/sa/>]. A few local and international scholarships are offered [<http://ueied.ue.okstate.edu/sis/sa/finaid.htm>]. Approximately ten to twenty OSU specific scholarships are offered annually—based on availability of funds—and OSU students take full advantage of these programs. OSU is highly competitive in some regional and national programs (Gillman and Freeman Scholarships), but less competitive than peer universities in other programs. College specific programs are listed below.

College of Arts and Sciences

Bailey Scholarship Program

College of Business

“Travel to Hong Kong and Mainland China (Course—BADM 5200 China in Transition)

Summer in London (Courses—BADM 4050 The European Union: Its Development and Current Challenges), Choice of (ACCT 4203 Financial Analysis of the Global Firm), (BADM 4050 Leadership in the Global Environment) or (FIN 4550 European Banking and Finance)

OSU Toronto Canada (Courses—BADM 4050 or 5200 Global Business: A U.S./Canada Partnership).

The College of Business Scholar Leader program offers students an opportunity to travel abroad following their junior year—usually to several European countries. In addition, they have several students who participate in the Study Abroad program offered through the university attended.”

College of Human Environmental Sciences

“The School of Hotel and Restaurant Administration hosts a study abroad program each summer in Montreaux, Switzerland for undergraduates. Students in DHM have studied abroad in Great Britain and France. The Human Development and Family Science Department has hosted international study tours to Europe to study approaches to Early Childhood Education. During summer 2004, DHM, HRAD, and NSCI will host study abroad tours/courses in Italy. The School of HRAD hosts an international graduate program in Hong Kong and Thailand.”

Summary: OSU offers a reasonable number of study abroad programs supported by scholarships. These programs are centrally coordinated through the Study Abroad Office.

ACADEMIC HONOR SOCIETIES

Virtually every department on campus has one or more honor societies in addition to such campus-wide societies such as Phi Eta Sigma, Phi Kappa Phi, and numerous others. One glaring omission is Phi Beta Kappa. The establishment of a PBK chapter at OSU will remain a problem as long as members of that organization on campus believe that the humanities disciples at OSU are considered second-class citizens.

Summary: Support of academic honor societies is done at the department level, and individual departments support these activities.

EXTRACURRICULAR ACTIVITIES

Support of clubs and professional societies seems to be widespread across the university with departments reporting at least one, and in some cases more, student organizations.

There has been a concerted effort to involve students in extracurricular activities and foster awareness of available programs. A good example is the YOU network [<http://my.okstate.edu/>] where students can find information on organizations, activities, or current campus events.

Summary: OSU has invested heavily in promoting extracurricular facilities, opportunities, and events. It is not clear whether these opportunities contribute to a “life of learning” as defined by NCA criteria or are more recreational.

STAFF

Staff facilitate student and faculty life-long learning.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF (LINK TO APPROPRIATE P&P DOCUMENT)

Everyone supports, in principle, the notion of staff development. Much seems to depend on the availability of offerings, money, time, and individual interest and motivation.

Honors College

“The Honors College provides support for professional staff members to pursue advanced degrees by adjusting schedules as necessary. One current professional staff member completed a masters degree in this way, and another is completing a doctorate. The Honors College regularly provides travel support to allow professional staff members to attend the regional and national honors conferences. In addition, members of the professional staff have served on National Collegiate Honors Council committees and one has been elected to serve as a member of the NCHC Executive Committee.”

College of Engineering

- “This department employs four staff members. Each one is encouraged to upgrade her skills in computers and computer-related skills necessary to support the department. It will pay for short courses and training seminars.”
- “Staff are encouraged to participate. The department will pay for their reasonable fees. These activities are used in their appraisals, but there is currently no strong incentive (monetary, promotion) for them to do so other than for their own personal satisfaction.”
- “OSU offers a good number of training courses and workshops on a variety of topics from how to use the various systems, to people management, to legal issues. The department head supports staff development, and encourages staff to attend any courses of interest.”

College of A&S

- “The department strongly supports the participation of office staff in professional development workshops, professional meetings, and training seminars. The department has also allowed staff to participate in off-campus training and meetings, such as the Bradshaw Software Seminar in Tulsa.”
- “Staff (administrative assistant and clerical) interested in attending such activities are encouraged and supported, particularly when offered by the university at no expense to the department. Staff (professional-clinical) are supported at the same rate as faculty to attend continuing education opportunities.”
- “Department staff are encouraged to attend any of the Human Resource workshops that are of personal interest to them, and required to attend those that are directly in the area of the responsibilities that are covered in their Position Questionnaires (job descriptions). Technical staff, most all of whom have Ph.D. degrees, are given the opportunity to attend one national scientific meeting/workshop and at least one local meeting.”

Summary: Overall professional development opportunities are encouraged, but few opportunities for advancement, salary increases, or promotion are available.

TO WHAT EXTENT ARE STAFF ENCOURAGED TO PURSUE A DEGREE AT OSU? (LINK TO APPROPRIATE P&P DOCUMENT)

College of Engineering

- “Release time is available. OSU courses offered to the staff are paid for by the department.”

- “Staff are encouraged to take classes relevant to staff support needs of the department. Release time is provided, however, financial support is limited to professional development work deemed relevant for job performance.”
- “Staff are encouraged to take classes so long as it does not seriously impact their performance.”
- “OSU policy allows staff members to participate in OSU classes during the normal work day, with appropriate compensation time to make up for lost work time.”

College of Business

“Staff can take up to six hours with one-half of the tuition waived and also some of the fees waived. One-half of the hours in class (up to six hours of class maximum) is considered release time.”

College of A&S

- “We follow university policy in providing release time for staff to take classes, but usually do not provide financial support.”
- “The unit encourages staff to participate in classes and have had several wonderful success stories of staff who completed degrees. We have had two secretaries who completed their masters degrees in this department.”
- “Office staff is encouraged to enroll in classes at OSU. Two of our staff enroll in one class per semester.”
- “We are too short staffed and the budget is too limited to support the pursuit of a degree. However, an occasional class would be supported by release time if that class directly enhanced their ability to perform their assigned duties.” “Being given release time to take classes or pursue a degree is permitted according to University Policies and Procedures. The arrangements also include a tuition break. The department cooperates in extending this opportunity to its staff. We are pleased to acknowledge that two staff members completed MA degree programs.”
- “Any staff member who is interested in taking a class or pursuing a degree, is permitted (by the regulations of OSU) to have release time for one course per semester during working hours and to have some reduction in fees.”

Summary: OSU officially support professional development for staff. However the encouragement and support varies widely between departments.

FACULTY

Are faculty good role models of life-long learners?
 Do faculty have opportunities and support of life-long learning?
 Are faculty rewarded for scholarship, teaching, and external awards?

TEACHING

There does not seem to be much institutional support for/interest in teaching. Many departments have no program to enrich teaching. The demise of the University Center for Effective Instruction gave the wrong signal to the faculty. Interestingly, several department heads seem to believe that the UCEI still exists. Virtually all of them assume their faculty are already excellent teachers. There is a common perception that the administration prefers the acquisition of grant money more than it appreciates and rewards good teaching. There is a sense that faculty receive pay raises for research productivity and the acquisition of grants and not for teaching excellence.

While there are several grass-roots efforts by faculty across the university to foster better teaching they are not coordinated. Such efforts may be supported by individual departments, but are not supported by university administration.

College of Engineering

- “No formal program at this time.”
- “This department supports efforts for teaching effectiveness brought to it by faculty members.”
- “The department head very strongly supports excellence in instruction. There is currently no particular incentive program available, although he has provided funds for faculty to attend workshops and seminars.”
- “No formal program at this time.”
- “The department head believes that all of his faculty members are dedicated to quality teaching and are personally driven to improve in teaching effectiveness. However, after a while the introductory training concepts become old news, and the time required to sustain a viable research program precludes time dedicated to teaching workshops. It seems that instructors who are good teachers, don’t need UCEI. It seems that those who are not good instructors, choose to place their attention elsewhere, and would not voluntarily participate in UCEI.”

The College of Engineering, Architecture and Technology, with support from Halliburton make awards to faculty for excellence in teaching. Four \$1500 awards are given annually.

College of Business

- “Quality teaching is expected by all faculty. Based on each department head and the Dean’s evaluation of individual faculty, those who are not meeting expectations may be counseled on ways to improve teaching and recommendations made regarding training or mentoring by other faculty.”
- “No program to improve teaching. It should be noted that our department is well known for the faculty being outstanding teachers with highly effective teaching outcomes.”
- “All faculty are expected to demonstrate high quality performance in the classroom. However, there are no measures in place for specific action in the case of faculty who do not meet expectations.”

A Department of the College of A&S

- “Our impression was that the UCEI was not particularly effective. What would help would be a regular set of easily scheduled workshops on the use of newer instructional technologies, including distance learning.”
- “We have sent faculty to teaching meetings and conferences in an attempt to improve their teaching skills. We are also initiating new teaching methods and technologies in our introductory courses.”

- “Other than review by the department head, no formal incentive/support is available. The department is considering a peer review procedure, but it is only in the planning stage.”
- “There is no support for improving teaching from agencies outside the department. There is little incentive to involve non-science departments in the role of helping scientists improve their teaching skills. Furthermore, there is a growing interest among science faculties to move more and more towards using Web-based instruction technologies.”
- “To my knowledge, none of our faculty have used the UCEL.”

Summary: Most departments believe their faculty are outstanding teachers and that they support teaching. These ad-hoc observations are not backed up by assessment or student retention data. Few formal programs for recognition of outstanding teachers exist, and there is little incentive for faculty to improve even if training programs existed.

SABBATICAL PROGRAM (LINK TO THE APPROPRIATE P&P DOCUMENT)

Attitudes toward sabbatical leaves have changed in recent years. It is evident that fewer faculty are taking advantage of this opportunity. The extent to which it is being utilized varies greatly from college to college and among departments. The program offers an academic year at one-half salary or one semester at full salary. The former is preferred by department heads because it frees up salary savings to be used to hire temporary faculty replacements.

College of Human Environmental Sciences

- “The College of Human Environmental Sciences has not had a faculty member on sabbatical in recent years, most likely because the college does not have the resources to pay for a faculty member’s replacement.”

College of Engineering

- “A sabbatical program is available; all specific guidelines are available from the CEAT administration. It has not been well used. Professional development has many other forms which have been chosen by the faculty.”
- “We have several faculty members who are interested in sabbatical programs. The department honors such requests when it can. However, no budget relief is provided by CEAT or OSU, which makes it tough to make up the gaps in an educational program when faculty members are on sabbatical. In other words, the department has to rely on overloading the faculty members who are not on sabbatical to cover for those who are.”
- “Three faculty members have taken sabbatical leave in the past seven years. Many faculty members are eligible, but do not see a sabbatical leave as advantageous. The sabbatical is a privilege of academe just as much as two-week vacation is for staff. Accordingly, the department head has supported faculty requests for sabbatical leave. However, there has never seen a sabbatical leave that he would judge as successful. Perhaps today’s communication and travel ease make it unnecessary. Successful researchers or teachers seek to improve their skill on a daily basis. They don’t need an extended leave to work with an external mentor to develop skill or awareness. Anyone can easily collaborate from the home base; the synergism and growth from partnership with external researchers does not need a sabbatical. If a person is going to be a success, they need to be at home managing graduate students. Those who are not a success at home, in my opinion, will not use a semester-long paid vacation to change their values or work habits. OSU would do better to redirect funds that support sabbaticals to human resource development (not technical and science training, but personal understanding and effectiveness).”

College of Business

- “The College of Business program provides an opportunity for individual faculty every seven years. These are granted based on the merit of the proposal presented by the faculty to the department and then sent to the Dean for approval. There have been few recent faculty requests for sabbaticals.”

- “While a sabbatical program exists, no faculty members in the department have availed themselves of it in the recent past (at least five years).”

A Department in the College of A&S

- “The program is successful for those who choose to use it. Only about one-third of the eligible sabbaticals are actually taken and faculty cite reluctance to remove children from school or their commitments to graduate students and funded projects as reasons.”
- “The sabbatical program has been very valuable to our department, and it is used extensively by eligible faculty. In fact, we typically have one member on sabbatical every semester. Launching and concluding research projects require, more than anything, time.”
- “A sabbatical leave program is currently not active in this unit.”
- “Sabbatical programs are regularly utilized by faculty.”
- “The department strongly encourages our faculty to take sabbaticals once they have fulfilled the time requirements. This is a very successful program allowing faculty to develop new research programs and collaborations with other universities and institutions. This is a program that is not used enough by our faculty since many do not take such sabbaticals when they become eligible.”
- “Successful and well-used; however, accountability could be improved.”
- “Prior to the last accreditation period, choosing to take a sabbatical leave was a significant incentive for re-tooling faculty, especially middle-level faculty. Since the year 2000, no member of the faculty has applied for sabbatical leave. The loss of interest may be related to the enormous increase in pressure to compete for federal grant funding, and from the many benefits derived from the rapid progress made in communications technologies that make information gathering more efficient.”

Summary: OSU generally does not recognize or support the need for sabbatical leave for faculty. Since sabbatical leave grants the opportunity to expand an individual’s horizons or field of knowledge, this attitude is antithetical to developing and supporting a “life of learning”.

DEPARTMENTAL MAINTENANCE BUDGETS FOR TRAVEL

It is evident that a department’s budget for travel varies greatly. The crucial factor seems to be whether or not individuals have access to travel money from grants. In those departments without considerable grant dollars, funding for travel is very restricted.

College of Engineering

- “Budget support for professional travel is included in the Division budget. Each department has discretion on how much can be used for professional development. The CEAT administration also provides funds for these purposes.”
- “This department supports faculty for professional travel when the faculty member is presenting or significantly participating in the event. Allocation methods depend on the circumstances and sources of the funds. For state and school funds, the department head typically plays the major role as the decision maker.”
- “There is no budget in this department. However, industrial donations and an individual endowment in the name of faculty development are used to support limited faculty travel. The money is limited. The head uses it to 1) reward faculty members who are giving personal time to generate national awareness (visible leadership on national committees, advising of the nation’s outstanding student chapter), and 2) provide opportunities for new faculty members. There is competition for a few faculty members to attend our annual professional meeting.”

College of Business

- “Professional travel support is available for faculty to participate in conferences. Travel funds are allocated to each department and some departments have additional funds which can be used for travel at the department head’s discretion. Each department varies

based on requirements specified by that department, i.e. some allow a set number of meetings while others may require a research paper presentation or officer position in the organization that sponsors the conference for funding to be provided.”

- “There seems to be an adequate resource base for funding faculty requests to attend conferences. Faculty funding is available only if an individual is scheduled to present a paper.”
- “There is ample support for professional travel for faculty to participate in conferences, seminars, panels, etc.”

College of A&S

- “The department head supports travel to professional meetings for faculty who are active participants in them. Travel, registration, and lodging are paid out of individual faculty grant accounts, departmental maintenance, or in a few cases, the departmental foundation account.”
- “We encourage, and even expect, faculty to be active professionally. We provide limited financial support for participating in professional meetings and other professional development activities. Our extremely small maintenance budget, which has remained unchanged for at least ten years (except for a 5 percent reduction the last two years) prevents us from doing more. We budget approximately \$5000/year to support professional travel. Faculty, unfortunately, pay most of these expenses out of their own pockets.”
- “The travel funds are divided among the faculty who choose to attend the annual meeting. Consideration is given to people who are presenting a paper at the meeting. The funds are typically not adequate to cover the cost of the trip and must be significantly augmented by the faculty member.”
- “Departmental policy is to encourage participation in conferences and seminars as often as possible. The department’s annual appraisal and development evaluations explicitly reward this activity. Our department is actively attempting to increase its current travel budget. Currently, that budget line is \$1,500 annually.”
- “Annually, the department allocates \$850 per faculty member to attend a major conference, if not presenting; \$1250 per faculty member, if presenting.”
- “It is estimated that approximately 85 percent of the costs associated with travel to conferences, etc, is covered by research and instructional federal grants. The remaining 15 percent of travel costs is covered from the departmental share of the indirect costs awarded in federally-funded research budgets and from accounts received by way of discretionary gifts from alumni and friends. Since the discretionary money is only 15 percent, prioritizing travel awards is not necessary.”
- “Departmental funds are available to support travel to national or international meetings, although the cost of such a trip may not be covered completely depending on the number of requests and funds available. Funds are allocated by the department head.”

Summary: The availability of travel funds vary widely between colleges and departments. Generally faculty are required to support travel from research or personal funds.

PROFESSIONAL FACULTY DEVELOPMENT**College of Arts and Sciences**

Dean's Incentive Grants (DIG)

College of Human Environmental Sciences

Mentoring program for new faculty

ADMINISTRATORS

Administrators facilitate student and faculty life-long learning.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Here are some general observations. We had hoped to receive information about professional opportunities for administrators above the departmental level. We received virtually no information. My sense is that administrators from the deans level and above have the financial resources to travel and exploit opportunities for professional development when time permits. Most department heads do not seem to have the time or finances to do so. Department heads must subsidize any professional development expenses from their already puny departmental maintenance budgets.

Honors College

- “The Honors College regularly provides travel support to allow professional staff members to attend the regional and national honors conferences.”

College of Engineering

- “This department uses part-time administrators acting as head, undergraduate program director, and graduate program director. Each administrator has significant faculty duties such as teaching, research, and service. Professional development is possible for such activities as accreditation and advising. Requests for professional development are handled in the same manner as faculty development.”
- “Limited funds are sometimes made available from the college for professional development. More often, these funds must come from the departmental budget. The head typically attends one or two professional meetings each year, but often funds trips such as these from personal research or discretionary funds.”
- “The department head has participated in training sessions... All of these have been instruction on what not to do. He has also attended seminars and meetings with guest or plenary speakers, often informative, some of which contribute to my ability. However, there is no funding to support attendance in external training workshops which are aimed at improving my effectiveness in areas of personal weakness.”

College of Business

- “There are numerous opportunities for administrators to participate in professional development. These typically include off-campus meetings and financial support is provided based on the merit of the program/meeting. Some examples of opportunities for administrators include American Assembly of Collegiate Schools of Business meetings and professional meetings/conferences within an administrator’s discipline. Note: Finding the time is often the challenge!”

College of A&S

- “A good many university workshops and training seminars require participation by unit heads and directors. In terms of professional meetings, the department head is subject to the same travel support and restrictions as are other ranked faculty.”
- “There are many opportunities for departmental administrators to participate in professional development through programs administered from the Office of Human Resources. These are training workshops and seminars: ie. basics of performance appraisals and multi-cultural sensitivity. The department head also participates in the training seminars administered through a professional institute.”
- “Opportunities are provided by both the college and the university in the form of training seminars, but finding the time to attend is difficult for department heads.”

Summary: Professional development is limited by time not finances at level above department head. Development is limited by both money and time at the department head level and below. There is no clear reward structure for engaging in training or personal development.

Criterion Four: Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

OSU encourages both the acquisition of a breadth of knowledge and skills and the exercise of intellectual enquiry through the classes required to achieve each major; the General Education Program; U.S. and international travel; student societies; and cultural events.

President Schmidley, in his white paper “Achieving Greatness. Blending research Education and Economic Development: A National Vision for Oklahoma State University” discusses his vision for the future of the university and includes the statements:

“... our efforts must also stress the humanities so that our students have the ability to think creatively and imaginatively about life and the world in their fullest dimensions.”

“... students must be placed in a positive, achievement-oriented environment of excellence that will fully develop their intellectual and leadership potential.”

“We must celebrate creativity and not reward conformity. Our employees, faculty and students should be expected to set high goals for their OSU experience. We must have a positive attitude about who we are and what we could become.”

“We must not lose sight of the importance of the open discussion of our opinions, ideas, ideals and perspectives.”

“... OSU can become the premier learning community in the state, known for its intellectual excitement, friendly student centered focus, creativity and ambition, institutional pride and work ethic, and for its inclusiveness and respect for everyone.”

Reference: Schmidley, David J., Ph.D., System CEO, President. *Achieving Greatness. Blending research Education and Economic Development: A National Vision for Oklahoma State University*. Stillwater: Oklahoma State University, October 2003. Web link ????

General Education:

History of General Education at OSU:

Essentially developed in College of Arts and Sciences

Henry G. Bennett, OSU President 1928-51, addressed the university in 1930, “ In this age of specialists we are apt to forget that sound inference requires wide knowledge of other fields than those directly concerned in making given judgment. We are in danger of becoming a nation of ignorant technicians, highly skilled in small fields but destitute of wisdom. ... Knowledge for its own sake must not be entirely abandoned for the criteria of usefulness. ... Appreciation of the fine arts, such as music, painting and literature, should be cultivated.”

1934: institutional self-study into aims of College of Arts and Sciences relative to general and professional education.

Schiller J Scoggs, Dean of Arts and Sciences 1935-57 developed program of General Education within the college. Saw General Education as broader than courses watered down to make comprehensible to students from other majors. Emphasized broad concepts that cross disciplinary lines.

Mid 1930s saw development of integrated courses and conflicts between ideas of Land Grant Mission and liberal education and departmental fears of poaching as new courses developed.

1936: courses in biological sciences, physical sciences and social sciences required of all lower division students (except music?!). Humanities course added a year later.

1945: Legislature requires courses in American History and American Government be taken by all undergraduate students.

1949: Required students take eight hours each of social science, humanities, physical science, biological science, three hours of mathematics plus English. Balance of hours changed in 1968

1976: NCA self study instigated establishment of university-wide General Education program from ideas promulgated by University General Education Committee in 1971. From self-study: "Our courses in general education are all departmentally oriented and controlled. The program lacks unity and purpose, since most individual instructors in the general studies courses have no sense of participation in a well – defined program. We are spending less and less money on general education by creating larger classes and employing more and more graduate students to do work best done by senior faculty. If general education is to improve and become vital on our campus, we must undertake a general restructuring of the whole program."

1976 Oklahoma State Regents for Higher Education adopted Articulation Policy requiring uniform standards of general education across Oklahoma higher education system (four-year and two-year institutions).

1980: General Education Council formed to review general education and approved courses. Discussion centered on whether to base general education on "core curriculum" or an "inclusive list" (a smorgasbord of approved courses). The inclusive list approach was chosen.

1981: University-wide general education program inaugurated for school year 1981-82. Thirty-nine hours required:

- 6 of English Composition*
- 3 of American Government*
- 3 of American History*

At least three hours in each of natural science, social and behavioral science, humanities, and abstract and quantitative thought (no more than 18 hours directly related to the student's major).

1983: Enhanced Discussion and Writing Component (ENDW/C) courses developed to address the problem of students' generally substandard writing and communication skills. ENDW/C program ended in 1988 due to enrollment pressures and lack of support/funding.

1984: Oklahoma State Regents for Higher Education mandates forty hours of general education in its "Policy Statement on Requirements and Standards for the Bachelor's Degree."

1986: General Education found to be consistent with OSU mission by NCA but Deans and many faculty concerned by long unwieldy list of included courses. University General Education Committee formed.

1991: New General Education Plan adopted as a result of work of University General Education Committee. Retained forty hour requirement but added an upper division component, writing requirements, an English Proficiency Exam, and capstone senior level courses. Request for strong administrative support and a separate budget for General Education not met.

2000: University General Education Committee had become the General Education Advisory Committee (GEAC) composed of representatives from each college under chair of Vice-President for Academic Affairs with ex-officio members the Director of University Assessment and the Director of Arts and Sciences Student Services. GEAC responsible for the goals for general education, for the criteria for area designation, for the review of new courses applying for general education designation, and for the five-yearly review of courses requesting continued general education designation.

General Education Assessment Task Force, composed of faculty, formed by Assessment Council and University Assessment Office. (General Education Assessment Committee Annual Reports)

Reference: Hanson, Adelia N. and Stout, Joseph A. Jr.. *A History of the Oklahoma State University College of Arts and Sciences*. Stillwater: Oklahoma State University, 1992.

The Oklahoma State Regents for Higher Education Policies on General Education.

Statement from Oklahoma State Regents for Higher Education, Policy and Procedures Manual, Part II, Chapter 2 – Academic Affairs, Section 5, Standards for Education, Policy Statement on Undergraduate Degree Requirements and Articulation, III. Standards for Awarding Bachelor’s Degrees:

The requirements of the State Regents applicable to Oklahoma State University are outlined in section A. Definitions and Guidelines. 1. General Education Core (page 94).

“The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following:

- a. English Composition 6 hours
- b. U.S. History and U.S. Government 6 hours
- c. Science 6 hours
(One course must be a laboratory science)
- d. Humanities 6 hours
(Chosen from nonperformance courses defined as humanities by the institution granting the degree)
- e. Mathematics 3 hours
- f. At least one course from the following areas 3 hours
Psychology, Social Sciences, Foreign languages, Fine Arts (Art, Music, Dramatics)
- g. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.”

The State Regents articulate their objectives for general education for institutions in the State of Oklahoma in section B. A Policy Framework for the Development of General Education part 2. The General Education Core (pages 98-100).

“The objectives of general education may be realized through the following components (with example disciplines/course work in parentheses):

- a. Communications (English Language Studies, Foreign Language Studies, Speech-Communication Studies) and Symbols (Mathematics, Logic, Statistics and Computer Science).
- b. Social, Political, and Economic Institutions (Sociology, Political Science, Economics, Philosophy and Consumer Education).
- c. Understanding of Nature (Natural and Physical Sciences, Experimental Psychology) and Human Kind’s Place Therein (Health and Physical Education, Nutrition and Developmental Psychology).
- d. Understanding of Human Heritage (History, Political Science, Anthropology, Archeology, and Cultural Geography) and Culture (Language [modern and ancient], Humanities, History, and Cultural Studies).
- e. Values (Philosophy, Literature, Music and Art History, History and Philosophy of Science, Humanities, Sociology and World Religions) and Beliefs (Psychology, Philosophy, and Ethics).”

The following statements from the State Regents’ policies describes their hope that general education is meaningful and part of a life-long process:

“The end result of general education with its emphasis on the need for both common and liberal learning should increase the capacity of students to live meaningfully in relation to others. The emphasis on rational thought should help the student synthesize particular knowledge and develop the capacity to think and behave in an independent, responsible, and productive manner” (page 98).

“The general education program at the college level is built upon at least twelve years of educational experience of the student in elementary and secondary school. It is hoped that the advanced experiences developed in four years of college will provide the student with an insatiable quest for deeper knowledge and understanding throughout his/her life” (page 100).

Web link: <http://okhighered.org/policy-proced/>

General Education at OSU in 2004:

The general education program at Oklahoma State University builds upon its history and the policies of the State Regents.

Statements from the Oklahoma State University 2003-2004 University Catalog.

“Overview of General Education At OSU:

Oklahoma State University is committed to producing graduates who have a depth of knowledge in their major fields of study and a breadth of general knowledge to address issues in a complex society. OSU graduates have a mastery of a specific subject matter and solid, diversified general education. With a commitment to breadth in general education, the following philosophy was adopted in 2001:

General Education at Oklahoma State University provides students general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. The breadth of general education requirements stimulates intellectual curiosity, original thought and expression, the capacity for critical analysis and problem solving, and the ability to make conscious value judgments consistent with personal needs and the public interest. General education assists graduates to function in and appreciate the human and natural environment.”

“University Academic Regulation 3.4 General Education Requirements:

Although the University has a general education program, each college determines and publishes the general education requirements for its degree programs. College requirements may exceed the minima for general education established by the University, which are 40 semester credit hours (exclusive of physical education activity courses by OSRHE policy):

- a. six semester credit hours of English composition;
- b. three semester credit hours of American history (HIST 1103), and three semester credit hours of American government (POLS 1113);
- c. at least six semester credit hours in approved general education designated areas of Analytical and Quantitative Thought (A), Humanities (H), Natural Sciences (N), and Social and Behavioral Sciences (S), (at least one course in each of these four areas must come from the approved general education lower-division course list, and at least three hours of (A) must be a general education MATH course);
- d. at least one course in International Dimension (I, usually associated with an other designation: HI or SI) and one course in Scientific Inquiry (L, indicating a laboratory component, usually associated with an N designation course: LN).

Substitution of general education courses is allowed when background for the major demands greater depth in an area in which a general education requirement is stated. Only in the Analytical and Quantitative Thought (A) and Natural Sciences (N) areas is substitution of the more advanced lower-division course permitted. Such a substitution requires the recommendation of the student's academic advisor and dean and the approval of the Office of the Executive Vice President.

Courses used to fulfill general education requirements are identified by code letters which appear preceding the course titles listed in the back of the Catalog and in the class schedule book. The code letters designate the general education category for which the course may be used: A-Analytical and Quantitative Thought, H-Humanities, S-Social and Behavioral Sciences, N-Natural Sciences, I-International Dimension, and L-Scientific Inquiry. General education courses are also identified on the internet, maintained by the Office of Academic Affairs.”

The Oklahoma State University requirements for General Education as stated in the University Catalog differ only slightly for the requirements of the State Regents adding only the requirement for International Dimension.

Web link:

http://www.okstate.edu/acadaffr/facultystaff/gen_education/GEoverview.htm

Courses available with general education designations by semester availability can be viewed via the web link:

<http://osu-dms2.cis.okstate.edu/osuwf.nsf/sisd006?OpenForm>

The General Education Advisory Committee (GEAC).

The membership of the General Education Advisory Committee for 2003-2004 comprised:

Gail E. Gates (Chair)	Interim Vice-President for Academic Affairs.
Jonathathan C. Comer	Geography, College of Arts and Sciences.
Joe W. Fowler	Economics, College of Business Administration.
Jeffory A Hattey	Plant and Soil Sciences, College of Agricultural Sciences and Natural Resources.
Nigel R. Jones	Architecture, College of Engineering, Architecture and Technology.
Brenda J. Masters	Statistics, College of Arts and Sciences.
Carol L. Moder	English, College of Arts and Sciences.
Robert E. Nolan	Educational Studies, College of Education.
Richard R. Rohrs	History, College of Arts and Sciences.
Stacy D. Thompson	Family Relations and Child Development, College of Human Environmental Sciences.

The committee usually meets three or four times each semester, on a monthly basis, to consider: applications for general education designation received; to consider revisions to the general education goals and criteria; to consider courses applying for continued general education designation under the five-yearly review policy; and to discuss any other business relating to general education at Oklahoma State University.

GEAC Actions 2000-2004.

The most important action taken by the General Education Advisory Committee in recent years has been the adoption of the new criteria and goals for general education courses. In the summer of 2000 the General Education Assessment Task Force reported that the “Current OSU documents ... do not provide adequate information about the expected learning outcomes from the General Education Program (and) must be revised to proceed with assessment.” Two members of the task force, Assistant Professor Paul Bischoff (History) and Associate Professor Nigel Jones (Architecture), also past and current members of GEAC, worked on a draft for new “General Education Course Area Designations – Criteria and Goals.” The area designations remained but the criteria and goals were radically changed. The draft document was presented to the GEAC, the Deans Council and the Assessment Council in the fall of 2000. (Professors Bischoff and Jones later received Celebrate State awards for their work).

GEAC, perhaps relieved that an onerous task had been done for them, quickly took up the document and, with some changes, adopted the new criteria and goals. It was commented that only a few sentences of the old document were actually used as a basis for GEAC decisions and that indeed most of it was incapable of being understood let alone assessed.

Web link to the latest iteration (approved February 2004) of the General Education Course Area Designations – Criteria and Goals:

http://www.okstate.edu/acadaff/facultystaff/gen_education/CriteriaGoals.htm

The General Education Assessment Task Force had also worked on a web based general education application form for use when applications were received for new courses and five-year reviews. This has allowed the development of a database of general education courses that has proved to be very successful and is ongoing but changing as GEAC realizes the potential for such information relative to the General Education Program.

Web link for courses requesting new general education designation:

<http://osu-ns03.cis.okstate.edu/Okstate/evp/GenEdRev.nsf/NewGE?OpenForm>

Web link for courses requesting five-year review:

<http://osu-ns03.cis.okstate.edu/Okstate/evp/GenEdRev.nsf/ReviewGE?OpenForm>

Web link to database of OSU General Education courses:

???

Other recent GEAC actions include:

The approval, tabling or rejection of new courses seeking general education designation.

Five year reviews of all Humanities (H), Humanities/International Dimension (HI), Social and Behavioral Science (S), and Social and Behavioral Science/International dimension (SI) courses. Most were found to be acceptable; those refused continued general education designation were usually found to have excessive prerequisites while several were tabled for inconsistencies between the application form and the syllabus submitted. GEAC has increased the writing requirements (see below) and courses that did not meet the new requirements were given notice

GEAC noted that the General Education Assessment Committee’s reports and the results from the National Survey of Student Engagement indicated that OSU students need more writing experiences. Therefore in February 2004 they approved the following qualifications for writing requirements for “H”, “S”, and “I” effective for new courses in August 2004 and existing courses at the next five-year review:

Lower Division Courses

Outside of class writing assignments appropriate to the discipline that are graded with feedback on writing. Minimum of 5 pages of writing assignments during semester.

Upper Division Courses

Outside of class writing assignments that give students the opportunity to incorporate feedback in subsequent writing assignments (by revising and resubmitting one assignment or submitting more than one assignment).

Minimum of 10 pages of writing during semester.

Also discussed were writing requirements for “A”, “N”, and “L” courses. Faculty would be asked to describe writing assignments that are appropriate to the discipline. A minimum 5 page total of writing assignments per semester was suggested. Input from faculty in the “A”, “N”, and “L” disciplines regarding appropriate guidelines for writing assignments.

For the future GEAC will continue to develop the General Education database and the web based information, forms and application process. Five year reviews for A, N and L courses are due. There are concerns regarding general education designation for some international travel courses. Writing will continue to be a concern as the new criteria are implemented. The assessment of general education has shown that students who start their higher education at OSU demonstrate stronger writing skills (70% scoring 3 or higher [on a 1-5 scale]) than transfer students (54%) and there is concern that as more students choose to begin their higher education at junior colleges or through the NOC/OSU Gateway they will meet the general education requirements under less stringent criteria and goals (see below).

Web link to GEAC Minutes:

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Transfer Students and General Education at Oklahoma State University:

Statements from Oklahoma State Regents for Higher Education, Policy and Procedures Manual, Part II, Chapter 2 – Academic Affairs, Section 5, Standards for Education, Policy Statement on Undergraduate Degree Requirements and Articulation, II. Articulation of Transfer Students:

“One of the primary goals of The Oklahoma State System of Higher Education is to provide access at some public institution for all Oklahoma citizens whose interests and abilities qualify them for admission” (page 91).

“If a student has completed general education ... the receiving institution will recognize general education for all courses in which a reasonable equivalency... exists” (page 92).

“Senior institutions (i.e. four year over two year) may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree” (page 92).

Web link:

<http://okhighered.org/policy-proced/>

Statement from the Annual Report of the Student Advisory Board to the Oklahoma State Regents for Higher Education, May 1995:

“Articulation Policy. The Board supported the State Regents’ efforts on a statewide articulation and transfer policy agreement. The SAB called for a policy to include a state-wide course numbering system for classes with like competencies as well as a firm stance that all courses offered in the state system should transfer without penalty.”

Web link:

www.okhighered.org/student-center/stdnt-ad-bd/Areports/94-95.pdf

The Oklahoma State University - Northern Oklahoma Gateway Program:

“In Fall 2003 Northern Oklahoma College (NOC) began teaching remedial courses and in January 2004 NOC will offer some general education courses in Stillwater. Several general education courses will be offered in Spring 2004 including algebra, composition, American history and government, humanities, speech, computer concepts, and introductory psychology and sociology. In addition, remedial math, composition, reading, and basic science courses are offered at NOC-Stillwater.”

Web links:

http://www.north-ok.edu/2002/news_events/campus_stillwater/news_events_osu_noc_gateway.htm

http://www.north-ok.edu/2002/admissions/class_schedules/fall_2004/Stillw_frmst.htm

How the General Education Program is perceived at OSU:

The General Education Program has been in place for many years and is an integral part of every undergraduate degree program with every degree plan meeting the forty hour requirement and many having opportunities for students to take additional general education classes as electives. The college department survey elicited some responses that essentially are supportive of the program with few in disagreement with the aims and means of the general Education program.

“... generally found the OSU General Education requirements to be effective for our curriculum. We offer several general education courses within our College that are often included on departmental/school degree sheets.”

“There are a large number of offerings. Students are by and large satisfied with the selections available to them. Special interest is in the ethics courses that are available.”

“The General Education requirements appear ... as somewhat excessive and add total hours to our program. Currently our program stands at 134 credit hours. As far as effectiveness of GE requirements, some courses seem to add more value to our program than others.”

“Satisfactory.”

“Engineers value utility. Accordingly, ENGL, HIST, and POLS are ranked very low on the most important courses, and very high on the list of courses which should be dropped from the curriculum. The ranking is by alumni as well as graduating students. The ChE students and alumni do not see the utility of that material on either career performance or on success in life. As important as mathematics and physics are to the academic success of students and to career success, MATH, STAT, and PHYS courses are also ranked low. Here the subject matter is relevant, but the way in which material is taught does not develop student skill confidence, and students cannot connect the purely abstract and idealized “applications” that are taught to real application. Elective flexibility in the “H” and “S” courses allow students to pursue individual interests, an aspect that leads students to rank those courses as “worth while” on their utility scale.”

“Although I don’t have specific data, I have not heard complaints by the students or faculty regarding the effectiveness of the OSU General Education requirements.”

“The OSU gened requirements provide an adequate background and encourage a general broad based education. They are no more effective than the student makes them...”

“System is effective for students ...”

“The department supports the General Education requirements since it is believed that such courses will help provide our students with a well-rounded college education.”

“Reasonably effective. The writing component could be more rigorous.”

“While there is an undeniable basic need for General Education instruction in undergraduate degree programs, should it ever become too invasive, the number of hours needed to fulfill the requirement should be scaled back. This is especially true for Science and Engineering disciplines where hours must be found in undergraduate curricula to accommodate the addition of significant new developments derived from current technological advances, otherwise graduates will leave unprepared for the modern work place.”

“The General Education courses with which I am familiar are high quality courses that meet the objectives of the General Education requirements.”

“We believe that the principle of General Education is very important. It provides the potential of providing students with the broad liberal arts education that should be the foundation of any college-

educated individual. The effectiveness of the current General Education program is sufficient, but perhaps more could be done to bring continuity to it. For example, a freshman seminar addressing a particular topic from the perspectives of a variety of disciplines might be included. This would reveal more readily to students the interconnected nature of what they are learning. The current cafeteria approach to General Education does this only partially.”

It would appear that the General Education Program is mostly appreciated and accepted; complaints either go back to the old argument of whether to base the program on a set of core courses or the smorgasbord approach of approved courses or are from programs with rigorous professional accreditations that have many major specific requirements that would like to reduce the general education component or meet it through their own courses – defeating one of the aims of a general education program. As more courses are added to the menu of general education designated courses there is a concern by some GEAC members that departments are trying to meet the general education requirements through their own courses but this has not been researched adequately.

Case Studies:

U.S. and International Travel:

U.S. Travel:

Departments across the OSU campus offer or require many opportunities for U.S. travel whether it be one day field trips linked to geography and geology classes or visits to museums and theaters by the Art and Theater departments. The School of Architecture has in place field trips in four of the five years of the bachelor of Architecture program starting with local field trips (e.g. Wichita where there are buildings by Frank Lloyd Wright and Moshe Safdie) to longer trips to a major U.S. City (Seattle, Portland, Kansas City, Chicago and Boston have all been destinations). Below are some quotes from the survey giving further examples of US travel opportunities and support.

“One or two graduate students are funded to travel to the American Statistical Association Annual Joint Meeting.” Statistics, College of Arts and Sciences.

“NSF REU program. This program provides funds for students who worked during the summer at OSU (see internships above) to present their research results at the National Conference on Undergraduate Research (NCUR).” Physics, College of Arts and Sciences.

“Travel expenses are typically made available to an average of 4 juniors or seniors per year to participate in local and regional scientific meetings, and to roughly 50% of the Graduate Research Assistants supported on research grants. The Department does not fund study abroad programs but does encourage and support undergraduate majors to compete in regional and national competitions.” Chemistry, College of Arts and Sciences.

“Students have the opportunity to participate in state-wide professional meetings, such as the Oklahoma Academy of Sciences. The department usually provides transportation to these meetings. Students may also apply for departmental funds to travel to meetings in other states.” Botany, College of Arts and Sciences.

“The Department has no regularized mechanism for student travel within the U.S., but has cooperated with students participating in exchange programs with other universities.” History, College of Arts and Sciences.

We offer several travel opportunities to students through our Business Extension office. Examples of some of the programs include ‘Summer in New York City’ (Course—BADM 4010 Current Issues in Law and

Business) and ‘Summer on the East Coast’ (Courses—BADM 4010 Current Issues in Law and Business and LSB 3010 Global Environmental Policy: Business and Legal Aspects.) College of Business.

“Student officers of Beta Alpha Psi attend regional and national conferences that are funded by the School of Accounting.” School of Accounting, College of Business.

“IE&M supports students in travel to student conferences and national conferences, especially when students are presenting papers or on other related professional business. Support is usually partial support due to limited budgets.” Industrial Engineering and Management, College of Engineering, Architecture and Technology.

“ECEN has no funds generally available for undergraduate travel, other than funds provided by research grants through faculty to their own students.” Electrical Engineering Technology, College of Engineering, Architecture and Technology.

“The School supports travel expenses for about 15 students per year to attend regional and national ASEE and AIChE conferences, in which the student is participating as a contestant or making a presentation. Funding is from industrial and alumni donations.” Chemical Engineering, College of Engineering, Architecture and Technology.

“Some academic units within the College of HES provide opportunities each year for students to travel to competitions and events (example: HRAD students attend a hotel trade show in New York; DHM students attend Career Day events at the Dallas Market Center and in Kansas City; Junior Interior Design students participate in a Dallas Study Tour; DHM hosts a study tour to New York on a rotational basis).” College of Human Environmental Sciences.

The National Student Exchange administered through the Study Abroad Office is a domestic reciprocal exchange throughout the US, Puerto Rico, Guam, the Virgin Islands and Canada. During the 2002-2003 academic year 30 students participated in the program, 20 outbound OSU students, 10 inbound students from other institutions. Web link to 2002-2003 Annual Statistical Report of Study Abroad Activity: ???

International Travel:

OSU academic colleges offer summer and short-term faculty-led international courses that may last from two to eight weeks. According to the annual report of the Study Abroad Office courses offered during academic year 2002-2003 were:

College of Agricultural Sciences and Natural Resources:

AGEN 4803	Edinburgh, London and Paris (U.K. and France).
LA 4990	Japanese Historic Garden and Urban Landscape Design (Japan)
FOR 4493	Honduras: Linkages Between People and the Land (Honduras).
AG 3080	Culture and Agriculture of Italy.

College of Arts and Science:

FREN 4550/5110	Cultural Studies in France.
JB 4360	International Public Relations and Advertising (London, U.K.).
ENGL 3200	Oxford Authors (Oxford, U.K.).
ART 4800	Landscape painting in Italy (Tuscany).
ART 4800	Art History of Spain and Italy.
ART 4800	Spring Break in Europe (London, Paris, Rome and Florence – Paris in 2003).

College of Business Administration:

BADM 4050	The European Union: Its Development and Current Challenges*.
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ACCT 4203	Financial Reporting and Analysis in the Global Environment*.
FIN 4550	European Banking and Finance*.
MKTG 4850	Cultural Influences on European Marketing Strategies*.
(*All offered during the “Summer in London” program to the United Kingdom)	
BADM 5020	Graduate Summer in London (U.K.)
BADM 4050/5200	Global Business: A U.S./Canadian Partnership (Toronto, Canada).
BADM 4050/5200	Global Business: A U.S./Latin American Partnership (Monterrey, Mexico).

College of Education:

Summer in Costa Rica.

College of Engineering, Architecture and Technology:

	Engineering Scholars Program (Japan)
ARCH 4373/5373	European Study Program (France and Italy plus Germany Spain, etc.).

College of Human Environmental Sciences:

HRAD 4850	European Cuisine and Restaurant Management*.
HRAD 4850	European Hotel and Tourism Management*.
(* Both offered during the “Hospitality Studies in Switzerland” program.)	

International programs offered in by colleges or departments include: the College of Engineering takes its Scholars group to Europe or Japan; Architecture annually offers an eight-week European Study Program based in Versailles, France (the longest running international program at OSU) and has exchange programs with Belgium, Canada and Mexico; the Art department offers a program in Tuscany, Italy; Landscape Architecture has an exchange program with Peru; Below are some quotes from the survey giving further examples of international travel opportunities and support.

“The Department offers students study abroad opportunities, an excellent example being an archeological field school in Jordan. One faculty member is also directing a multi-disciplinary summer program in Italy. Finally, History students have proven very successful in receiving the College of Arts and Sciences Bailey Scholarships, designed to provide undergraduates the opportunity to study abroad.” History, College of Arts and Sciences.

“Competent undergraduates are encouraged to participate in study abroad and university exchange programs but (the department) does not maintain any of these programs.” Zoology, College of Arts and Sciences.

“All Study Abroad Programs are routed through the Study Abroad Office at Oklahoma State University. We work with students to evaluate the courses they are considering taking abroad to determine if and how the prospective courses will be applied to the Political Science degree sheet. About 3-5 students will participate in Study Abroad programs each year.” Political Science, College of Arts and Sciences.

“The College of Business has several opportunities for students to study abroad including:

‘Travel to Hong Kong and Mainland China’ (Course—BADM 5200 China in Transition)

‘OSU Sprng Break in Monterrey Mexico’ (Courses—BADM 4050 or BADM 5200 Global Business: A U.S./Latin America Partnership)

‘Summer in London’ (Courses—BADM 4050 The European Union: Its Development and Current Challenges), Choice of (ACCT 4203 Financial Analysis of the Global Firm), (BADM 4050 Leadership in the Global Environment) or (FIN 4550 European Banking and Finance)

‘OSU Toronto Canada’ (Courses—BADM 4050 or 5200 Global Business: A U.S./Canada Partnership).

Our Scholar Leader program offers students an opportunity to travel abroad following their junior year—usually to several European countries. In addition, we have several students who participate in the Study Abroad program offered through the university attending and transferring credit from an approved university.” College of Business.

“The Summer in London Program is championed by Beta Alpha Psi nationally and each year a number of accounting majors enroll in this program that has them spending a month in London. During that time they also avail of opportunities to visit other European cities.” Accounting, College of Business.

“The School has no program to send US students abroad, but accommodates within limits, the needs of participating students. The School participates with the INTI College exchange program, and normally has three to six Malaysian students in the upper level CHE classes.” Chemical Engineering, College of Engineering, Architecture and Technology.

“Honors College students are encouraged to participate in OSU’s Study Abroad Program. Up to 6 of the 39 honors credit hours required for the Honors College Degree may be waived on the basis of successful study-abroad academic credit.” Honors College

“The School of Hotel and Restaurant Administration hosts a study abroad program each summer in Montreaux, Switzerland for undergraduates. Students in DHM have studied abroad in Great Britain and France. The Human Development and Family Science Department has hosted international study tours to Europe to study approaches to Early Childhood Education. During summer 2004, DHM, HRAD, and NSCI will host study abroad tours/courses in Italy. The School of HRAD hosts an international graduate program in Hong Kong and Thailand. Hong Kong and Thailand graduate students receive instruction from OSU professors in their home countries and study on the OSU campus on a rotational basis.” College of Human Environmental Sciences.

The multi-disciplinary program in Italy mentioned in the response from the History Department refers to an opportunity developing through a foundation at Catron near Venice that several OSU departments are hoping to take advantage of; students from Architecture, History, and Music stayed at Catron in 2003 and 2004.

International Study opportunities are offered and administered through the Study Abroad Office with assistance from the International Admissions Office. In the 2002-2003 academic year 350 OSU students participated in international programs administered through the Study Abroad Office. In the same academic year 446 students participated in reciprocal exchanges with fifteen countries world wide, 336 students outbound, 221 inbound.

Web link:

<http://ueied.ue.okstate.edu/sis/sa/>

<http://ueied.ue.okstate.edu/sis/sa/finaid.htm>

to 2002-2003 Annual Statistical Report of Study Abroad Activity: ???

Cultural Events, Programs and Opportunities:

OSU provides, sponsors or encourages many activities, performances and events that broaden students, faculty and staff:

The popular and well-supported Allied Arts annual program of performances brings a variety of performers to the OSU campus. For the academic year the agenda includes:

Ragamala – musical and dance theater from India.

The Capitol Steps.

The U.S. Army Field Band.

The King’s Singers.

Lance Brown as Will Rogers.

The Academy of St. Martin-in-the-Fields.

The St. Louis Brass Quintet.

The Speaker’s Bureau has brought a wide spectrum of speakers to OSU including

Christopher Reeve, Actor.

Barbara Bush, Former First Lady of the United States.

Bill Cosby, Actor/Comedian.
 James Carville, Political Advisor/Campaign Chairman for President Clinton
 William F. Buckley, Republican Political Advisor.
 Mike Ditka, Former Chicago Bears Football Coach and Sports Anchor.
 David Spade, Actor/Comedian.
 Dr. Ruth, Famous Therapist.

The Unseen Cinema series sponsored by the College of Arts and Sciences, the School of International Studies and the Department of English brings international films, rarely seen in Oklahoma to the OSU campus. The fall 2004 series includes *Knife in the Water* directed by Roman Polanski (Poland 1962), *Careful* directed by Guy Maddin (Canada, 1992), *Osama* directed by Siddiq Barmak (Afghanistan, 2003), and *Man on the Train* directed by Patrice Leconte (France, 2002).

KOSU, the university's public radio station, is locally well supported and has won regional and national awards for its news programming. However, budgetary considerations and expansion plans have lessened the intellectual quality of the offerings over recent years virtually reducing the station to a broadcaster of classical music originating from Minneapolis and National Public Radio news programs. A trip across country scanning for public radio stations soon reveals the programming losses at KOSU – Radio Reader, Record Shelf, Short Story, St. Paul Sunday Morning, Thistle and Shamrock, David Schickerly, Jazz, and much more - and led one frustrated new arrival to Stillwater to declare that KOSU must be the “worst public radio station in the country.”

Web link:

<http://www.kosu.org/>

Every year since 1975, during the Christmas season, the ballroom of the Student Union is transformed into a recreation of a mediaeval baron's great hall for the Madrigal Dinners of singing, comedy and unusual food.

Other cultural events at OSU include performances at the University Theater and the Seretean Center including performances by the Theater Department; performances sponsored by the Music Department including the President's Masterworks Concert, the OSU Symphony Orchestra, the Wind and Percussion Ensembles, Concert Chorale, Women's Choir, and University Singers, and the Faculty Recital series; openings at the Gardiner Art Gallery of the Bartlett Center and at the School of Architecture Gallery; and the International Fair and Cultural Night. The Student Union Activities Board offers a range of performances and events and in Stillwater a performance series is offered at the Winfrey Houston Hall of the Stillwater Community Center.

Criterion Four: Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

Information from the Office of University Assessment's Annual Report to the Oklahoma State Regents for Higher Education, 2002-2003.

The Office of University Assessment oversees programs in four primary areas of assessment: entry-level, general education, program outcomes, and student and alumni satisfaction. Assessment at OSU occurs at all levels within the institution, from hundreds of assessment projects at the individual college and program level to assessments focused on the entire student body or on issues of concern to the central administration. The following is an overview of those involved in assessment activities at various levels.

*The Associate Vice-President for Academic Affairs oversees OSU's assessment and program and chairs the faculty Assessment Council, supervises the Office of University Assessment, and communicates assessment information to campus leaders.

* The faculty Assessment Council guides university-wide assessment efforts and monitors the use of student assessment fee money to support assessment initiatives at the university-level and within individual colleges and academic programs, and coordinates annual reporting and the dissemination of assessment information.

*The Office of Institutional Research works closely with the Office of University Assessment, administering entry-level assessment and providing data for all other assessment areas.

*The Division of Student Affairs collaborates on student surveys and coordinates assessments within student affairs units and service areas.

*The Admissions Office, University Testing Services, and the OSU Bureau for Social Research also assist in collecting assessment data at the university level.

*At the program level, administrators and faculty members within each academic unit assess student achievement of expected program outcomes. For purposes of program outcomes assessment, an *academic unit* may refer to a college, school, department, or degree program. Each OSU academic unit has an outcomes assessment plan and a faculty Assessment Coordinator who is responsible for guiding outcomes assessment. Each academic unit submits annual assessment reports, which are included in the Office of University Assessment's Annual Report to the Oklahoma State Regents for Higher Education.

This section of the Self-Study focuses on assessment related to the curricula, specifically general education and program outcomes.

General Education Assessment

OSU's general education assessment program has been developed under the direction of three faculty groups: the General Education Assessment Committee, the Assessment Council, and the General Education Advisory Council. The program uses three tools to evaluate student achievement of the expected learning outcomes for general education and the effectiveness of the general education curriculum articulated in the *OSU General Education Course Area Designations—Criteria and Goals* document.:

*institutional portfolios

*a general education course content database, and

*university-wide surveys.

General education assessment is also guided by the university's mission statement and the purpose of general education as articulated in the OSU catalog.

Institutional Portfolios. The institutional portfolio represents a holistic approach to general education assessment. The assessment is not aimed at individual courses, departments, or faculty. Rather, it evaluates work (artifacts) produced by students in their OSU courses to gauge students' success in achieving the institution's general education learner goals. The student work has no identifying information, so the process protects student anonymity. The process is minimally intrusive to faculty, is transparent to students, and utilizes work that is already produced in general education courses and other courses throughout the curriculum.

Separate portfolios are being developed to evaluate each general education learner goal, and each portfolio includes students' work from course assignments collected throughout the undergraduate curriculum. Groups of faculty members (including Committee members and additional faculty members involved in undergraduate teaching) evaluate the work in each portfolio relative to the learner goals using standardized scoring rubrics. The results measure the extent to which students are achieving OSU's general education competencies.

The portfolios developed to this date assess students' written communications skills (data collection in 2001, 2002, 2003, 2004), math problem-solving skills (data collection in 2002, 2003) and science problem-solving skills (data collection in 2003, 2004). Data collection as well as the development of rubrics to assess additional skills is on-going. Assessment of students' understanding of and respect for diversity in people, beliefs, and societies will be addressed in the coming years.

Findings related to written communication skills have prompted the General Education Advisory Council to increase the standards for writing assignments in Humanities and some other general education courses. *Some faculty members have questioned the need for the additional requirements in writing required to maintain or obtain a general education designation for courses. The faculty members typically do not question the need for students to write more, but the requirement of a certain amount of writing in courses that may not lend themselves to writing or for which writing is not a major component of the concepts covered in the course. These faculty usually see general education as more than writing.*

Information from general education assessment is shared with faculty via a newsletter and is formally presented to the General Education Advisory Council, Assessment Council, Instruction Council, and Faculty Council.

General Education Course Database. The General Education Course Database is a tool for evaluating how each general education course aligns with the overall expected learning outcomes for the general education program. Instructors submit their course information online via a web-based form, and the General Education Advisory Council reviews the information during regular course reviews. The course information includes the general education learning goals associated with the course, the opportunities the course provides for students to achieve these goals, and the methods for assessing student achievement. When completed, the database will provide a useful tool for holistically evaluating general education course offerings and the extent to which the overall general education goals are targeted across the curriculum.

University-wide surveys. Surveys such as the National Survey of Student Engagement (NSSE), the College Student Survey, and Alumni Surveys provide indirect measures of the extent to which students' have achieved general education competencies and information that supports evidence from the institutional portfolios. For example, OSU's NSSE data which show that OSU seniors write fewer papers than seniors at peer institutions corroborate results of the written communication skills institutional portfolio and contributed to the decision to increase the standards for writing assignments in general education courses.

In addition to these university-level assessments of general education learner goals, many individual academic programs incorporate general education or mid-level assessment of writing, mathematics, science, problem solving, and critical thinking skills into their program outcomes assessment.

Program Outcomes Assessment

All OSU degree programs, undergraduate and graduate, must have an outcomes assessment plan. Assessment activity for each degree program is described in an annual assessment report. Assessment plans and reports may be submitted by colleges, schools, departments, or individuals depending on the organizational level that faculty have chosen to use for assessment. The Assessment Council reviews all assessment plans and reports on a 3-year cycle.

Academic units use a broad range of assessment methods, which are described in detail in the individual assessment reports submitted by each unit. The most commonly used program outcomes assessment methods reported in 2002-2003 were

- Capstone course projects, papers, presentations evaluated by faculty or by outside reviewers
- Senior-level projects and presentations
- Course-embedded assessments and classroom assessment techniques
- Exams—local comprehensive exams, local entry-to-program exams
- Exams—standardized national exams, certification or licensure exams
- Internships—evaluations from supervisors, faculty members, students participants
- Portfolios—reviewed internally or externally
- Professional jurors or evaluators to evaluate projects, portfolios, exhibits, or performances
- Student performance in intercollegiate competitions
- Surveys—alumni
- Surveys—employers or recruiters
- Surveys—students, especially seniors
- Surveys—faculty
- Tracking enrollment data, student academic performance in particular courses, student participation in extracurricular activities in relation to the discipline, degree completion rates, time-to-degree-completion
- Alumni employment tracking

Graduate programs reported the following outcomes assessment methods *in addition to* the methods described above:

- Qualifying exams
- Theses/dissertations/creative component papers, projects, presentations, and defenses
- Comprehensive exams
- Tracking research activity/publications/professional presentations/professional activity

In addition to these outcomes assessment methods, the Office of University Assessment coordinates alumni and student surveys and provides program-specific results to academic units for use in program outcomes assessment.

In keeping with the guidelines of the Higher Learning Commission of the North Central Association and the policy of the OSU Assessment Council, faculty are encouraged to develop effective program outcomes assessment methods that will provide meaningful information for program development and improvement. Reviews of the outcomes assessment programs by the Assessment Council show that most degree programs are satisfactorily implementing their assessment plans and using assessment results for program development and improvement. Academic units are encouraged, but not required, to use assessment methods that provide comparison of student performance with statewide or national norms. Programs that use such assessments report their findings in their individual annual outcomes assessment reports.

Academic units are required to report the number of individuals assessed *in each assessment method*. Because the same students are assessed by multiple methods, the reporting process does not provide an

accurate total of the students who participate. However, reports demonstrate that every academic program uses multiple assessment methods and that a majority of students within each program participate in outcomes assessment.

[link here to the table in the report that lists all department, assessment methods and numbers? It's a 12-page table]

Uses of assessment results, while unique to each program, can be generally categorized as sharing assessment information with faculty members, developing curriculum changes, and justifying curriculum changes that have recently been implemented. The most commonly cited uses of assessment results in 2002-2003 were [add specific examples?]

- Changes in course content
- Addition/deletion of courses
- Changes in degree requirements or degree sheet options
- Development of tutorial and academic services for students
- Justification of past curriculum changes and showing program improvement resulting from those changes
- Further refinement of assessment methods or implementation of new assessment methods
- Changes in course sequences
- Changes in advising processes
- Facilitating curriculum discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Changes to student facilities such as computer labs and science labs
- Development of program-based websites to provide students with academic program information

Student and Alumni Satisfaction Assessment

Student and alumni surveys evaluate perceptions of academic and campus programs and services. These surveys complement program outcomes assessment by providing feedback for use in continual quality improvement in such programs and services.

Graduate Student Satisfaction Survey. The Graduate Student Satisfaction Survey is conducted in alternate years by the Graduate College. The target population for this survey is all OSU graduate students who are enrolled during the semester the survey is conducted. In Spring 2002, from a target population of 3,610, 908 students participated. The survey included 64 questions and was administered online by the OSU Bureau for Social Research. OSU graduate students were sent an email message that provided a link to the web-based survey.

Annual OSU Alumni Surveys. Alumni surveys are conducted every year at OSU; undergraduate and graduate program alumni are surveyed in alternate years. The purpose of these surveys is to identify institutional strengths and areas for improvement; to track the careers and continuing education of recent OSU graduates; and to assess achievement of learning outcomes as perceived by alumni from individual academic programs. These surveys target alumni who are 1 and 5 years post-graduation; include Common Questions that cover employment and career issues, continued education, and general satisfaction; and include program-specific questions for the purpose of assessing program outcomes as well as alumni satisfaction. The Office of University Assessment coordinates the alumni surveys. The OSU Bureau for Social Research conducts the surveys as telephone interviews with alumni.

Results of the alumni surveys are widely distributed to faculty and administrators at the college and university levels. These results have the biggest impact in effecting change at the program level, and specific program changes resulting from the alumni surveys are discussed in outcomes assessment reports for individual academic programs. All OSU programs have begun to use results of the annual OSU alumni surveys in the five-year academic program reviews coordinated by Academic Affairs and, where applicable, as part of professional accreditation self-studies and reports. For many academic programs, the alumni surveys are now a cornerstone of their outcomes assessment efforts and results are regularly used in curriculum planning.

The National Survey of Student Engagement (NSSE). The NSSE obtains information about participation in programs and activities that institutions provide for students' learning and personal development; results provide an estimate of how undergraduates spend their time and what they gain from attending college. The NSSE enables comparison between OSU and peer institutions in areas of academic challenge, student involvement in active and collaborative learning, student interaction with faculty, educational experiences, and campus environment. The NSSE also includes items related to student satisfaction. OSU participated in the NSSE in 2000 and 2002.

The 2000 and 2002 NSSE survey results have stimulated a great deal of conversation among OSU leaders and faculty groups and an unprecedented amount of action resulting from a university-wide survey. One reason is that the NSSE succinctly targets academic quality issues of great concern to faculty members and issues that can be directly tied to program-level curriculum planning. The NSSE also provides data on areas of interest for programmatic accreditation.

The College of Human Environmental Sciences and the College of Education are taking steps to collect more NSSE survey data from their students so that they have sufficient sample sizes to evaluate student engagement at the program level and make program-level changes as needed. The College of Education, for example, included additional NSSE-type questions that probed more deeply into diversity issues, an area of concern for that college's NCATE accreditation. The College of Business plans to conduct a similar local version of the NSSE in spring 2004.

These colleges developed faculty working groups to examine their college-level results from the 2000 and 2002 NSSE survey, develop a local version of the survey to meet their programming concerns, and consider results from these locally-administered surveys. In addition to these college-level responses, a few individual academic programs, such as the Zoology Department, are integrating NSSE survey questions into their existing senior surveys so that they, too, can obtain larger sample sizes and more meaningful results on topics of particular concern.

OSU plans to participate in the NSSE again in 2005. This schedule gives academic programs sufficient time to consider and act on results from 2000 and 2002. Plans to participate in the NSSE on a 3-year rotation are currently being discussed.

Noel-Levitz Student Satisfaction Inventory (Tulsa Campus). The Noel-Levitz, Inc. Student Satisfaction Inventory (SSI) is administered each year on the Tulsa campus. Because of the rapid growth of enrollment on the Tulsa campus, this survey provides an effective means for monitoring students' perceptions of programs and services and incorporating their feedback into the development of programs and services on that campus. The SSI measures student satisfaction using twelve composite scales: Academic Advising Effectiveness, Campus Climate, Campus Life, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Recruitment and Financial Aid Effectiveness, Registration Effectiveness, Responsiveness to Diverse Populations, Safety and Security, Service Excellence, and Student Centeredness. The results provide comparison with other institutions and enable year-to-year comparisons within the institution.

Criterion Four: Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Various administrative offices at OSU assist in creating an environment that encourages the responsible acquisition, discovery, and application of knowledge through efforts to make faculty, staff, and students aware of the characteristics of such an environment. All of these offices maintain websites that are regularly updated with information about OSU Policies with regards to such issues as Intellectual Property Rights, Use of Human Subjects, Use and Care of Animal Subjects, Plagiarism, Sexual Discrimination, and Disability Services. In addition, these offices provide printed documents, seminars, and consulting services. The following descriptions, excerpted from information collected from questionnaires, highlight some of the types of support and dissemination of information offered by various offices.

The office of the VP for academic affairs distributes information concerning intellectual property to the Faculty in the form of the Faculty Handbook which summarizes policies relating to Patents, Copyrights, and charges of academic misconduct/dishonesty. The handbook will be revised this summer. Students are made aware of the policies on academic integrity (including proper citation of work) in the Student Rights and Responsibilities document. The VPAA office also distributes a syllabus attachment and encourages all faculty to include it, or similar statements, in every syllabus. In spring 2004, a committee on Academic Integrity was appointed to begin planning for educational campaigns for faculty, staff and students to raise awareness of the responsibility for academic integrity. A survey was administered to faculty, teaching assistants, and students this spring to document behaviors and perceptions related to academic integrity. Results will be shared with a variety of constituents including Faculty Council, Council of Deans, Student Government Association, and other student groups.

Research compliance has been centralized as a separate department within the Division of Research and resources have been provided for staffing and providing administrative support to the individual compliance committees. OSU's Office of Research Compliance is charged with the responsibility of promoting integrity in several research related areas. Among these are management of conflicts of interest issues, use of human subjects, use and care of animal subjects and research using biohazardous materials, radiation, and research lasers. The Conflict of Interest policy and procedures are posted on the Compliance web site (www.vpr.okstate.edu/conflict). The current policy requires that investigators submit conflict of interest documents only when they apply to federal programs requiring evidence of this disclosure. The individual colleges' research offices ensure that their faculties are aware of this responsibility. The focus is on appropriate *disclosure and management of conflicts*. Timely disclosure of conflicts and development, implementation, and oversight of the plan to manage these conflicts is the key. The expectation is that a draft of a revised conflict of interest policy will be completed in 2004, and accepted in 2005.

OSU's Office of University Research Compliance (OURC) oversees several committees. The composition of the committees and their oversight responsibilities are dictated by federal legislation and University policy. Human subject research is overseen by the Institutional Review Board (IRB). Animal care and use is governed by the Institutional Animal Care and Use Committee (IACUC). Centralizing the burdensome administrative functions has freed the IRB and IACUC chairs and committees to be much more involved with the investigators as they develop and research protocols. The review process has been streamlined through the use of information technology. The overall philosophy of the OURC is that compliance is an integral feature of the responsible conduct of research. They offer assistance and support in helping investigators understand their compliance responsibilities and the steps to accomplish this. The OURC disseminates information in a variety of ways. It sends letters at least annually to department heads in which it offers to make presentations in individual classes or departmental meetings. The IRB and IACUC web pages (www.vpr.okstate.edu/IRB and www.vpr.okstate.edu/IACUC) provide timely information and online protocol submission (IACUC only), to include training. Training modules have been developed in-house and are linked via the Internet to quality programs from the oversight entities and other universities.

A number of actions have been taken to improve the effectiveness of the OURC. The compliance budget has been increased each year for the past five years. Currently both the IRB and the IACUC are engaged in

a self-study in preparation of seeking this accreditation. The OURC and the College of Arts and Sciences paid to have a course developed in the Responsible Conduct of Research. The course was developed in modules that could be offered as a full course, or could be utilized as individual modules. The core areas, such as data ownership, conflict of interest, scientific misconduct, were emphasized in what was developed by this individual, and we utilized the other human subjects and animal model training that pre-existed. The course was well received and serves as a model course in the responsible conduct of research now under development. The OURC has employed experts from other universities to present seminars to faculty, staff, and administrators on the rights and responsibilities of conducting research using humans and animals. Currently, staff in the Office of University Research Compliance are benchmarking other universities' IRBs for best practices,

The office of Student Disability Services has a web site (www.okstate.edu/ucs/stdis/index.html) that provides information and resources. They also make presentations each semester at academic department meetings, orientation classes, Freshman Enrollment throughout June, and Disability Awareness activities. Letters re: specific student issues are sent to course instructors, with an invitation to conference re: any questions or concerns. They also produce a semester newsletter. Student Disability Services serving the primary role of facilitator. As such, SDS either provides or coordinates services and accommodations.

The Office of Affirmative action works to ensure that OSU provides a discrimination free workplace that is conducive to the responsible acquisition, discovery, and application of knowledge.

OSU's Sexual Harassment Policy can be found on the Affirmative Action and the Human Resources Web Pages at:

<http://osu-ns03.cis.okstate.edu/homepages.nsf/toc/affirmative+action+frames?OpenDocument> or
http://www.okstate.edu/osu_per/policy_proced.htm

A Sexual Harassment Brochure was developed several years ago and is included in the orientation packet of all new employees. New faculty are informed about sexual harassment and procedures during new faculty orientation. In addition, the Faculty Handbook includes information on this issue. The Office of Affirmative Action also offers sexual harassment training 3-4 times a year through the Human Resources Training Department. Individual departments and colleges also request more personalized training from Affirmative Action.

The OSU Affirmative Action Plan, which is updated annually, Equal Opportunity/Affirmative Action Policy, and Nondiscrimination, Equal Opportunity & Affirmative Action Policy are on the Affirmative Action web site at:

<http://osu-ns03.cis.okstate.edu/homepages.nsf/toc/affirmative+action+frames?OpenDocument>

OSU also has a Diversity Board that includes a representation of faculty, staff and students. The Diversity Board acts as an advisory board in all matters concerning affirmative, sexual harassment and equal opportunity, both in employment and the academic environment. One of the general functions includes giving policy advice to the administration with respect to affirmative action/equal opportunity for all persons on campus. The Board consists of Committee for Ethnic Diversity, Committee on Gender Issues, Committee on Nontraditional/Disability Issues, Committee on Lifestyle/Family Equity. The Student Conduct Office publishes Student Rights and Responsibilities Governing Student Behavior which includes reference to the OSU Academic Dishonesty policy. The dishonesty policy includes a definition for plagiarism. The R & R document is distributed to students through the O'Collegian and copies are placed in the college Student Academic Service Offices across campus. They also publish and distribute a brochure regarding academic dishonesty for students and a brochure for faculty. Presentations about academic dishonesty are made to freshmen orientation classes in several colleges.

The Office of Intellectual Property Management (IPM) assists the college research offices and the Office of University Research Services in reviewing intellectual property clauses in sponsored research agreements

and confidentiality agreements. Assistance may include conversations with staff from the various offices involved or the principal investigator(s) involved in the research project, re-writing intellectual property clauses, and/or negotiating intellectual property clauses on behalf of OSU. In addition, IPM has been active in presenting seminars to familiarize faculty, staff, and students with their rights and responsibilities. For example, OSU's outside patent counsel presented an intellectual property seminar in two parts. The first part addressed "Considerations in the Patenting of University R&D", and the second part addressed "Strategies in the Commercialization of University R&D". They provided another seminar entitled "Hot Topics in Intellectual Property and University R&D" in April 2004. Plans are already underway for a fall 2004 seminar that will address confidentiality issues with respect to University R&D. IPM plans to present at least two of these types of seminars on an annual basis. IPM also participated in a public forum as part of OSU Research Week (March 1-5, 2004) activities sponsored by the Office of the Vice President for Research and Technology Transfer

IPM's web site at www.vpr.okstate.edu/ipm provides general information about patent and copyright matters and how OSU handles intellectual property.