

## Committee 4 – Acquisition, Discovery and Application of Knowledge

Criterion 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Oklahoma State University has demonstrated its commitment to development of scholars and programs to support those scholars. This commitment has yielded national and international recognition for several efforts supported by the board, administrators, faculty, staff and students. Over a 10-year period, students from OSU have been recognized with Rhodes, Marshall, Udall, Goldwater, Rotary, and Fulbright Scholarships and a total of eight Truman Scholarships, leading to OSU's recognition as a Truman Honor School. These Scholars are important and notable for sure, but just as important is the number of others who have become successful graduate students, employees, citizens, and complete individuals through study and service at OSU.

A central effort in scholar development focused on students is coordinated by the Office of Scholar Development and Recognition (<http://www.okstate.edu/scholars/>). The office is charged to promote and expand OSU students' record of success in selected national scholarship competitions, and to manage the resources of the multi-faceted Lew Wentz Scholarship Fund. The Scholar Development Office seeks highly motivated students in both academics and public service. High-achieving individuals who enjoy debating issues, read widely, and thrive on research and travel opportunities are ideal candidates for the Scholar Development program.

These efforts are further demonstrated through freshman scholar and freshman research programs, continued through traditional undergraduate matriculation, and through graduate education. "Windows to the World", a special honors seminar in current events and scholarship training, consultation on application preparation, evaluation of writing and speaking ability, video-taped practice interviews, and advice on best course of study, related to specific awards exemplifies this commitment to a life of learning.

Discovery of knowledge is specifically the focus of undergraduate research programs including the freshman research program that admits fifty students per year. Financial assistance is provided through such diverse programs as the Robberson Family Trust, the Lew Wentz scholar program, and the Niblack scholars. OSU also annually awards Louis Stokes Scholarships to minority students to encourage their entry into science and engineering with the intention to then pursue graduate school to conduct research.

OSU encourages graduate student research through the administration of three competitive research programs. Fifteen to twenty \$2200 Distinguished Graduate Fellowships are awarded each year to support students' education and research. Ten to twelve \$2000 Robberson Fellowships are awarded to graduate students to conduct research during summers each year. Finally, three \$1000 Nancy Randolph Davis Fellowships are awarded.

The Graduate College provides \$5000 annually to the Graduate and Professional Student Governing Association (which is matched by GPSGA's own funds) to compensate travel expenses to allow graduate students to present their research at professional conferences. The Graduate College also provides \$4000 annually to the Environmental Science Graduate Program to support graduate student travel to professional conferences to present research.

While the Office of Scholarship Development and Recognition currently assists undergraduate students in preparing proposals for Rhodes Scholarships, Fulbright Scholarships, Truman Scholarships, Marshall Scholarships, Goldwater, and Carl Albert Scholarships. A similar office is needed to provide comparable services to graduate students to compete successfully for NSF Fellowships and Dissertation Improvement Grants. While such support is limited at present, OSU has won one IGERT (Integrated Graduate Education and Research Traineeship) grant in photonics. Other IGERT proposals are in preparation. Admittedly, OSU can do more to facilitate NSF Graduate Fellowships within the Graduate College by designating one staff member as the central coordinator of this effort.

This commitment to the development of scholars and the discovery of knowledge is further demonstrated through the recent establishment of the Honors College (<http://www.okstate.edu/honors/>). Although an Honors program had been in place for many years, the establishment of the Honors College enhances the opportunities for students to study, conduct research, and exchange ideas in a challenging and supportive academic environment. The honors program has been primarily supported through the College of Arts and Sciences in courses, faculty commitment and scholarship, as have several interdisciplinary degree programs.

At the graduate level, most academic departments across the colleges of Oklahoma State University include some graduate programming. The Graduate College is the hub of advanced study, research and creativity at Oklahoma State University. Faculty and students share an obligation to discover and acquire knowledge and to present it to the scholarly community. Teaching and research assistantships are common across the University, with several fellowships provided as well. All graduate programs include an emphasis upon research and scholarship.

The Graduate College is organized into six graduate faculty groups, based on discipline. These groups have responsibility for quality control and policies related to programs, qualification of graduate faculty membership, and curricular review at the graduate level. These graduate faculty groups are represented on the Graduate Faculty Council, the governing body for graduate education at Oklahoma State University.

Oklahoma State University recognizes outstanding graduate student research annually, by graduate faculty group, as a part of the graduate commencement. Outstanding research through masters' theses or doctoral dissertations are nominated, selected and recognized during the graduation ceremony.

In addition, Oklahoma State University recognizes outstanding research among faculty members. OSU has awarded about 40 Regents Professorships to those faculty members who maintain a world-class reputation for research success. These professorships are awarded for three-year periods and must be documented continuously to earn a renewal. OSU also recognizes faculty for research success in its Regents Distinguished Research Awards program. Each year, eight faculty members merit these awards (one in each College except Arts and Sciences, which has two). Each winner earns a permanent \$1000 increase in salary.

Each Earth Week, the Environmental Institute presents awards for outstanding environmental faculty research and outstanding student research. The awards are presented at the Environmental Awards Banquet, which attracts 100-150 members of the OSU community and supporters from outside of OSU. A distinguished speaker provides a keynote address. The title of the 2004 presentation was, "Matching Research to Pressing Environmental Issues in Oklahoma" by the Oklahoma Secretary of the Environment Miles Tolbert.

Some colleges offer similar programs of recognition and encouragement for research. For example, the College of Agriculture offers annual awards for both graduate student dissertations and faculty career research awards.

As a centralized University-wide entity, the Library's primary mission is to serve as the intellectual commons of the University, providing high-quality resources, services, and gate ways to information to meet the needs of Oklahoma State University's diverse instructional, research, and outreach programs. In accordance with the University's land grant mission, the Library also serves as an information resource for all the citizens of Oklahoma through direct access to its extensive collections and special services and by sharing these resources as needed with other libraries in the state.

As the academic heart of the University, the Library responds to the needs of its constituents, emphasizes cooperative arrangements with other libraries, and maximizes the application of state-of-the-art technology to facilitate speedier and ever wider access to needed information. To serve the university community fully, the library strives to lead Oklahoma academic libraries in building cooperative services, collections and applications of technology to serve all Oklahomans.

Scholar development efforts among the faculty emanate from the respective "appointment, reappointment, tenure and promotion" documents representing each academic unit. These documents show a consistency in expectation in compliance with OSU policy and procedure letter 2-0902. Among those consistencies across academic units that demonstrate 'value of a life of learning' are progressive, sequential increase in expectations by rank and years of service. Each academic unit, then, prepares the detail expected in that sequential and progressive development of a scholar pertinent to the respective unit.

It is also true that there is a high degree of diversity between and within colleges with respect to research performance and culture. At the respective unit level, research is emphasized by promotion and tenure documents, merit raise algorithms, and the criteria used for determining both teaching loads and summer support. Recently in the College of Business, a program has been implemented to award a monetary prize for publishing in a field's best journal. As mentioned earlier, at the University level, a distinguished teaching award and a distinguished research award are presented to one faculty member per college (two in Arts and Sciences) annually. These awards include a \$1000 increment in base salary for the recipient.

Each of the three academic schools in the College of Education has recently revised the Appointment, Reappointment, Tenure and Promotion (ARPT) documents specific to the academic unit to comply with the policies established by Oklahoma State University. Those documents demonstrate, in theory, the commitment of the administrators and faculty to sequential development of persons in faculty positions. During recent years, the Dean of the College of Education has established and funded a faculty development series, coordinated by a member of the faculty. An example of this support for faculty development occurred during the 1999 – 2000 academic year through the sequence of faculty development in “Pedagogy and Research”. A series of seminars throughout the year offered voluntary opportunities for faculty, graduate students and staff to participate in developmental programs. However, as budgets have been restricted in more recent years, those developmental programs have also been reduced or eliminated.

Similarly, the College of Human Environmental Science has a “Faculty Scholars” program for new faculty. All faculty members in the college attend sessions during their first year to help them acclimate to the faculty role. As part of this program, a research proposal submission is required and faculty members are taken to Washington, D.C. and to state agencies to discuss research and outreach possibilities.

Sabbatical leave policies for the University also demonstrate support for and valuing of a life of learning. The actual practice of granting sabbatical leaves varies greatly from College to College. In Human Environmental Science, there is an approved sabbatical leave policy. However, teaching loads are heavy enough that it is hard to imagine any faculty member taking a sabbatical leave. No sabbatical leaves have occurred in the last 15 years in HES.

Sabbatical leaves in the College of Agriculture follow University policy. While faculty members in Agriculture have requested sabbaticals and had them approved, sabbaticals are not necessarily promoted in that College. More frequently, faculty members in Agriculture have participated in the Big 12 Faculty Exchange Program, taking shorter periods of committed time at one of the other campuses among the Big 12 universities.

In the same manner, sabbaticals for faculty in the College of Education are included in policy, but rarely included in practice. All sabbatical requests were rejected in 2003 – 2004, and many requests had been rejected in prior years – regardless of the legitimacy of the requests. Numerous faculty members, with over twenty consecutive years of service

in the College, have never been granted sabbaticals. In some cases where sabbaticals or other leaves of absence have been granted, the salary reduction has not been returned to the academic program experiencing the sabbatical. As a result, the remaining faculty members are effectively discouraged from seeking sabbatical opportunities because of the detrimental effects of practices in the College of Education upon the academic program.

In sharp contrast to these two Colleges, the College of Arts and Sciences regularly supports sabbatical leave for eligible faculty and requires that this leave be used to the benefit of both teaching and research.

Institutional support for individual faculty members in professional development and research efforts also varies widely between and within Colleges. Some colleges and academic units have supported professional development with international travel, substantial 'start-up' funds to encourage research, cutting-edge technology, and other resources.

Through the Office of the Vice President for Research and Technology Transfer (VPRTT), OSU endorses the principle that research income should be reinvested in research so that research becomes self-sustaining. OSU funds a research startup program that allows new faculty researchers to set up their laboratories and purchase research equipment and supplies. In FY05, this program is funded with \$2 million. In general, OSU also provides cost share funds to support laboratory renovation and other core research facility upgrades. The actual implementation of these 'start-up' funds for support of faculty research varies tremendously by discipline and academic unit.

As an example of this lack of support, it is difficult to demonstrate that the College of Education 'values a life of learning' when faculty are limited to \$500 per faculty member per year for professional development. This \$500 allotment can be used for travel to national conferences to present papers, for participation in continuing education, or other developmental purposes. However, \$500 rarely covers food and lodging, let alone airfare, registration, and miscellaneous expenses associated with continuing professional development and a life of learning. As a result, faculty members who sustain this level of professional involvement are required to fund their activity from personal resources.

Looking to the future, Research and Technology Transfer and the Graduate College need a development officer to increase fundraising for research via sponsorship of endowed research professorships and chairs, graduate student research support, and additional research facilities. OSU also needs more partnerships with the public and private sectors and with other universities in the conduct of jointly research collaborations.

Criterion 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.

University-wide expectations in general education demonstrate the integral nature of a breadth of knowledge, skill and intellectual inquiry to Oklahoma State University. Beyond the academic requirements, units within OSU encourage interdisciplinary inquiry through such programs as the Wentz scholarships for research and the freshman research scholars. In addition, specialized programs have been implemented in several Colleges to encourage scholar development. These include the leadership development program for undergraduate scholars in the College of Business.

Similarly, the College of Engineering, Architecture and Technology has extended its support of scholar development to include both a Scholars Program and a Research Scholar program. The Scholars Program is primarily a leadership development program, initiated for freshmen, but continuing through the academic career. It includes an opportunity for students to travel to Washington, D.C. and an international travel experience, often to Japan. Likewise, the College of Human Environmental Science provides four freshman research scholarships and has developed an alliance between Chair positions and students as research scholars. The College of Agricultural Science and Natural Resources also has established undergraduate research scholarships.

All of the graduate level academic programs at Oklahoma State University include components that demonstrate the discovery of knowledge is integral to the educational programs. Oklahoma State University faculty are committed to and demonstrate a variety of research methodologies, plans for intellectual inquiry, and other aspects of the acquisition of knowledge. All graduate students are required to produce evidence of their intellectual inquiry through dissertations, theses, creative components, or reports.

All students and faculty are served by the Library as it strives to provide the best services, strongest collections and state-of-the-art information technologies for faculty, students and staff. Over the past five years the Library has moved aggressively to provide desktop access to research tools and scholarly literature. Web-based interfaces provide anytime-anywhere access to over 23,000 periodicals and approximately 200 indexes and databases to aid in resource discovery. The Library's collections serve as the gateway to global research and scholarship as well as a rich diversity of opinions and human experiences. The Library provides support to faculty and students to integrate digital tools into their work; for example, electronic text and data support, and digitization of images and text for faculty and student research projects. Additionally, the Library has undertaken projects to digitize University materials to be of service to faculty, staff, students, and alumni.

OSU's division of Student Services also participates in the development of breadth of knowledge and skills through encouragement of service learning, community service opportunities, staff development, and leadership development programs. Intellectual

inquiry is encouraged from participation in Camp Cowboy and Alpha Week, throughout the undergraduate career and through student organizations and activities.

In contrast to the policies that indicate support of acquisition of knowledge, collaboration between programs in secondary education (through the College of Education) and respectively allied disciplines in the College of Arts and Sciences are very limited. Discipline specific faculty members in the College of Arts and Sciences (mathematics, history, geography, the natural and life sciences) are only marginally involved in the Professional Education Unit, an administrative unit extending across multiple colleges. Administrative leadership in the College of Education has not been proactive in seeking to extend the exercise of intellectual inquiry to encompass scholars beyond the Professional Education Unit.

Another example of limited acknowledgement of the need for 'breadth of knowledge and skills' is demonstrated by the fine-print, bottom of the page exclusion on degree sheets and in University policy of certain courses for students at Oklahoma State University. In a state that leads the nation in such negative health measures as obesity, sexually transmitted diseases, rate of drowning per capita, number of teenage pregnancies, alcohol consumption among teenagers and number of teenagers beginning smoking, OSU, and more broadly, the Oklahoma State Regents for Higher Education, do not permit academic credit toward degrees for 'physical activity' courses. As a result, there is clearly a bias against acquisition of certain knowledge and skill for quality of life.

Criterion 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Every program, graduate or undergraduate, at Oklahoma State University is assessed through plans developed by faculty and staff, incorporated into University-wide assessment, and designed for feedback into program development. The overall assessment plan includes early career, mid-career, end of degree, and alumni components. The detail of the OSU assessment process is available on-line (<http://www.okstate.edu/assess/>). Individual units within the University and the Colleges prepare their respective assessment plans for approval by the University Assessment Council. These plans and reports by College and academic unit are provided on-line ([http://www.okstate.edu/assess/assessment\\_at\\_osu/outcomes/directory.htm](http://www.okstate.edu/assess/assessment_at_osu/outcomes/directory.htm)).

OSU continues the assessment of graduates who are living and working in a global, diverse and technological society through its alumni survey. The Division of Student Services participates with the Office of Assessment in several other surveys to assess the usefulness of the OSU curricular and other experiences in preparation for live and work in contemporary society (<http://www.okstate.edu/assess/Surveys/index.htm>). These surveys include the Cooperative Institutional Research Program (CIRP), the National Survey of Student Engagement (NSSE), the National College Student Survey (CSS), and the Graduate Student Satisfaction Survey (GSSS).

Assessment is funded through a per-credit-hour fee. As a result, each unit within the University may request internal grant funds to support its assessment efforts. In many cases this assessment has included research assistantships for students in working with faculty members to conduct the various elements of assessment.

Implementation of program improvement based upon assessment is the responsibility of the unit managing the assessment plan. However, reports are readily available for units to gain the benefits of the multiple assessment measures and to incorporate those generated concepts into program improvement.

An example of this support for education for life and work in a global, diverse and technologically advanced world is shown in the College of Arts and Sciences. The College is supportive of changes to departmental course offerings, and encourages departments to update course content to reflect relevant changes in all areas. Because the philosophy is widely known, faculty members are inclined to propose changes in the curriculum. This extends to courses that include topics and issues that may be controversial and/or unpopular. In a less supportive college environment (and given the ultra-conservative environment of OSU), faculty members might be reluctant to tackle difficult issues essential for a global, diverse curriculum.

OSU's traditional interpretation of this criterion may be too narrow to encompass important aspects of the impact on 'knowledge creation and dissemination.' Most of the degree programs and the bulk of courses relating to diversity and the certificate programs are offered through Arts and Sciences. These programs are largely volunteer programs.



Oklahoma State University has not taken a proactive stance on this matter, despite several unfortunate incidents related to lack of sensitivity toward persons from diverse demographic groups. To date, the University does not require that all students take courses specifically addressing issues of race, ethnicity, gender, disability, sexuality, or other aspects of diversity. The general education requirement related to 'international' emphasis courses is commendable, however, only the College of Education has developed a college-wide course addressing diversity.

That College proposed EDUC 2443 (Contemporary Issues in Diversity) as a college-wide, general education course meeting the 'S' (social science) requirement of the University. This course was modified from an existing course in one of the undergraduate degree programs in the College, with the intent that it would become a service course for students across the campus in increasing understanding of diversity and scholarship. Despite some resistance from other units on campus, this course has been approved for campus-wide application as an 'S-course' effective fall 2004.

Most academic units that have national accreditation or recognition avenues available have included that aspect of assessment in their respective plans. This includes units such as the Library. The Library is a participant in the Association of Research Libraries LIBQUAL+, completing its first survey in 2001. It is anticipated that a second LIBQUAL+ survey will be conducted in 2005. The responses to the first survey resulted in identification of new services and service improvements that have or will be implemented in the next two years. On a continuing basis the Library conducts surveys and assessments that target users of specific services and resources, including the circulating wireless laptops, building hours, and other library services.

Per Regents' policy, every graduate program submits an assessment report as a part of program review to the Provost and the Graduate College every five years. If the assessment demonstrates program success, the report is passed on to the Regents. If not, the program must implement program improvements. These assessments include the provision of evidence that research is being conducted and folded into the curriculum. A similar five-year program review process is in place for undergraduate programs.

The Graduate College, in cooperation with the University Assessment Office, sponsors an annual survey of alumni that inquires into career success. However, these surveys need to be improved to inquire into the roles that research has played in stimulating a life of learning. Moreover, program directors and heads are charged with developing questions for this survey; no university level involvement is involved. The university should assume leadership in ensuring that questions are developed that respond to accreditation criteria.

Criterion 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Support for acquisition, discovery and application of knowledge can take a variety of forms: policy, funding, personnel, assigned or released time, technology, and more. During 1999, a Task Force was charged to examine scholarship at OSU in broad terms. This included research, undergraduate teaching, graduate mentoring, advising, extension and artistic expression. Four recommendations from that Task Force remain as unfinished business – a fact that indicates some unsettled issues related to this criterion.

As indicated in earlier discussion, OSU has an excellent undergraduate Wentz scholarship program that allows students to compete for funds to undertake a research project with a faculty mentor. In addition, several other support programs exist for students to acquire and discover knowledge.

Responsibility in acquisition, discovery and application of knowledge is further demonstrated in policy related to patents and copyrights. In 1995, the Oklahoma State Legislature authorized revenue sharing with the creator of patented inventions, copyrighted publications, and sales of equity shares in the sale of companies established as a result of inventions and copyrights. OSU's intellectual property policy allows researchers to earn 50% of the royalties earned from inventions and copyrights. Twenty-one patents have been issued since 1999. The patenting process is facilitated through the efforts of the Office of Intellectual Property Management within the VPRTT office.

The published academic regulations included in the catalog and "Student Rights and Responsibilities" address 'academic dishonesty or misconduct.' In addition, Policy and Procedure Letter 2-0822 addresses academic dishonesty and misconduct, whether in research settings or other academic settings.

The aspect of responsibly acquiring, discovering and applying knowledge has been dramatically increased over the past decade through the Office of University Research Services. "Compliance" requirements have increased exponentially, particularly related to protection of research subjects, whether human or animal. The University has organized at the central level, but at the investigator level, this is often perceived as 'more work with no extra resources' (<http://www.vpr.okstate.edu/compliance/>). To assure on-going responsibility among scholars, the Office of University Research Services provides numerous training (<http://www.vpr.okstate.edu/training.htm>) and continuing education programs. These sessions keep researchers up-to-date on current requirements, while providing appropriate information for new scholars.

The Office of University Research Services, Office of Research Compliance, and Office of Intellectual Property Management conduct frequent training sessions designed to encourage and support research endeavors. During the 2003 – 2004 academic year, more than 20 training sessions were offered in topics such as proposal writing, compliance with Institutional Review Board requirements, animal care and use requirements, export

administration, international traffic in arms, radiological safety, biosafety, and laser safety.

The Graduate College conducts Training in the Professoriate Seminars (TIPS) each year to faculty and graduate assistants. This training includes a component that addresses research topics and publication. In addition, the Office of University Research Services provides a seminar, geared toward new faculty, entitled 'Research Fundamentals for Faculty' describing OSU research policies and procedures. Senior research staff members attend conferences and participate in Web Casts from a variety of sources and across various disciplines.

Beginning in 2004 – 2005, the VPRTT will hire a consultant to train new faculty researchers on proposal preparation. A two-day seminar open to all researchers will be conducted. In addition, a semester-long workshop will be offered to about 30 researchers nominated by College Deans that will require each participant to prepare a research proposal. The Office of Research Compliance hosts a website that discusses research ethics (<http://vpr.okstate.edu/policies.htm>).

Some colleges have added to these centralized programs through their own efforts. For example, the College of Education has internally funded a 'faculty development series' during several recent years. These programs have primarily offered seminars for less experienced faculty members or graduate students and have had varying success in meeting faculty needs. Attendance records indicate that faculty and students from several colleges and other units attended these developmental sessions.

Early in their academic careers at OSU, through the orientation programs, students are introduced to the Library and its range of services. Similarly, new faculty scholars are provided training on Library services. The Library strives to be a place where everyone is free to pursue knowledge without fear of disclosure or censorship. The Library collaborates with faculty to facilitate access to their scholarly output and ensure its long-term preservation and availability to scholars worldwide by addressing issues of copyright, complying with electronic publishing and archival standards, and evolving technology. At the same time, emphasis is placed on educational efforts on copyright and other intellectual property issues of concern to the University. OSU Library faculty members have a substantial record of participation in state and national initiatives addressing library and information issues.

Current university policy does not allow *research* faculty ranks, although there has been significant discussion of this policy during the 2003 – 2004 academic year. Some modification in these rules would markedly enhance overall research productivity. However, other factors would also influence policy related to establishing research faculty. As indicated from faculty members in the College of Business, one weakness is that faculty salaries at OSU are not sufficient to maintain a research faculty. For example, in 2004 a number of the individuals nominated by their colleges to receive the university's award for being the outstanding research scholar were in the process of taking positions at other universities. The salary of at least one eventual winner, who both

holds a chair, and is one of the highest paid faculty members in the College of Business, placed him in the bottom third of the distribution of Big XII full professors (in his field).

Other faculty sentiment indicated that fund raising priorities have been and continue to send a message to the faculty that they, their working conditions or their research are not truly valued at Oklahoma State University. It appears to faculty and students that the current major priorities for fund raising are a football stadium, alumni center, and student scholarships. Other priorities perceived by members of the faculty during the past couple of years have included a local transportation system, plasma television screens, and vice presidents or other administrative personnel.

By OSU policy, work loads are determined at the 'departmental' level within the general guidelines of Policy and Procedure Letter 2-0110. That workload is defined as including (1) teaching, (2) research, and (3) service. However, there is tremendous variation in the details that constitute individual workloads. In some units, it is common to find faculty members who teach three or four regular courses per semester, while faculty members at the same rank in other units may have no assigned teaching loads. Within the framework of Policy and Procedure Letter 2-0110, all faculty members are expected to participate in the acquisition, discovery and application of knowledge.

Faculty members in Human Environmental Science indicated available time for conducting research is an on-going problem. Faculty resources have not followed student enrollment growth. Consequently, research time has become more constrained than ever before.

From a different perspective, faculty and students in the College of Business are encouraged to apply knowledge responsibly in a number of ways. Faculty and students learn that all research using human subjects be submitted for review and approval by the Institutional Review Board. Student organizations typically dedicate their collective efforts to generating contributions to a worthy cause. A newly created Center for Social and Services Marketing will raise the internal profile of using knowledge to further social good. Finally, there are a number of faculty members who spend a significant amount of their personal time working to help others by playing leadership roles in local organizations. This informal role modeling is the most powerful means by which this criterion is met.

In recent years, the University announced a seed grant program. Several investigators in the College of Human Environmental Sciences and the College of Education spent a substantial amount of time developing proposals. Although some proposals were approved for funding and the respective scholars were notified of funding, funding for all these projects was subsequently cancelled. As a result, faculty researchers were left very frustrated by these experiences.

Some colleges provide internal competitive monies to assist with research. As an example, the College of Education includes an office of research support primarily providing management and accounting services to faculty involved in grant and contract

programs. In addition, the College has offered a competitive incentive grant program for faculty. This program has varied in funding levels and participation over the past several years, but has excluded salary support for faculty. As a result, faculty in the College may initiate a research program, but do so **without** salary support or recognition within their respective workloads.

Information from the College of Human Environmental Science indicates that ‘seed money’ is limited for acquiring preliminary data resulting in a vicious cycle of less successful grants. The Dean’s Incentive Grant (DIG) program in the College of Arts and Sciences is more than 20 years old and provides limited funds (currently \$3000) to new faculty members in their first two years at OSU as seed funding for their research programs.

Going beyond incentive programs, the Arts and Sciences Summer Research (ASR) program provides one month of summer salary for research activities (preparing a grant proposal, collecting preliminary data in advance of writing a grant proposal, finishing manuscripts, etc.). This program is open to any member of the Arts and Sciences faculty and awards are made based on a review of a short proposal. A companion program provides an additional \$1000 to be used for research related travel. However, faculty in Arts and Sciences indicate that any on-going research efforts must be supported, through their personal efforts, with funds from outside the University.

Within the College of Education and portions of the College of Arts and Sciences, it is difficult to say that either Oklahoma State University or the respective College provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly. The Colleges have limited funding for individual faculty members in professional development – travel, registration fees, lodging, per diem, etc. – to \$500 annually and then often only if the faculty member is making a presentation or holds a leadership office in the professional organization.

During a College-wide meeting with the CEO and President of Oklahoma State University, faculty in the College of Education questioned the equity of this level of funding. The University CEO and President stated openly to faculty in that meeting that he saw no problem with that level of funding (\$500 per faculty member per year) and preferred that faculty pay their own way for professional development. When pressed, he further stated that printing expenses and long-distance telephone calls should be the responsibility of faculty individually – that University and College budgets should put emphasis on increasing salaries.

One final indicator of this lack of support for scholars in acquisition, discovery and application of knowledge is the lack of funding for graduate research assistants. Funding for graduate assistants, whether for teaching or research, has fared similarly to funding for faculty salaries. Currently, many programs at OSU are finding that graduate assistant stipends and related benefits are between 50% and 60% of those packages at peer institutions. In the College of Education, research assistants have been funded through grant programs, but not through College or school budgets. As a result, what graduate

research assistantships have been available were provided through grants and contracts and have not received institutional support – including office space or technology. If a faculty member has not been successful in acquiring grant and contract funds, no graduate research assistance is available.