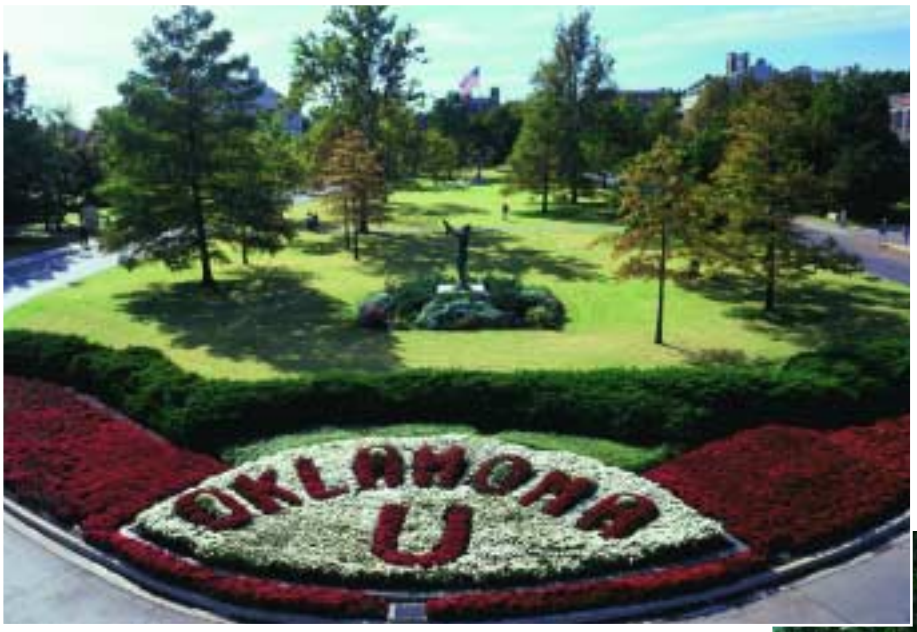
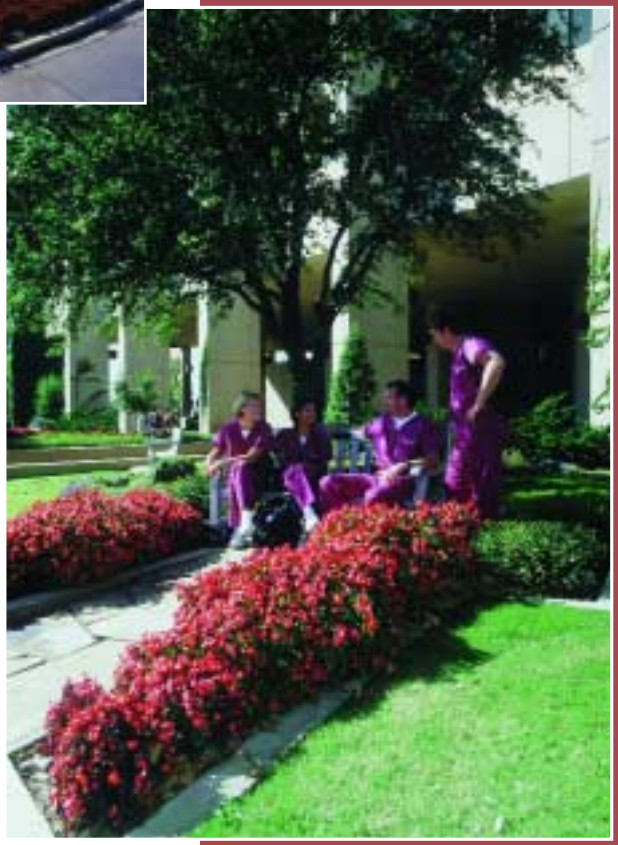
THE UNIVERSITY OF OKLAHOMA





REALIZING THE POSSIBILITIES:

REACCREDITATION IN A TIME OF RENEWAL

2001

REALIZING THE POSSIBILITIES:
REACCREDITATION IN A TIME OF RENEWAL

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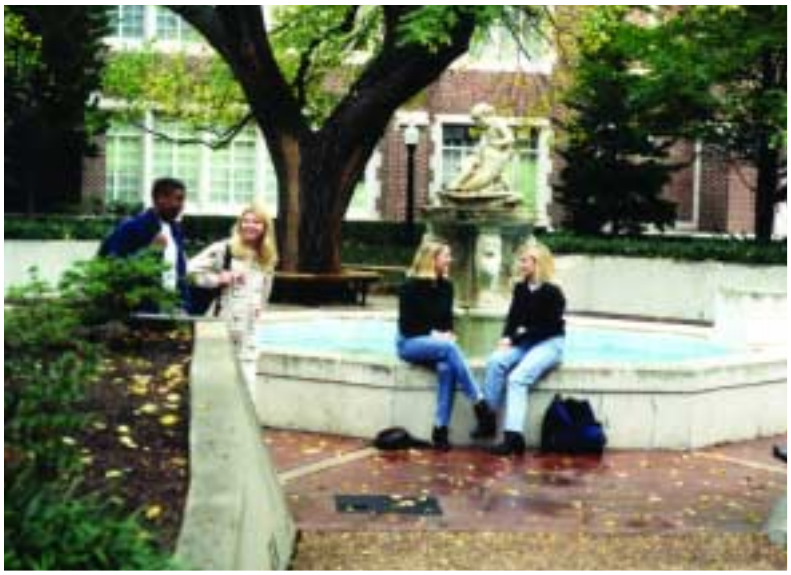
Chapter 1

INTRODUCTION

The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.

SYNOPSIS

The University of Oklahoma is a dynamic institution with 27,897 students, 1,921 full-time faculty, and 5,566 full-time staff as of the Fall of 2000. The University offers 109 baccalaureate, 98 master's, 62 doctoral, 5 graduate certificates, and 7 professional degree programs. As the state's premier research institution, it generated $158.4 million in sponsored research expenditures in 2000. The Norman campus, which has an on campus enrollment in excess of 21,000, serves as the home to all of the University's academic programs except health-related fields. The Health Sciences Center campus in Oklahoma City, 17 miles north of Norman, serves as the home to the health-related academic disciplines. Both the Health Sciences Center and the Norman campus offer a limited number of programs at two sites in Tulsa, the state's second largest city. The Health Sciences Center also operates programs at select sites throughout the state. The Norman campus, through the auspices of the College of Continuing Education, offers degree programs at military bases and other sites around the world.



In carrying out its mission, the University of Oklahoma recognizes, appreciates, and actively pursues its special responsibility to help make Oklahoma a good place in which to live and work. As the University meets its broad scholarly responsibilities, it targets many activities to bring maximum benefit to the state. The University is also part of a world community of scholars, and its activities make national and international contributions. Graduates of the University hold

important leadership positions in the state and throughout the world.

To encourage excellence, the University attracts, develops, and retains outstanding faculty and staff; attracts capable students who will provide future leadership for the state, region, and nation; provides superior library, laboratory, classroom, performance, and computer facilities; and engages in ongoing planning, analysis, and management for the effective use of its resources.

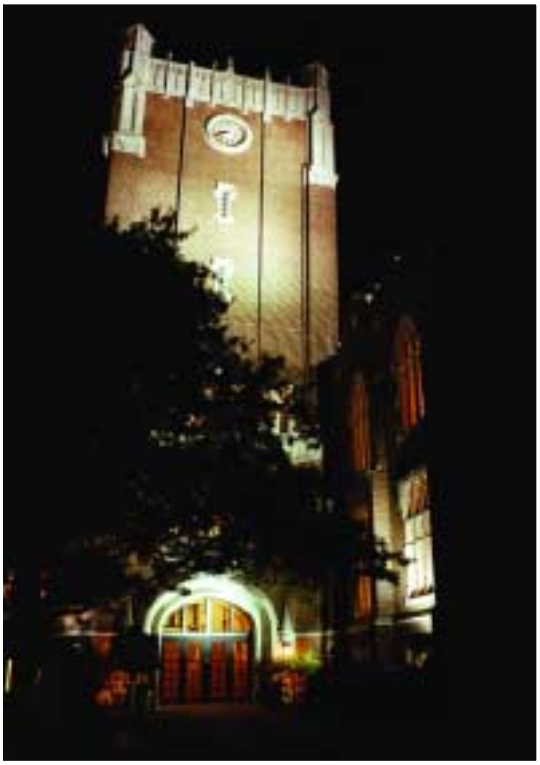
RENAISSANCE

"[E]ducation is a life-long process, always leading you into new realms of adventure and service." These words of former University of Oklahoma President George Lynn Cross echo true throughout the OU community, which is engaged in a remarkable era of renewal. This renaissance is occurring throughout the institution and involves commitments of time, talent, and financial resources by various stakeholders, including students, staff, faculty, administrators, regents, alumni, legislators, the citizens of the state, and other friends of the University.

As part of this renaissance, the University has established two new colleges, the Honors College and the Gaylord College of Journalism and Mass Communication. It has also established the School of Dance and the School of International and Area Studies and created the interdisciplinary International Programs Center ("IPC"). Henry Kissinger, Margaret Thatcher, Desmond Tutu, and Mikhail Gorbachev were keynoters at the convocations held in conjunction with the IPC's first four annual Foreign Policy Conferences.

The creation of the endowed Presidential Professors program in 1995 has reinvigorated the University's commitment to its teaching mission. The Retired Professors Program has brought the wisdom and knowledge of a whole generation back into the classroom. To broaden the learning outside the classroom and to foster a deeper sense of academic community, OU developed a Faculty-in-Residence Program where selected faculty members and their families live in student residence halls. The OU Cousins Program pairs international students with domestic students providing the international student with stability in a new environment while providing a rich opportunity for mutual understanding across cultures.

The Oklahoma Memorial Union on the Norman campus was renovated to create a comfortable meeting place for students, faculty, and staff. The Student Center on the Health Sciences Center campus was completed in 1996, providing meeting space, food service, computer facilities, and a fitness area for students on that campus. The cultural life of the university and the surrounding communities has been enhanced by several additions, including the Sam Noble Oklahoma Museum of Natural History, the Weitzenhoffer Art Collection, and the new concert halls in the Catlett Music Center. To enhance the aesthetic environment, gardens and sculptures have been developed and maintained throughout campus.



In the last decade, the number of endowed chairs and professorships has grown from around 100 to 275. During this same period, the total number of full-time faculty members has increased by 22%. While renewing its commitment to undergraduate education, OU is one of the Big 12's leaders in percentage growth in research expenditures, maintaining its status as a comprehensive research institution. Despite or maybe because of increased admissions standards, the University has experienced increased applications for admission and increased enrollment, with first-time student enrollment up by 32.7% from 1990. OU continues to rank among the top public universities in the nation in the number of National Merit Scholars per capita. During this period, OU has twice been recognized with the Templeton Award as a character building college.

In 1995, the University began its Reach for Excellence Campaign with a goal of $200 million. When the campaign closed in 2000, the final total was $514 million, making it the fourth largest public university campaign in United States history. The University of Oklahoma endowment reached an all-time high in 2000-2001, topping the $600 million mark, and is listed among the top 25 public university endowments in the nation. Broad support for the University was evident during this campaign with an expansion of the contributor base from 17,000 individuals to over 71,000. Annual faculty and staff giving to OU increased from $33,444 in 1992 to $2,013,432 in 2001.

This brief sketch of some of the decade's highlights demonstrates broad-based support for the educational renaissance taking place as OU continues to develop an academically rigorous community of learning within and beyond the walls that have traditionally defined the classroom.

HISTORY

The University of Oklahoma's first president, David Ross Boyd, arrived in Norman in August of 1892. Hired by mail, he had never seen the university. Upon arrival, he expected to find a small, established university campus. But, all he found was an open, flat prairie devoid of trees or buildings. It is rumored that Boyd, not easily discouraged, looked at the open field and remarked, "What possibilities!"

The University had its origins two years before Boyd's arrival when the territorial governor signed an act of the territorial legislature authorizing a public university in Norman. During Boyd's first year, the four faculty members and 119 students met in a rented building in downtown Norman. A year later, the University moved to the first building constructed on the 40-acre campus donated by local citizens and located southwest of the Norman town site. The University graduated its first pharmaceutical chemists in 1896 and awarded the first Bachelor of Arts degrees two years later.

Oklahoma entered the Union as a state in 1907, and the University became enmeshed in political struggles that resulted in the loss of faculty members and several presidents. The College of Law was established in 1909 followed by the College of Medicine in 1910. The University was accredited by the North Central Association in 1913, the first year in which the NCA began accrediting higher education institutions. In 1925, Bennett Bizzell became the fifth OU President and proved adept at dealing with the state legislature while avoiding political controversy. During his administration (1925-1941), OU grew in resources, facilities, programs, and prestige. Despite Bizzell's efforts, however, the University suffered considerable hardship during the Great Depression of the 1930's.

In 1941, the legislature created the Oklahoma State Regents for Higher Education to establish policies for all state colleges and universities and to remove the need for individual institutions to lobby the legislature for annual appropriations. Two years later, George Lynn Cross became OU's seventh president, an office he held until 1968. During his tenure, enrollment grew significantly, the number of doctoral fields quadrupled, 37 buildings were constructed or enlarged, the campus was racially integrated, and the Oklahoma Center for Continuing Education was created. During Paul Sharp's presidency (1971-78), the Health Sciences Center became a reality and a branch of the College of Medicine was opened in Tulsa. William Banowsky became OU's 10th president in 1978. He was followed by the administrations of Frank Horton and Richard Van Horn. In 1995, David Boren became OU's 13th president.

ORGANIZATION OF SELF-STUDY

Building a community of learning is central to the University of Oklahoma and is at the core of this evaluation.

This self-study is organized around the theme of building a community of learning in a time of renewal. The University of Oklahoma is committed to building a dynamic academic community in the broad sense, where those who have committed their lives to teaching and learning mentor tomorrow's leaders. Excellence in the pursuit of the traditional academic life of teaching and learning, research and scholarship is at the core of this endeavor and is the subject of Chapter 2. Learning occurs beyond the classroom in two significant ways: through human interaction and the cultural environment. OU consciously provides a wide range of opportunities to enhance student life, which, in turn, fosters the sense of a true community of learners as students prepare for a life of service to their communities. Our cultural environment, including the arts, museums, architecture, and gardens, also enhances learning. In the words of former OU President George Lynn Cross, "the distinctive trait of human nature is to appreciate and to be responsible to spiritual values, to sincerity, truth, beauty, justice, and righteousness." The University of Oklahoma community understands that to develop this humanity, aesthetics matter; the environment must breathe the grandeur of the enterprise. Chapter 3 highlights these aspects of the learning environment. Chapter 4 examines the infrastructure supporting the learning environment. Chapter 5 concludes with the General Institutional Requirements, a brief summary of how OU meets the criteria for reaccreditation, a review of the challenges that lie ahead, a summary of the institution's response to the NCA's 1992 concerns, a review of the self-study process, and a formal request for reaccreditation for the maximum period.

RESPONSE TO THE NCA'S 1992 CONCERNS

During its 1992 site visit, the North Central Association identified eight concerns to be addressed by the University community with an update to be supplied by the University during its next comprehensive evaluation. Responses to some of these concerns are embedded throughout this report with a section in Chapter 5 devoted to specific responses.

IN DEPTH AT OU

For a more in-depth look at aspects of this self-study report, see the Academic Affairs and Curriculum Committee Report; the Physical Resources, Fiscal Resources, and Human Resources Committee Report; and the Student Affairs Committee report together with the material in the Resource Room. For links to general University resources such as Faculty and Staff Handbooks and for links to accreditation specific material, such as the 1992 self-study and the NCA's 1992 report, visit our website at http://www.ou.edu/ncaselfstudy.

Chapter 2

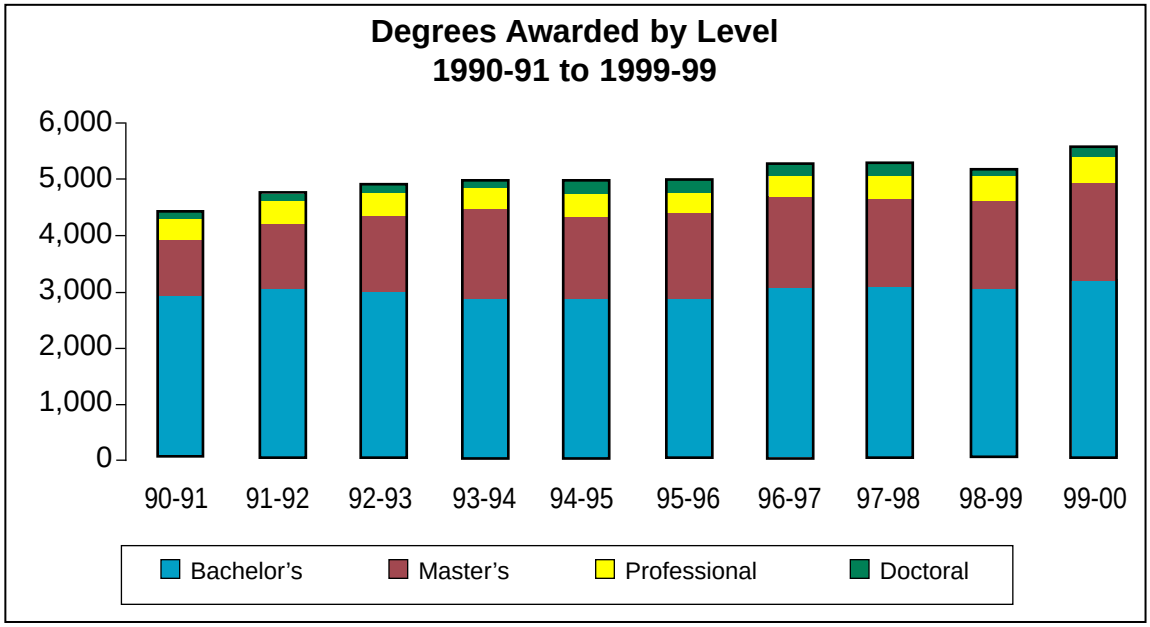
BUILDING A COMMUNITY OF LEARNING: THE ACADEMIC CORE

The University of Oklahoma exists, in large part, to develop the life of the mind within a dynamic community of learning. Teaching, learning, research, and other creative activity, therefore, reside at the core of its mission. In meeting this mission, the University of Oklahoma maintains a dual commitment to excellence in undergraduate education and to its status as a comprehensive research and graduate institution. This chapter of the self-study report highlights aspects of this academic core. As a sample of the rich and varied academic endeavors being pursued in various ways throughout the University, this chapter is by no means exhaustive of all the stimulating teaching and learning, research and scholarship taking place at the University of Oklahoma. View this chapter as a gateway into a truly remarkable educational experience, and then take the time to discover the rest of the story.

DEGREE PROGRAMS

The University of Oklahoma is authorized to offer degree programs at the baccalaureate, master's, and doctoral levels by the Oklahoma State Regents for Higher Education operating under the authority of the Constitution of Oklahoma. See Appendix D for a list of the degree programs offered during 2000-2001. [Crit. 3] See also http://www.ou.edu/provost/ir/degreeinventory.html and http://www.admissions.ouhsc.edu/application/majors.htm. Admissions standards, degree requirements, and course descriptions can be found in the General Catalog, available at http://www.ou.edu/bulletins and for the Health Sciences Center at http://www.admissions.ouhsc.edu/books/STUHAND/defalut.htm. [Crit. 1 & 5] Exhibit 2.1 shows number of degrees awarded at OU over the past 10 years.

Exhibit 2.1



Primary responsibility for the courses and degree programs of the University resides with the faculty. All requests for new and modified courses and programs originate with the faculty of the relevant unit. The subsequent review and approval processes ensure that the desires of the faculty are consistent with the goals and resources of both the University as a whole and the Oklahoma State System of Higher Education. The approval process follows the Policy Statement on Program Approval of the Oklahoma State Regents for Higher Education, the body authorized to determine the courses of study for all of Oklahoma's public colleges and universities. The steps in the approval process are diagramed in three documents: Program-Approval Step-By-Step Process (Substantive Changes); Program-Approval Step-By-Step Process (Non-Substantive Changes); and Course-Approval Step-By-Step Process. See The Academic Core binder: Program and Course Approval flowcharts; http://www.ou.edu/provost/pronew/content/acdempc.html [Crit. 1, 2, 3, & 4]

The University of Oklahoma is satisfied that the current policies and procedures help ensure that the degree programs and courses it offers are of high quality, appropriate to its mission and resources, and meet a demonstrable educational need. The processes in place at the state level are especially important to ensure that limited resources are used wisely as part of a state-wide approach to providing the educational programs that our students and state need.

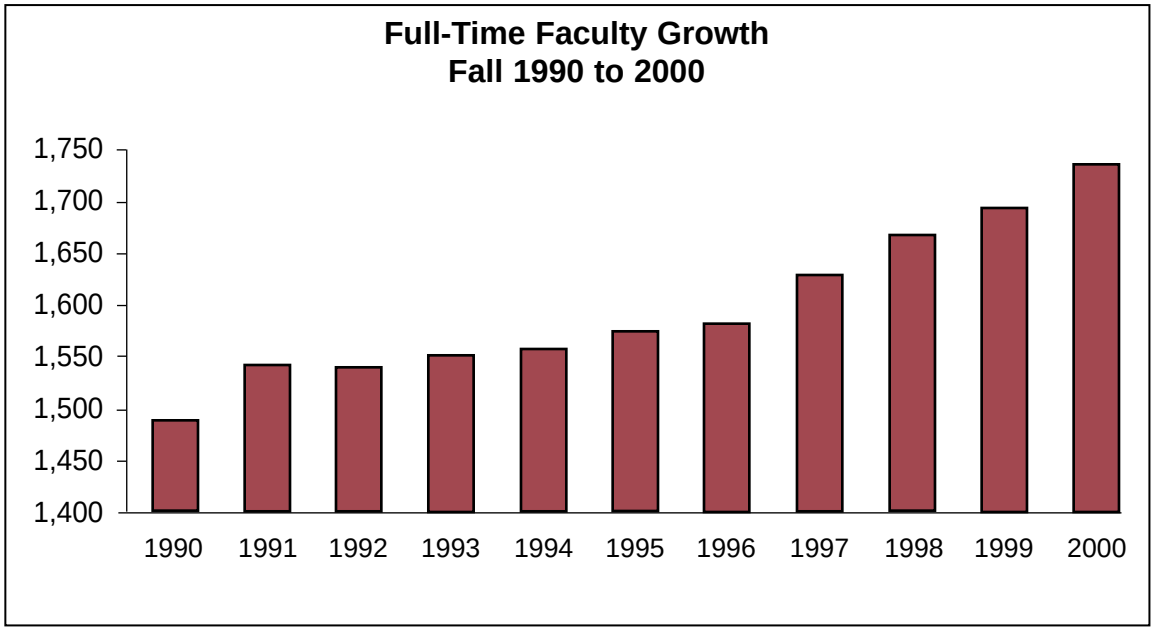
THE FACULTY

The University of Oklahoma's faculty is dedicated to teaching, research, and service. Upon accepting the job of President, David Boren recognized OU's commitment to its teaching mission, noting that, "there is nothing more important to the future of this university than true excellence in the teaching of undergraduate students." His vision, and the vision of the University community, is that "research and teaching are not competitive but are complementary." See Holmberg Hall Speech, April 27, 1994. [Crit. 1] With this common vision, the University community strives to create a rigorous learning environment while maintaining a strong commitment to OU's status as a comprehensive research institution.

The University has 2,356 full and part-time faculty members, including 2,139 instructional faculty members. The Faculty core consists of 1,406 tenured and tenure-track members. 96.7% of the tenure and tenure-track faculty hold terminal degrees. [Crit.2] Of the 47 who do not hold a terminal degree, many are in areas where curricular needs frequently focus on talent and

performance experience. As part of the broader renewal, the University committed to increasing the number of faculty members. Through a combination of new public and private monies and reductions in administrative costs, the University was able to add 116 permanently budgeted faculty positions during the past ten years. [Crit.4]

Exhibit 2.2



As part of the renaissance in undergraduate teaching, the University established the Retired Faculty Fund in 1995, returning the talents, wisdom, experience, and personality of a number of retired faculty members to the classroom. With an average teaching career of 32 years, these retired faculty members represent a total of more than 1,600 years of experience in the classroom, adding a unique dimension to the undergraduate experience. See The Academic Core binder: Memorandum: President's Retired Faculty Funds, January 2, 2001; See also Retired Faculty List. [Crit.2 & 4] The use of teaching specialists, originally developed within the College of Arts and Sciences, further strengthens the University's teaching mission by allowing a limited number of faculty members who excel in teaching to concentrate a greater percentage of their effort to educating undergraduates and medical students. The departments of Zoology, Psychology, Chemistry, Economics, and Botany and the College of Medicine currently have teaching specialists. See Norman Campus Faculty Handbook, §3.14, Faculty Duties; The Academic Core binder: Teaching Specialist/Master Teacher criteria. [Crit.2 & 4]

To support and enhance growth in research programs and initiatives, the University created the research professor and consecutive term faculty categories. These tracks allow the University to recruit and retain top research scholars by appointing them to non-tenure-track positions, with renewable term appointments, at the rank of assistant professor, associate professor, or professor. See Policy Manual of the Board of Regents of the University of Oklahoma, §2 Research Professor Positions. [Crit.2 & 4]

ENDOWED CHAIRS AND PROFESSORSHIPS

Endowing chairs and professorships has been a critical component in the University's renaissance. With the help of private donors and the state's unique matching program [Crit.1 & 2], which matches the donor's gift dollar for dollar, the University increased its endowed positions from 100 ten years ago to 275 today, plus 60 Presidential Professorships. Another 80 are in the process of being funded. See Endowed Chairs and Professorships spreadsheet. [Crit.4] Each Chair has an invested endowment of at least $1 million and each Professorship (excluding Presidential Professorships) has an invested endowment of at least $500,000, providing salary supplements and vital research and travel support to the holders of the endowed positions.

Throughout the University, endowed positions established over the last several years have attracted individuals who are national and international leaders in their fields of expertise and have helped the University retain other outstanding faculty members. Their presence has elevated OU's national reputation, invigorated whole departments, and attracted top students. See Excellence Reached - The University of Oklahoma Reach for Excellence Campaign 1995-2000, pg. 24; See also Policy Manual of the Board of Regents of the University of Oklahoma, Section 2, pg. 1; Endowed Chairs and Professorships spreadsheet. [Crit.2 & 4] The School of Geology and Geophysics and the School of Aerospace and Mechanical Engineering, for example, have successfully recruited several senior faculty members as a direct result of endowed positions. The History Department and the College of Education report increased success in attracting graduate students in large measure because of the reputations of chair holders. The Management Information Systems program has gone from a good regional program to a nationally recognized program with the addition of two endowed positions.

PRESIDENTIAL PROFESSORSHIPS

One of David Boren's first initiatives as president was the creation of the Presidential Professorship program to help ensure that the University recruits and retains outstanding, devoted, and enthusiastic teachers. These 60 (with a goal of 80) endowed positions provide special stipends to outstanding tenured and tenure-track professors. The awards, given for four-year terms, provide assistant and associate professors a $5,000 stipend annually and full professors a $10,000 stipend annually. See Policy Manual of the Board of Regents of the University of Oklahoma, Section 2, pg. 4-7 Distinguished Professorships; Id. at Section 2, Endowed Chairs and Professorships. [Crit.1, 2, & 4]

Allen Hertzke, a professor of political science and Samuel Roberts Noble Presidential Professor, noted that "the recognition embodied in the Professorship is an inspirational reminder that – despite all the demands on a modern faculty member – our vocation must always remain focused on students." Law professor Ruth Gana Okediji, holder of the Edith Gaylord Harper Presidential Professorship, said that the "award is a humbling reminder and affirmation that teaching with my heart and mind impacts who, as much as what, my students become in the future."

In addition to salary supplements and research and travel dollars to faculty, the endowed chairs, professorships, and presidential professorships provide individual faculty members resources that can be used in a variety of creative ways for the benefit of the University. For instance, one of the presidential professors in Civil Engineering and Environmental Science has used a portion of his presidential professorship funds to help develop a student computer lab. A chaired professor at the College of Law used a portion of his funds to subsidize his student's summer internship with a war crimes tribunal prosecutor's office in Tanzania.

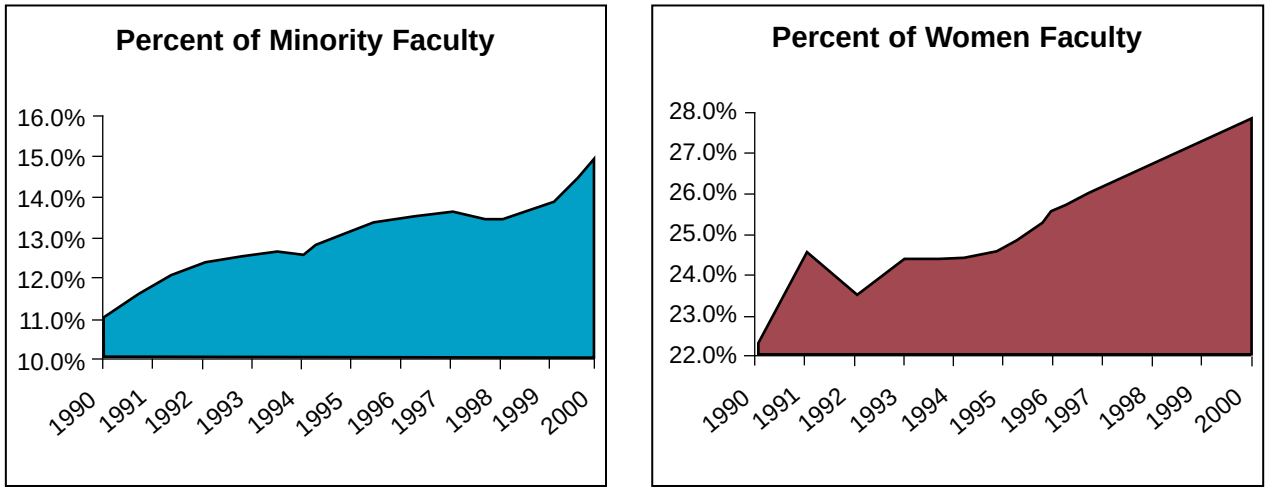
FACULTY DIVERSITY

The University of Oklahoma is committed to a policy of non-discrimination and actively encourages the recruitment of talented women and minorities. Recruiting efforts in 1999-2000 resulted in the appointment of 83 women and/or minority faculty members, or 58% of the 144 permanent faculty positions successfully recruited. [Crit.2, 4, & 5] National availability data allow OU to compare the percentage of women and minorities among its faculty ranks with the national availability of women and minorities by discipline. Although this benchmark is not perfect, it does provide one objective measure of how successful the University has been in recruiting and retaining women and minorities. These data suggest a norm

for the Norman Campus of 31% women and 13% minorities in faculty positions for which there is comparative data. The Norman Campus is slightly ahead of this figure in minority faculty with 15% and slightly behind on women faculty with 27%. The national availability data suggest 16% minorities and 37% women for the HSC faculty. HSC is very close to these numbers with 15% minority and 36% women. [Crit.5]

Exhibit 2.3

Full-Time Faculty Diversity Trends
Fall 1990 to 2000



FACULTY RETENTION AND DEVELOPMENT

Recruiting, developing, and retaining outstanding faculty are essential to the long term health of the institution. In addition to the Presidential Professorship program and the Endowed Chairs and Professorships, OU has attempted to attract and retain faculty by raising faculty salaries and maintaining an excellent benefits package. Over the last five years, the average salary of instructional faculty on the Norman Campus increased more than 25% and 13% at the HSC. See http://www.ou.edu/provost/ir/Factbook_2001/01_x126.html. This has been achieved through a combination of increased state allocations, endowments, and reductions in administrative overhead. [Crit.4]

The University of Oklahoma has an extensive program for faculty awards and honors, providing another important avenue for recognizing faculty quality. The most prestigious awards include the Regents' Professorship, David Ross Boyd Professorship, and the George Lynn Cross Research Professorship. In addition to the prestigious lifetime title, these award recipients receive a permanent $6,000 annual

salary supplement. Typically, these professorships are awarded to long-term, high profile, full professors who are outstanding in teaching, research, and service to the University. See Norman Campus Faculty Handbook, Section 3.15.1 Regents' Awards, Section 3.16 Distinguished Professorships; Policy Manual of the Board of Regents of the University of Oklahoma, Section 2, pg. 4-7 Distinguished Professorships; Id. at Section 2, Endowed Chairs and Professorships. [Crit.4]

The University of Oklahoma hires faculty with the expectation that the new faculty member will develop professionally to the mutual benefit of the individual and the institution. In addition to departmental and college efforts to assist new professors in developing to their full potential, the Office of Instructional Development on the Norman campus provides centralized faculty development services, including a new faculty seminar, faculty luncheon discussion groups, individual consulting, a tenure preparation workshop, classroom observation, special teaching evaluation procedures, and teaching assistant orientation. During the 1999-2000 academic year, more than 200 faculty and 250 teaching assistants used the services of this office. See http://www.ou.edu/idp [Crit.1, 2, 3, & 4] The Health Sciences Center's Faculty Leadership Program offers development seminars for junior, mid-level, and senior faculty on a variety of topics including communication styles and skills; teaching and student assessment; scholarship and research; and clinical roles and university service. During the 1999-2000 academic year, more than 44 individuals participated in the Faculty Leadership Program. As of July 2001, 238 faculty members had participated in a faculty development seminar, with 118 graduating as of June 2001. See Description of Services Provided to OU by the Instructional Department Program fact sheet; Instructional Technology Program/Instructional Development Program notebook. See also Office of Instructional Development's Professional Development Seminar information letter; http://www.ou.edu/idp; OUHSC Faculty Leadership Program binder; http://w3.ouhsc.edu/flp. [Crit.1, 2, 3, & 4]

The Instructional Technology Program on the Norman Campus facilitates the integration of emerging technology into the teaching and research missions of the University by offering faculty workshops on a variety of topics including WebCT and Blackboard course management systems. See Instructional Technology Program/Instructional Development Program binder; http://www.ou.edu/idp. In 2001, the HSC campus created the Center for Academic Technology to coordinate the implementation of its Technology for Teaching and Learning Plan, which had been ongoing for several years at the College level. See University of Oklahoma Health Sciences Center Technology and Learning binder. [Crit.2, 3, & 4]

FACULTY ACCOUNTABILITY

On the Norman campus, faculty members are evaluated annually by their chair or director and by their elected executive committee, "Committee A." See Norman Campus Faculty Handbook, Section 2.8.2(a). [Crit.4 & 5] Performance is rated on a five-point scale in the areas of teaching, research/creative activity, and service. Tenure-track faculty members also receive an annual "progress toward tenure" letter. A tenure candidate's work is reviewed and evaluated by at least three outside reviewers, the unit (secret ballot), the unit's Committee A (with written justification

OU's research and training programs have grown twice as fast as the national average over a 10-year period, according to a survey by the National Science Foundation.

OU President David Boren, a former U.S. senator and governor of Oklahoma, teaches an introductory course in political science each semester, and keeps in close touch with students.

for vote), the unit's chair/director (with written justification), the relevant dean (with written justification), a broad-based campus tenure committee, the provost, the president, and the regents. See Norman Campus Faculty Handbook, Section 3.7. [Crit.2, 4, & 5]

On the Health Sciences Center campus, faculty members are evaluated annually by their unit chair/director. See University of Oklahoma Health Sciences Center Faculty Handbook. [Crit.4 & 5] A tenure candidate's work is reviewed and evaluated by the unit (secret ballot), the unit's head (with written justification), the relevant dean (with written justification), a broad-based campus tenure committee, the provost, the president, and the regents. See University of Oklahoma Health Sciences Center Faculty Handbook, Section 3.9. [Crit.2, 4, & 5] On both campuses, the Faculty Appeals Board hears grievances by faculty members. See Norman Campus Faculty Handbook, Section 3.9.1; University of Oklahoma Health Sciences Center Faculty Handbook, Section 3.14. [Crit.5]

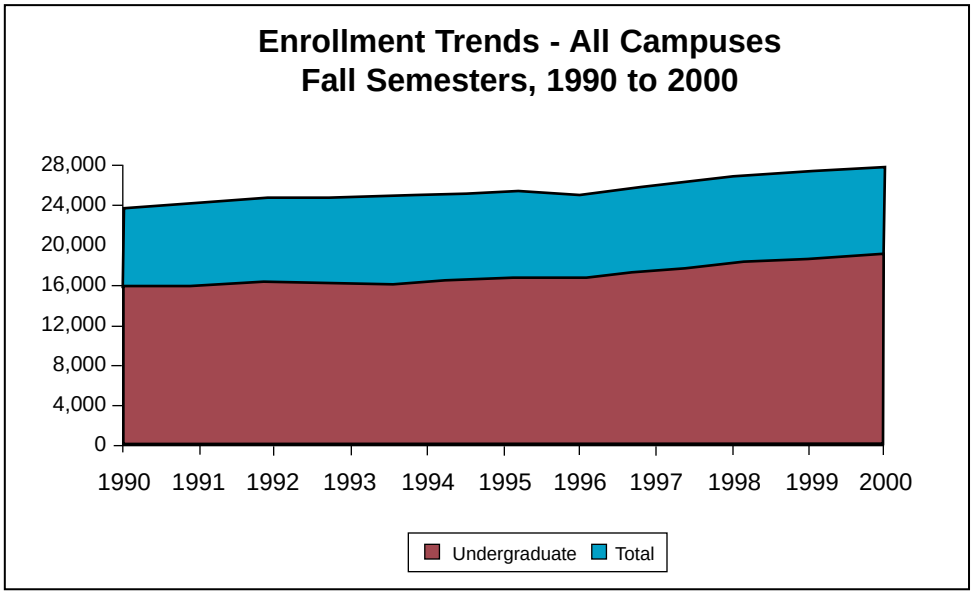
In 1999, the Board of Regents approved a post-tenure review policy for the Norman campus, providing another avenue for career development, accountability, and renewal. In the fifth year after tenure and every five years thereafter, each faculty member goes through post-tenure review, providing the faculty member, in conjunction with the unit, an opportunity to assess the previous five years and to plan for the next five years. If, in the opinion of the elected Committee A, the faculty member is not meeting expectations, the faculty member is provided the opportunity to develop a realistic professional development plan. See Norman Campus Faculty Handbook, Section 3.7.6. [Crit.2, 4, & 5] The HSC campus is currently developing a post-tenure review policy. [Crit.2]

ENROLLMENT MANAGEMENT

In the Fall of 1989, following a one-year decline in Norman on-campus enrollment of 1,382 students (-6.7%), the University established the Enrollment Management Board (EMB). [Crit. 1, 2, & 4] In its 12 years of existence, the EMB has examined and revamped the marketing, recruiting, admissions, scholarship, orientation, retention, and registration programs of the Norman campus. See Enrollment Management Board Binder, minutes. [Crit. 1, 2, & 4]

The EMB fulfilled its original purpose of stemming the downward trend in enrollment, and, after reaching a low in 1990, Norman on-campus enrollment has trended up for the last decade. See Profiles of the University of Oklahoma page 44; http://www.ou.edu/provost/ir/Factbook_2001/01_00.html. [Crit. 2] Exhibit 2.4 depicts the ten-year trend in total OU enrollment.

Exhibit 2.4



After fulfilling its original charge, the EMB changed focus to increasing the academic quality of the undergraduate student body and to stabilizing enrollment at levels consistent with the University's fiscal, physical, and educational capabilities. [Crit. 4] As part of this effort, the University has raised standards for freshman admission five times in the last decade. See Profiles of the University of Oklahoma, page 23; http://www.ou.edu/provost/ir/Factbook_2001/01_00.html. [Crit. 1 & 4] Exhibit 2.5 shows the changes in admission requirements from 1990 to present.

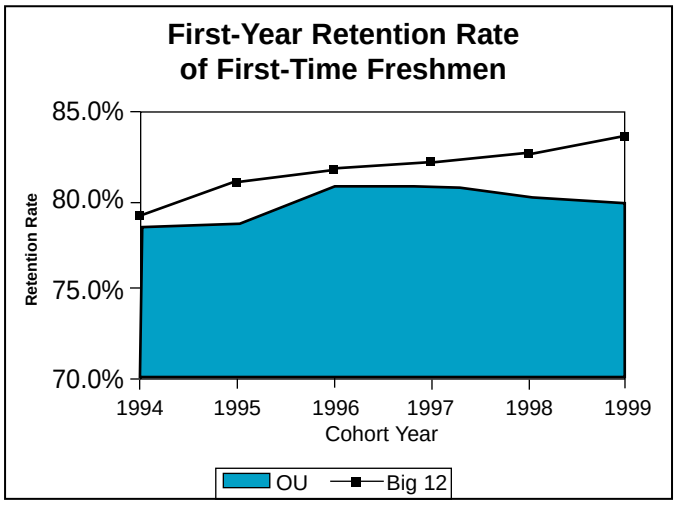
Exhibit 2.5

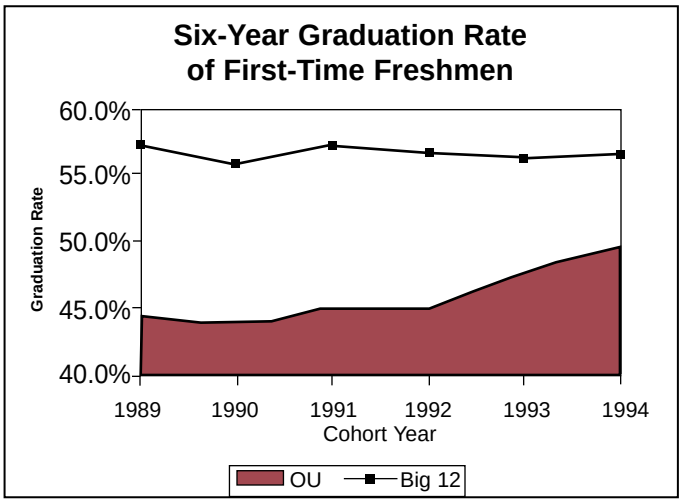
Admissions Standards for First-Time College Students

Fall	Minimum Required ACT		SAT		Minimum HS GPA		HS Class Ranking		Minimum HS GPA		Minimum ACT/SAT
	Enhanced		*Old*								
1990	21	**or**	850	**or**	3.0	**and**	Top 1/2 of HS class				
1991	21	**or**	950	**or**	3.0	**and**	Top 2/5 of HS class				
1992-95	21	**or**	950	**or**	3.0	**and**	Top 1/3 of HS class				
			Recentered								
1996-99	22	**or**	1010	**or**	3.0	**and**	Top 1/3 of HS class				
2000	24	**or**	1090	**or**	3.0	**and**	Top 30% of HS class	**or**	3.0 on 15-unit Core		
2001	*Resident*										
	24	**or**	1090	**or**	3.0	**and**	Top 30% of HS class	**or**	3.0 on 15-unit Core	***and***	22/1010
	Nonresident										
	26	**or**	1170	**or**	3.5	**and**	Top 25% of HS class	**or**	meeting resident admission standards on a space available basis		

The process of increasing admission standards is part of a broader goal of the State Regents to more clearly differentiate among the missions of the three tiers of Oklahoma higher education, i.e. two-year colleges, regional universities, and comprehensive graduate universities. [Crit. 1 & 2] The increase in freshman admission standards sends a clear message to prospective students that a high level of academic preparation is necessary to be successful at OU, demonstrating OU's seriousness about academic quality and making OU more attractive to the most talented and serious students. Combined with effective marketing and scholarship programs, OU is keeping more of Oklahoma's best students while attracting talented students from outside the state. [Crit. 1 & 4] Increased admission standards, coupled with programs to assist students in need, have steadily increased OU's graduation rates. See Profiles of the University of Oklahoma, page 31; http://www.ou.edu/provost/ir/Factbook_2001/01_00.html. [Crit. 1 & 4] Exhibit 2.6 depicts the progress made in retention and graduation rates in the past six years.

Exhibit 2.6



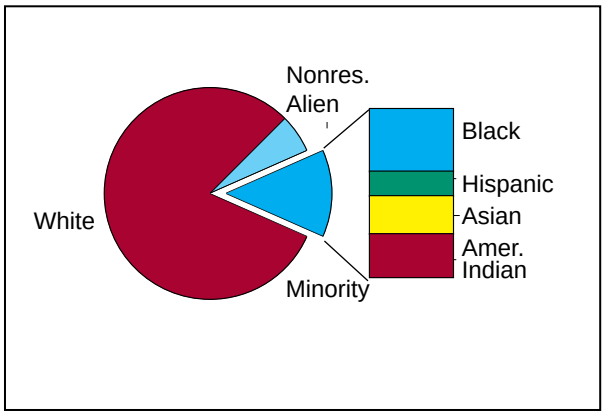


In raising admission standards, OU has also remained committed to a high level of ethnic and cultural diversity in the student body. Focused recruiting of minority students who are academically qualified for admission to OU remains successful as evidenced by a 62% growth in on-campus minority enrollment during the last decade when total on-campus student enrollment grew by 10%. See Profiles of the University of Oklahoma Norman Campus, page 56 and HSC, page 8, http://www.ou.edu/provost/ir/Factbook_2001/01_00.html. [Crit. 5] Exhibit 2.7 reflects the changes in the composition of the OU student body.

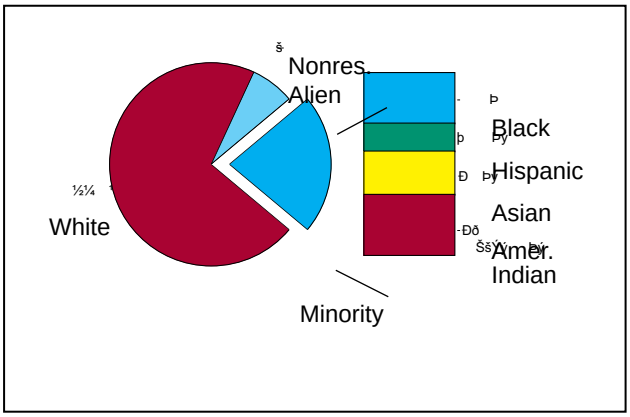
Exhibit 2.7

On-Campus Enrollment

Fall 1990

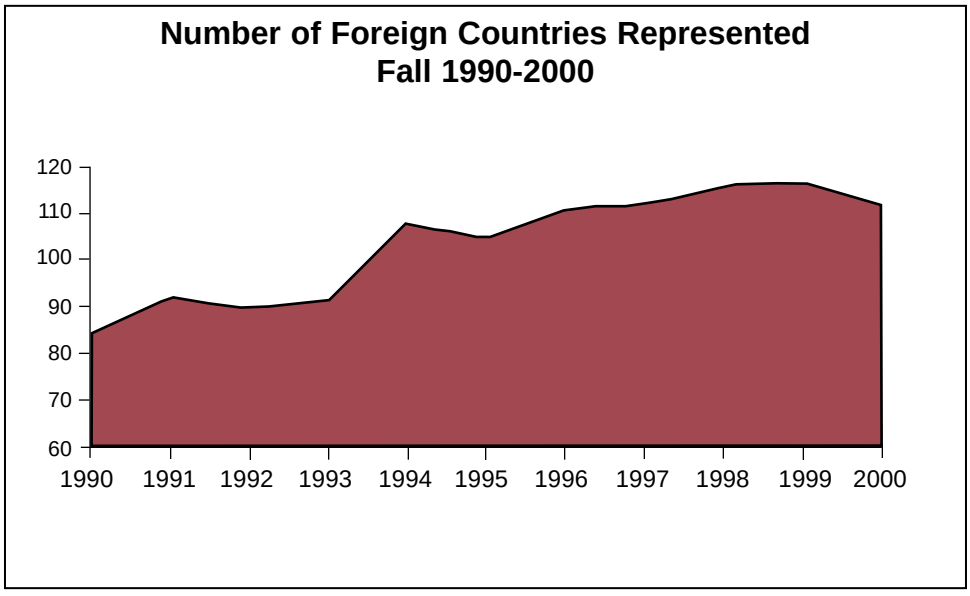


Fall 2000



The University also significantly expanded its international exchange programs, which has resulted in further diversification of the international character of the undergraduate student body. See International Student Report, Fall 1999. [Crit. 5] Exhibit 2.8 shows the increase in the number of countries represented in the OU student body.

Exhibit 2.8



UNDERGRADUATE EDUCATION

The University strives to prepare its students to function as enlightened citizens who can take leading roles in our nation's public and private life and who can adapt to the rapid changes that mark our modern world. See The University of Oklahoma General Catalog 1999-2001, [Crit. 1] University-wide general education provides the cornerstone for the undergraduate experience, ensuring that all undergraduates, regardless of major, will share a common educational base. With this foundation, the University seeks to provide the student with a broad perspective and with the intellectual and analytical tools to navigate in an uncertain and changing world. This commitment to University-wide general education also signifies that our undergraduates are, first and foremost, members of the University community, even as they develop and mature within specific departments and schools.

Exhibit 2.9

University General Education Requirements

The Oklahoma State Regents for Higher Education have approved a University-wide education curriculum for the University of Oklahoma. This curriculum applies to all students who begin their higher education studies in Fall 1990 and enter the University of Oklahoma Norman Campus that semester or thereafter. The University-wide curriculum can be summarized as follows:

Core I	**Symbolic and Oral Communication (9-19 hours, 3-5 courses)** *English Composition - 6 hours, English 1113 and 1213 *Mathematics - 3 hours, 1 course *Foreign Language - 0-10 hours, 2 courses in the same language, which can be satisfied by successfully completing two years in the same foreign language in high school. *Other (for example, communication, logic or public speaking) Courses in this area may not be used to meet the minimum hourly requirement for Core Area I, but may be used to meet the 40 hour total general education requirement.
Core II	**Natural Science (7 hours, 2 courses)** *Courses must be taken from different disciplines in the biological and/or physical sciences; one of which must include a laboratory.
Core III	**Social Science (6 hours, 2 courses)** *One course must be Political Science 1113.
Core IV	**Humanities (12 hours, 4 courses)** *Understanding Artistic Forms - 3 hours, 1 course *Western Civilization and Culture - 6 hours, 2 courses, one of which is History 1483 or History 1493 *Non-Western Culture - 3 hours, 1 course
Senior Capstone Experience (3 hours, 1 course)	
In addition to the Senior Capstone Experience, students must take at least one upper-division General Education approved course outside the student's major.	

The University-wide general education curriculum requires all students seeking a baccalaureate degree to successfully complete a total of 40 credit hours in symbolic and oral communication, natural science, social science, the humanities, and a senior capstone experience. See Samples of capstone projects, available in the resource room. [Crit. 3] Exhibit 2.9 sets forth the University-wide general education requirements. Since these requirements are a minimum, each unit can add to them.

The Provost's Advisory Committee for General Education Oversight (PACGEO) oversees the general education curriculum, reviewing and approving courses to be offered for general education credit. See http://www.ou.edu/provost/pronew/content/pacgeo.html. [Crit.1, 2, 3, & 4] Their approved list is published, among other places, on the web at http://www.ou.edu/admrec/gened.htm. [Crit. 5] In academic year 1999-2000, students enrolled in 2,148 sections of courses approved for general education credit. Of these, 1,711 were at the lower division level and 437 were at the upper division level. [Crit. 2 & 3]

To gain approval for general education credit, a course must be a rigorous academic endeavor, fostering critical analysis and intellectual curiosity. Courses primarily aimed at imparting technical knowledge or skills are generally not approved for general education credit. Pursuant to PACGEO's guidelines, general education courses must have a writing component and should be taught on a letter-graded basis. The upper-division courses are normally limited to a maximum enrollment of 50 students and must be taught by regular faculty. The use of regular faculty in the lower-division general education courses is the preferred norm. See http://www.ou.edu/provost/pronew/content/pacgeo.html. [Crit. 1, 2, 3, & 4] PACGEO acts to enforce class size and instructor characteristic requirements. See The University-Wide General Education Core Curriculum Notebook, #6. [Crit. 3]

As part of the University of Oklahoma's assessment program, efforts are made to evaluate student performance within the general education curriculum and to use the evaluations as the basis for modifying the curriculum. [Crit. 3] A decade ago, the University decided that a longitudinal study, tracking students for a several year period, would serve as the foundation for its assessment of general education. In 1991, a pilot study was undertaken with the goal of crafting an effective longitudinal study plan. See Flanigan binder: Mid-level General Education Assessment - June 1994; General Education Assessment History. The plan became operational in the Fall of 1992 with 118 randomly selected first-time freshmen participating. These students were followed through the 1997-98 school year or until they graduated or left the University, whichever occurred first. They were assessed for writing ability,

The Army ROTC program at OU has been named several times as one of nine national winners of the MacArthur Award. Programs at 271 schools compete annually for the award, which the MacArthur Foundation gives to recognize outstanding battalions based on the ranking of graduating lieutenants, training scores and retention statistics.

scientific knowledge, quantitative reasoning, and critical thinking. [Crit. 3]

The results of the longitudinal study generally showed that students gained in both knowledge and skills during their time at the University. Statistically significant increases were seen in overall scientific literacy and overall critical thinking in science. Students also evidenced a steady increase in confidence in their writing abilities along with an increased understanding of their instructors' expectations. The overwhelming majority of students in the study expressed the belief that general education was a valuable component of their college experience and that these courses helped them to become more well-rounded individuals. The students interviewed also stated that they had gained valuable and transferable skills in writing, math/problem-solving, and communications. See Flanigan binder: Initial Questionnaire; The University of Oklahoma Assessment Report 1999-2000, Executive Summary, Mid-level Assessment; Id. at Assessment of Student Satisfaction. [Crit. 3]

Although the data on this group are still being analyzed, the fruits of this foundational assessment effort have been borne out in several significant ways. The longitudinal study itself set the groundwork for a permanent and effective assessment of general education. By working closely with this core group of students, the researchers conducting the longitudinal study have been able, through an evolving process, to develop effective questionnaires and other survey instruments. These instruments, which are continually being reassessed, are now used to assess learning in a larger portion of the undergraduate population on an ongoing basis. See Flanigan Argumentation and Critical Thinking Scale binders. [Crit. 3]

The results of the longitudinal study and later assessment mechanisms have led directly to curricular modifications or clarifications. Early in the longitudinal study it became clear that the students poorly understood the writing component in the introductory music appreciation course. The data were shared with the Director and Faculty of the School of Music, a one-day workshop for School of Music Faculty was held, and clear guidelines were developed to help students understand the writing assignment criteria. [Crit. 3]

Both of the basic freshmen English classes have also been modified as a result of the research findings. The locally created Flanigan Argumentation and Critical Thinking Scale (F.A.C.T.S.) test, which grew out of the longitudinal study and has now been given to several hundred students in second semester English composition, provided the University with information on how well students were learning the concepts involved in argumentative writing. See Mid-Level Assessment Report, Dr. Michael Flanigan, July 26, 2000; See also same report for years 1999 and 1998. Taking this information, a team of researchers, working with the Director of First-Year Composition, conducted special workshops for a group of Graduate Teaching Assistants to help them explore ways to improve their teaching of the concepts of argumentative writing. Their students were then compared to the students who had taken English Composition from Graduate Teaching Assistants who had not participated in the workshops. This comparative study resulted in changes in the summer workshop for Graduate Teaching Assistants as well as modifications in the graduate course entitled "Teaching of Graduate Composition."

This past academic year, the first semester English class was modified in response to assessment data. In that class, students are required to write specific papers, done

in multiple drafts, over the course of several weeks. Each paper requires students to learn different writing, rhetorical, and research strategies. Student surveys indicated that students across many sections of this class were learning the desired writing strategies on three out of the four required papers. Survey results with respect to the fourth paper were inconsistent. In response, members of a three-person research team, working independently, read several randomly selected student papers. The team concluded that the papers fell far below expectations. In consultation with the Director of First-Year Composition, the team determined that there were serious theoretical problems inherent in this particular assignment. As a result, the Director, in collaboration with the team, decided to replace the problematic writing assignment with another writing project. See Mid-Level Assessment Report, Dr. Michael Flanigan, July 26, 2000, Section 7; The University of Oklahoma Assessment Report 1999-2000, Executive Summary, Mid-level Assessment. [Crit. 3]

Assessment of the general education curriculum is an ongoing process. The University's studies have shown that the intensive writing experiences that students have in their freshman year are often the high point of their writing instruction at the University. After the first year, students often write very little, especially in their sophomore year, and the writing they do is often inferior to what they wrote as freshmen. The data suggest that faculty members pay more attention to the content of student writing than to the quality of the writing. [Crit. 3] This remains an area of active concern and discussion for the general education committee. One small but concrete step to remedy the situation is the inclusion of a session on how to use writing to improve instruction in the semester-long Workshop for New Faculty. [Crit. 3] PACGEO has also strengthened its resolve to enforce the writing requirement for the upper division general education courses. For example, in one instance, approval of a capstone course was delayed until the department agreed to strengthen the writing component. [Crit. 3] To strengthen the writing curriculum across disciplines, PACGEO will begin working in Fall 2001 with the Philosophy Department to develop a pilot study to examine and strengthen writing within that discipline. [Crit. 3] It is hoped that the results of the pilot study will have application across the curriculum.

General Education Assessment is OU's mid-level assessment. Other levels of assessment are covered later in this chapter. See infra pages 2.38-2.43.

GRADUATE EDUCATION

Graduate education plays a unique and vital role in the intellectual life of the University of Oklahoma. Graduate students challenge the faculty intellectually and help disseminate the results of the faculty's scholarship. As teaching assistants, graduate students contribute to the University's teaching mission. As researchers, both in their own right and as research assistants, they contribute to the scholarly mission of the University. The University of Oklahoma has Graduate Colleges in Norman, Oklahoma City, and Tulsa. See http://gradweb.ou.edu, http://w3.ouhsc.edu/graduate/programsonline.htm,

Shevaun Williams

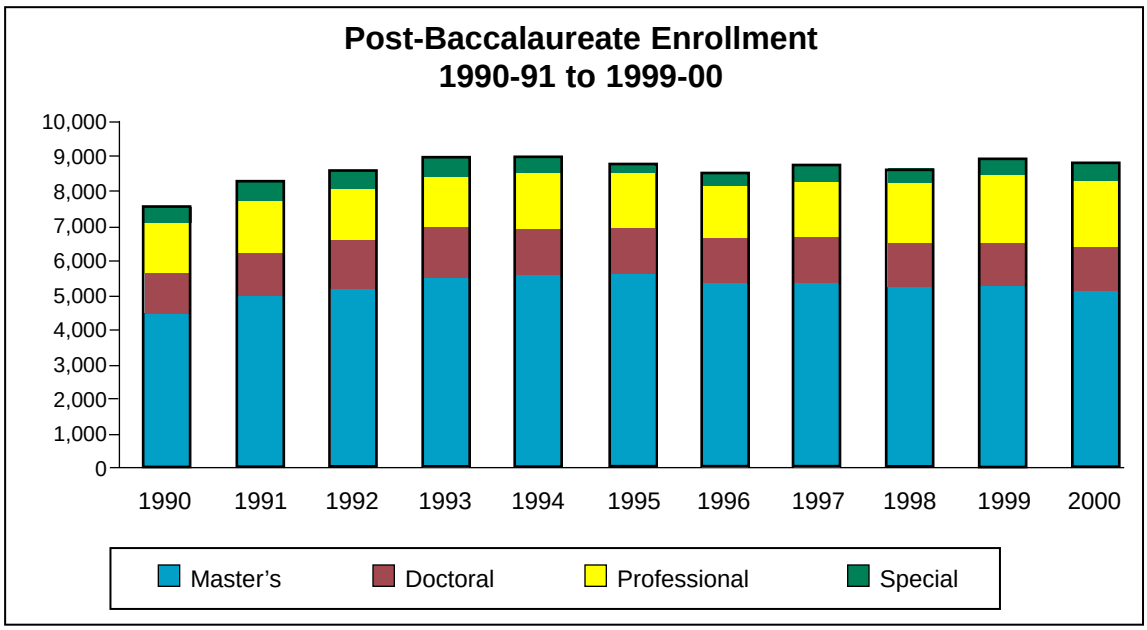
http://tulsa.ou.edu/tulsahome.htm. The Norman and Tulsa Graduate Colleges are responsible to the Norman Graduate Council on matters of policy, and the Oklahoma City Graduate College is responsible to the HSC Graduate Council and the Dean of the HSC Graduate College. Each school or department has a designated graduate liaison. See http://gradweb.ou.edu/docs/people/Contacts.htm.

The Graduate Colleges have responsibility for the graduate programs on their respective campuses, including approval and review of courses, degree programs, graduate admissions, progress toward degree, and graduation. The Graduate Councils are made up of members of the graduate faculty from the academic colleges and are the decision-making bodies of the Colleges. Graduate faculty membership, which is reviewed every five years, is a privilege that requires the faculty member to have an active program of scholarship. Different levels of membership are required to teach graduate courses, serve on graduate committees, and chair Master's and Doctoral committees. See Norman Campus Faculty Handbook, Charter of the Graduate Faculty, Section 12, Appendix C.

Course and degree program additions, changes, and deletions are initiated by a department, approved by the academic college, and referred for approval to the Graduate Council. Depending on the action sought, approval might also be necessary from the Academic Programs Council, the Provost, the President, the OU Regents, and the State Regents. See Graduate Assessment, infra, page 2.43. Regular review of graduate programs in a department is accomplished as part of the Campus Departmental Review Panel. See infra, page 2.44.

OU has 1,510 faculty members with graduate college credentials. As of the Fall of 2000, 5,117 students were registered in master's level programs and 1,275 students were registered in doctoral programs, 313 were special graduate students, and 1,954 were enrolled in professional degree programs. Exhibit 2.10 depicts the ten-year trend in graduate enrollment.

Exhibit 2.10



Although the decline in enrollment over the last decade mirrors a leveling off of graduate applications and admissions nationwide, the University is interested in reversing this trend and has taken a number of steps toward its goal of stabilizing enrollment at levels appropriate to the specific resource and program needs of each graduate department. Toward this end, the University has made a concerted effort to raise graduate student stipends. Despite these efforts, the Norman campus average teaching stipend for the academic year 2000-01 was only 83% of the stipends paid by peer institutions and the average research stipend was only 76% of the peer group average.

To aid in graduate student recruitment, the University has used Alumni and Foundation Funds as an "add-on" to provide competitive stipends to 173 superior students. Additionally, the Graduate Colleges may provide full out-of-state tuition waivers to all graduate assistants and starting in 1999 these students were eligible for basic health insurance coverage. See The University of Oklahoma Graduate Assistant Handbook Fall 1999; Norman Campus Faculty Handbook, Section 4.23.2.

Building on these other efforts and as part of the University's renewal, the Norman Campus Graduate College began the Graduate Research Fellowship program in 2001. These fellowships are part of a comprehensive Graduate Enrollment Plan that each department develops as part of their participation in the program. The participating department critically reviews its graduate program and establishes enrollment targets. The department then conducts a market survey of peer institutions and develops a customized Fellowship package to provide multi-year support. A package will include a competitive stipend, full tuition waiver, health insurance, targeted workload reductions, and research and travel support. Funding for these fellowships comes from a combination of sources, including the department, the college, the Graduate College, the President's office, alumni, the OU

Foundation, grant money, and other funds. The University is currently working to secure private funding for named Fellowships. Participating departments must develop a plan for identifying, recruiting, and assessing the best students in the field with future Fellowship slots awarded to departments based on performance in these areas. Ten departments currently have approved plans with another eleven plans in development.

In addition to the graduate programs that come within the jurisdiction of the Graduate Colleges, the University offers seven professional degrees. Each of these programs is accredited by one or more professional organizations. See Profiles of the University of Oklahoma, February, 2001 Norman Campus, page 24-25; Id. Health Sciences Center, page 2-3]

SCHOLARSHIP AND CREATIVE ACTIVITY

As a comprehensive research university, the University of Oklahoma has a strong commitment to quality scholarship and to its integration into the overall academic mission and program. In this period of educational renaissance, the faculty as a whole is expected to excel in both teaching and research with the integration of the two highly desirable. In the Sciences, this link is reflected by the number of faculty who have won National Science Foundation Early Faculty Career Development Awards, which support this integration, and Research Experience for Undergraduates awards. See Faculty Early Career Development (CAREER) Program binder. This link is also seen in the integration of research and scholarship into the undergraduate curriculum, most notably in the form of capstone projects. Civil Engineering and Environmental Science has integrated teaching and research throughout its course of study through a major curricular reform entitled Sooner City. See http://www.soonercity.ou.edu.

OU demonstrates its commitment to scholarship in a number of ways. Tenure and tenure-track workloads are designed to allow substantial time for research with between 30% and 40% of a typical faculty member's efforts devoted to a research program. The presence of graduate research assistants also adds significantly to the faculty's ability to undertake research. Many departments, as part of a hiring package, provide funds for beginning a research program, including building a laboratory. Some individual departments and colleges and the University, through the Office of the Vice President for Research on the Norman campus, offer faculty summer research stipends and travel money. Both the Office of the Vice President for Research on the Norman

campus and the Office of Research Administration on the HSC campus offer a wide range of services to faculty members seeking sponsored program funds from external sources. See http://research.ou.edu and http://w3.ouhsc.edu/ORA.

Overall, scholarly effectiveness is seen through external feedback, significance of research results, effective recruiting, matriculation of graduate students, and positive funding trends. The rest of this paragraph and the next few paragraphs provide a summary of a small portion of the exciting research and scholarship that has taken and is taking place at the University of Oklahoma. The Philosopher's Annual named Professor Chris Swoyer's article, "Complex Predicates and Conversion Principles," one of the ten best papers in philosophy in 1997. Professor Kevan Jensen was the recipient of the 2001 Outstanding Dissertation in Auditing Award for his paper entitled, "Conflicting Accountability and Auditor's Decision Behavior." Professor Dave Miller's work in practical robotics is now in use in 200 high schools and middle schools, teaching students a variety of engineering fundamentals along with teamwork, project management, and design. Professor Ondria Gleason's study of the treatment of depression in patients with hepatitis C has demonstrated the safety and efficacy of the antidepressant citalopram, positively impacting the clinical and mental health care of hepatitis C sufferers.

Professor Doug Gransberg's research project entitled "Seal Coat Constructability Review" was named one of the top ten innovations by the Texas Department of Transportation in 2000, and Professor Albert Hurtado's book, "Intimate Frontiers: Sex, Gender, and Culture in Old California," recently received the Neuerburg Award for the best book in California History. The Center for American Indian Health Research at the College of Public Health has studied the incidence, prevalence, and risk factors of cardiovascular disease among 4,549 American Indians from 13 tribes. Findings in this NIH funded project are important in the design of disease prevention and health promotion programs within American Indian communities. In 1997, Professor Ragep received the Kuwait Prize for his contributions to the history of Islamic science and, in 1998, Professor Taylor received the Sue Tyler Friedman Medal of the Geological Society of London for contributions to the history of earth sciences.

Time Magazine named the Oklahoma Bombing Memorial project one of the ten most influential and outstanding pieces of design work of the year. Professor Han Butzer, his wife Torey, and the Butzer Design Partnership designed the memorial after competing for the job in an international architectural competition. Six faculty members from the Department of Physics and Astronomy together with two from Electrical Engineering are one-half of the team awarded an NSF "Materials Research Science and Engineering Center" to establish a "Center for Semiconductor Physics in Nanostructures." Professor Resasco and his group have developed a unique catalytic method (CoMoCATÒ) that produces single-wall carbon nanotubes that can be scaled up to industrial volume, thus bringing the cost down. See http://www.ou.edu/engineering/nanotube.

The Center for Analysis and Prediction of Storms (CAPS), which was established at OU in 1989 as an NSF Science and Technology Center, continues to be a leader in severe storm research. Among its many other accomplishments, CAPS, the

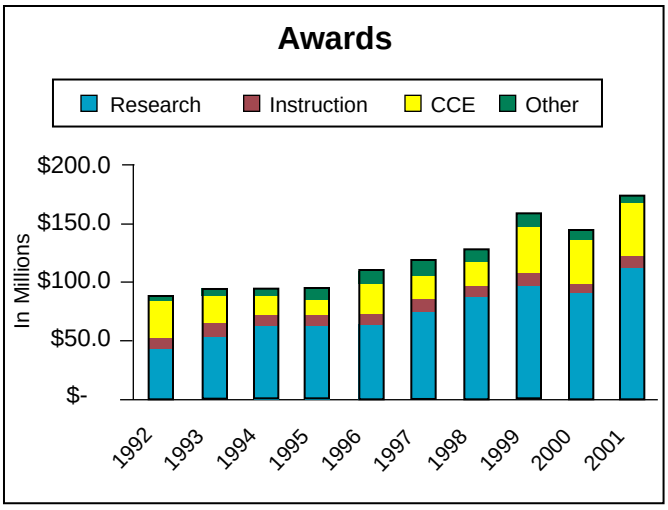
The Carl Albert Congressional Research and Studies Center - the only congressional studies center located at a comprehensive research university - houses the papers of more than 50 current and former members of Congress, making it the nation's leading research center for congressional studies.

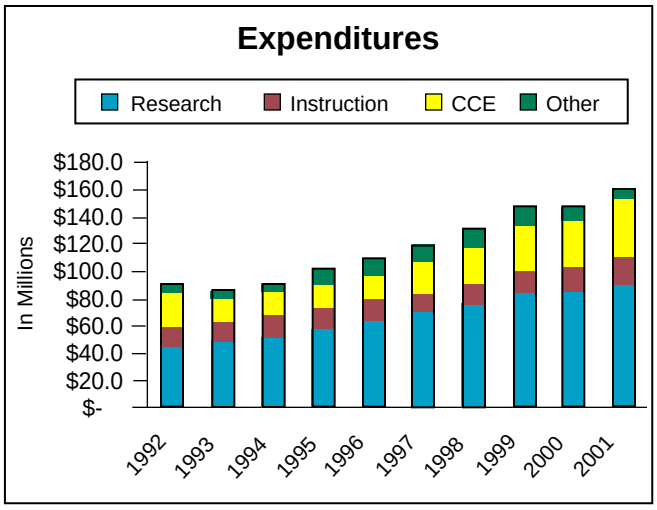
National Weather Service, the US military, and the FAA launched a major joint effort to build a dual research and operational storm-scale prediction system for the nation. As part of a multi-institutional initiative, CAPS demonstrated the capability of compressing and transmitting NEXRAD Doppler radar data via the internet. This project, seed funded by the State of Oklahoma, will serve as a blueprint for a new data infrastructure within the National Weather Service. CAPS efforts have led to collaboration with the private sector (American Airlines and the Williams Companies) and the creation of a spin-off corporation.

In this time of renewal, the University has experienced strong sustained growth in sponsored research. During the 1990s, OU enjoyed significant growth in research expenditures and awards. In fiscal year 2001, sponsored research expenditures were $159.2 million and awards were $172.3 million. Federally sponsored research grew from $16.9 million to $54.5 million during this 1990s. See OU Research in the 90s Vol. III. Exhibit 2.11 depicts the trend in research awards and expenditures for FY90 to FY00. The Vice President for Research provides the Faculty with approximately $4 million each year in internal support for research.

Exhibit 2.11

Research Awards and Expenditures





This research success has brought welcome problems to OU in the form of pressure on limited research space. Construction of the Sarkeys Energy Center in the late 1980s helped in the area of energy and geosciences, including meteorology, but subsequent growth has caused the weather programs to outgrow this space. Pressing research space needs have also accompanied the successes of Chemistry/Biochemistry in large-scale genomic/gene sequencing and complementary growth in functional genomic research in several departments, most notably Botany/Microbiology. Increased research space is a major challenge and high priority for the University as noted in Chapter 4 of this report. See page 4.18, infra.

Two 1999 state constitutional amendments have improved the research climate in the state and for the University by removing barriers to the University and its faculty's ability to benefit from intellectual property that results from the faculty's research. This change led to the expansion of the Office of Technology Development (http://www.otd.ou.edu), which is responsible for licensing and patents resulting from the University's intellectual property. See Norman Campus Faculty Handbook Intellectual Property Policy, Section 3.27; The University of Oklahoma Health Sciences Center Faculty Handbook, Patent Policy, Section 3.27; Id. at Appendix C. The new position of University Vice President for Technology Development leads this office.

Integrity in research is taken seriously at OU. The Norman and HSC Faculty Handbooks contain University policies on faculty responsibility in research and scholarly activity. Additionally, the University has a number of mechanisms in place to a) promote integrity in research, b) minimize the risk of non-compliance, and c) hold researchers accountable. Research on human subjects is governed by an extensive policy and overseen by the campus Institutional Review Boards. See University of Oklahoma Health Sciences Center Institutional Review Board Procedures and Guidelines revised January 2001; Institutional Review Board Policy and Procedures; Norman Campus Faculty Handbook, Human Subject Research Involving Humans and Animals, Section 7.3.1; http://research.ou.edu/policy/IRB_Human_Subjects_Policy.html and http://w3.ouhsc.edu/ORA/gENIRB.HTM. Faculty committees also provide oversight for projects involving research on animals. See Norman Campus Faculty Handbook, Institutional Animal Care and Use Committee, Section 7.4; The University of Oklahoma Health Sciences Center Faculty Handbook, Division of Animal Resources, Section 7.4; See http://research.ou.edu/policy/IACUC_Animal_Use.htm. Among other committees devoted to assuring integrity in research, HSC and Norman campuses have committees charged with reviewing and approving all research and clinical activities involving recombinant DNA, gene therapy/gene transfer, microorganisms, and biological toxins. See http://w3.ouhsc.edu/ORA/ibc2.asp and http://research.ou.edu/policy/DNA_Policy.htm. The Office of Project Support and Compliance Assurance on the Norman Campus (http://www.ou.edu/admin/projsup/index.html) and the Office of Research Administration on the HSC campus have elaborate processes to help ensure integrity in the contracts and grants area. Through the Center for Grant and Contract Studies, the University offers national conferences, workshops, institutes, research studies, and publications to improve the quality of sponsored programs administration nationwide.

When one of OU's former researchers violated the principles of research integrity, the University took a proactive response. The President appointed a committee, which he chaired, to examine OU's processes for promoting and monitoring research integrity. The committee's work resulted in a comprehensive plan, filed with the federal government, to train faculty in the area of ethics in research. This training course has now become a model for other institutions. See Investigator Responsibility in Clinical Research & GCP Training; University of Oklahoma Human Subjects Protection & GCP Training; Protecting Study Volunteers in Research: A Manual for Investigative Sites. In the first year of its existence, 591 faculty members completed

The Schusterman Center houses OU's graduate programs in Tulsa, including programs of the OU Health Sciences Center.

the course. The plan also included establishment of an institution-wide research Director of Compliance and a Vice President for Clinical Research at the HSC. [Crit. 5]

To facilitate integrity in the marketing and disposition of intellectual property, a new intellectual property policy for patent, trademark, and copyright was created during the 1999-2000 school year to clarify ownership issues surrounding the development of these resources. See Norman Campus Faculty Handbook, § 3.27. [Crit. 3 & 5] The Office of Technology Development and the Office of the Provost work together to ensure that faculty commercial interests are properly disclosed under state law and the University's conflicts of interest policy. [Crit. 5] The Office of the Provost has also initiated a new annual reporting cycle with respect to potential conflicts of interest. See http://www.ou.edu/provost/pronew/content/financial20conflicts.html [Crit. 4]

A SAMPLING OF THE UNIVERSITY'S COLLEGES AND DEPARTMENTS

The University of Oklahoma's academic mission is carried out under the direction of the provosts on the Norman and Health Sciences Center campuses. The University is divided into 21 colleges, which are further subdivided into a total of 117 schools, departments, and interdisciplinary programs. Since one purpose of the report is to provide patterns of evidence that the University meets the criteria for accreditation, this is only a sampling of colleges and departments and not a comprehensive review of all of OU's academic programs. The resource room will have detailed information on each of the colleges, schools, and departments.

UNIVERSITY COLLEGE

The 2000-2001 freshman class was the largest (3,420) and most academically qualified in OU's history, with an average ACT score of 24.8 and 132 National Merit Scholars from 26 different states. University College's (UC) mission is to provide these "entering freshmen with a foundation for lifetime achievement in academic, personal, and professional pursuits." http://www.ou.edu/univcoll/. As the academic gateway to the University, UC provides an array of advising and counseling services for those students who have less than 24 hours of college credit. Those with more than 24 hours but who have less than a 2.0 GPA or have not declared a major also come within UC's jurisdiction.

Advising is woven into the fabric of the freshman year, starting with a summer enrollment program. A unique aspect of this program is its small size. For 52 days during the summer, UC provides academic orientation for 50 students a day, splitting them into groups of 25 each. In addition to this small group orientation, each student is individually advised and has the opportunity to have his or her study-skills assessed. Most students participate in this program, but those who do not still receive individual advising when they enroll. See Enrollment 2001 Brochure. [Crit. 2 & 5]

UC also operates the Assessment and Learning Center, see infra at 2.40, and offers Gateway to College Learning, a two-credit, letter-graded, elective course for new freshmen. Designed to establish foundations for becoming successful and effective college students, sections are limited to a maximum of 28 students with 48-52 sections offered each fall. Retention and grade point averages are higher among students enrolled in Gateway. See Study of Academic Success and Retention of Gateway/Seminar Enrollees; The University of Oklahoma General Catalog 1999-2001, page 15. [Crit. 2] UC issues mid-semester grade reports to students who are under performing and stands ready to provide academic support services to those students to assist the student in achieving success. UC uses both formal and informal contracts with students in an attempt to help students gain responsibility for their own learning. Mid-semester grade reporting and advising are inconsistent for two reasons: 1) not all professors report mid-semester grades and 2) not all students take advantage of the resources available through UC even after UC has made contact.

The C.A.R.E. (Counseling & Advisement for Retention Effectiveness) Program provides students admitted to OU under the 8% alternative admission category an assigned academic advisor in University College. These alternative admit students sign contracts prior to being admitted to OU agreeing to participate in programs designed to assist them in their quest for academic success. Students in the CARE Program meet regularly with their University College advisor, and are required to enroll in Gateway to College Learning. See University of Oklahoma University College Care Contract. [Crit. 2]

Some of the students who start their undergraduate education in residence on the Norman campus will finish it at the Health Sciences Center in Oklahoma City. To facilitate relationships between campuses, University College has assigned an advisor as a liaison with the HSC. This advisor attends workshops at the HSC to keep current on academic requirements on that campus and attends HSC's Student Affairs Committee meetings. [Crit. 2] UC also assists high schools in assessment of their programs by providing high schools with quantitative data on how a high school's students perform at OU compared to the OU student population at large.

HONORS COLLEGE

The purpose of the Honors College is to provide a challenging and exciting program to academically gifted students, helping them to develop to their fullest potential. In the last ten years there have been dramatic changes in the OU Honors program. In 1997, Honors evolved from program status to a full-fledged college with its own dean and faculty. Since that time enrollment has increased and the

The University has created an Honors College and is developing one of the largest honors programs among public universities in the United States.

curriculum has expanded to include a required interdisciplinary Freshman Honors class, a writing tutorial program, a study abroad program at Oxford, and a Medical Humanities Program. The Honors Humanities Program, another new program, brings nationally renowned teachers and scholars to campus to teach short seminars and give guest lectures. See The University of Oklahoma General Catalog 1999-2001, page 282-284. [Crit. 1, 3, & 4]

The Honors College plays a key role in recruiting, educating, and retaining talented students with a wide range of interests. Among the 2000 freshman class were students with declared majors in the Colleges of Engineering, Arts and Sciences, Business, Fine Arts, Geosciences, and Education, as well as many undeclared majors in University College. Currently there are approximately 1,900 students in the College. The 462 freshmen admitted to the Honors College last fall had an average ACT of 31. In 1999, a total of 154 students graduated cum laude. By comparison 64 students graduated "with honors" in 1990. Adding to this impressive increase is the fact that the criteria to graduate with honors were raised from a 3.25 GPA to a 3.4 GPA in 1991.

The University of Oklahoma has for a long time aggressively recruited top students by offering generous scholarships to any National Merit Scholarship finalist. This program is still in place and has allowed the University to take a leading role among public institutions in the number of National Merit Scholars. During Fall 2000 there were 132 National Merit Scholars in the freshman class on campus, many of whom were Honors College members. These 132 were among the more than 750 National Scholars (National Merit, National Achievement, and National Hispanic) enrolled on campus that fall. Through the OU Scholars Scholarship Program (administered by the Honors College), the University attracts a great many other highly qualified students. By 2000 almost one fourth (23%) of all incoming freshmen were advised in the Honors College by OU Scholars program advisors. See Tuition Waiver Scholarship Report, Summary of First-Time Freshmen Tuition Waiver Scholarship Recipients, Fall 2000. [Crit. 3]

Ten years ago honors courses were taught exclusively within the individual departments and regular faculty members within departments taught all of the honors courses. Although there are still many honors courses taught by regular faculty members from other colleges, the Honors College has hired and developed its own faculty. In particular, the Honors College has aggressively recruited junior scholars who demonstrate exceptional promise as both scholars and teachers. [Crit. 2

& 4] A team-taught required freshman course (Perspectives on the American Experience) enables the Honors College faculty to join with faculty members throughout the University to offer this interdisciplinary class and to demonstrate to students how subjects and disciplines interact. See The University of Oklahoma General Catalog 1999-2001, General information, page 282. [Crit. 3]

In 1987, an existing residence hall was designated for Honors students and renamed Honors House. By Fall 2000, the residence hall was renovated and enlarged to include a library/study, computer lab, classrooms, faculty offices, and a courtyard. [Crit. 2 & 4] The name has changed to Academic Arts Community, to better reflect the living/learning environment that has been created and to signify that it is open to students outside the Honors College.

SCHOOL OF METEOROLOGY

Atmospheric science, or meteorology, emerged as a legitimate academic discipline in the United States during World War II, but until about 1960 there were only a few departments nationwide. The School of Meteorology at the University of Oklahoma had its origins in 1960 in response to studies by the National Academy of Science that made a strong case for expansion of university-based programs of research and teaching in the atmospheric sciences. The School has taken the challenge seriously, developing an outstanding program over the past 40 years. During a recent campus-wide departmental review, an external panel rated the department first in the nation in research on severe weather and in the top seven overall. See Meteorology binder: "Did You Know…" fact sheet. [Crit. 2, 3, & 4]

With 305 undergraduate majors and 78 graduate students, the School of Meteorology has one of the three largest enrollments in the nation. [Crit. 2] More than 70% of the undergraduate and more than 90% of the graduate students come from states other than Oklahoma. Many M.S. and Ph.D. students stay in Norman after graduation to work for one of the many meteorological institutions of the Oklahoma Weather Center. School of Meteorology graduate students are among the brightest nationwide, as evidenced by the fact that more students have come to OU with Graduate Fellowships provided by the American Meteorological Society than have gone to any other university. Another sign of success is that seven recent Ph.D. graduates have been offered tenure-track faculty positions in leading U.S. and international programs. See Meteorology binder: AMS Awardees; Fellowships. [Crit. 3]

School of Meteorology faculty members have received many national and campus-wide awards. Currently, eight faculty members are Fellows of the American Meteorological Society, and one emeritus faculty member is a member of the National Academy of Science. The faculty includes three Presidential Professorships, one current and two emeriti George Lynn Cross professors, and a number of editors and associate editors of major journals. The regular faculty is augmented by more than 20 adjunct faculty members, most of whom are scientists at the National Severe Storms Laboratory (NSSL), giving undergraduates as well as graduates a wide range of choices for research advisors for capstone courses, theses, and dissertations. [Crit. 2] Furthermore, to increase the number and variety of career options for students who graduate with a B.S. in Meteorology, the School of Meteorology is leading the

OU excellence in the field of meteorology led the National Weather Service to establish its national center for severe storm prediction on the OU Norman campus.

way nationally by developing new curricula and research programs in close cooperation with the private sector. This has led the Williams Companies, a leading energy and communications company, to provide $90,000 in support for the innovative M.S. in Professional Meteorology program. See Meteorology binder: Adjunct Faculty; MS in Professional Meteorology. [Crit. 2 & 4]

The School of Meteorology accomplished its rise to national and international prominence neither in isolation nor by pure chance. At about the time the School of Meteorology began teaching its first courses, the Department of Commerce chose to establish the NSSL in Norman. The "Lab" opened its doors in 1964. The collaborative relationship between the School of Meteorology and NSSL has evolved into a unique confederation of federal, state, and University of Oklahoma organizations now known as the Oklahoma Weather Center (OWC). The OWC comprises 10 institutions working together to improve our understanding of the atmosphere, with emphasis on improvement of severe weather forecast and warning capabilities. Notable accomplishments of the scientists in the OWC, in which the School of Meteorology played an important role, include demonstration of the efficacy of Doppler radar for detection of tornadoes, hail, and other severe weather events; development of mesoscale numerical forecast models for government and industry applications; establishment, in partnership with Oklahoma State University, of the first and most comprehensive statewide mesoscale network of remote meteorological stations; provision of a field site for and contribution to the instrumentation and management of a program to study the role of clouds in climate change; and the establishment of a Lightning Mapping Array in central Oklahoma that will place the OWC at the forefront of research on lightning and severe thunderstorms for the next decade. The concentration of so many and varied organizations involved in weather-related work is in part a result of the vision and leadership of a number of School of Meteorology faculty members and their counterparts, scientists at the NSSL, over the last 40 years. See Meteorology binder: 40th Anniversary, A Brief History. [Crit. 1 & 5]

The School of Meteorology is the academic anchor of the National Weather Center and will continue to play a major national and international role in the atmospheric sciences in the coming decades. The School of Meteorology looks forward to continuing and increasing its effectiveness and leadership for OU, Oklahoma, and the Nation.

A. MAX WEITZENHOFFER MUSICAL THEATRE DEPARTMENT

The mission of the A. Max Weitzenhoffer Department of Musical Theatre is to provide excellent education, training, and varied production experiences to select students to assure them the opportunity to be artistically competitive on a national level, as performers, when they leave the University of Oklahoma. The goal is to provide a balanced interdisciplinary degree designed to meet the needs of current and future students as well as the national entertainment profession. See New Program Request - A. Max Weitzenhoffer Musical Theatre Department College of Fine Arts, Appendix C, Bylaws. [Crit. 1 & 4] As an interdisciplinary program, musical theatre draws on a carefully selected balance of courses from the Schools of Dance, Drama, and Music as well as departmental courses designed to integrate the artistic concepts and practices found in each of these areas. This interdisciplinary commitment leads to a demanding program requiring a total of 133 semester hours. This balance between "conservatory-like'' training and a strong liberal arts component is one of the unique features of the program distinguishing it from other leading programs around the country. See Id. at Appendix E, General Information. [Crit. 3]

A unit of the College of Fine Arts, the A. Max Weitzenhoffer Department of Musical Theatre was officially awarded departmental status in the Spring of 2001. As an informal part of the College of Fine Arts for more than twenty years, Musical Theatre offered occasional musical productions, traditional voice classes, and dance classes. In 1994, this fledgling venture was elevated to program status, resulting in degrees offered through Drama, Music, and Dance, with the Program "administratively" housed in the School of Drama. [Crit. 1 & 4] This move was strongly enhanced by a commitment from A. Max Weitzenhoffer, a University of Oklahoma Alumnus and Tony Award winning Broadway Producer, to help create and support a Musical Theatre Program designed to meet the needs of the profession. A Program Coordinator and three new faculty members were hired, revised the curriculum, secured the office and classroom space, and recruited students for admission to the Program. See Id. at H.1 Reallocation and H.3 Discontinuance[Crit. 4]

Since 1994, Musical Theatre has attained strong regional and expanding national recognition for its academic and artistic quality and vision. In 1998, based on growing University support, evident growth in student interest, and external professional involvement, Mr. Weitzenhoffer made the significant pledge of over five million dollars to create an endowment designed to support the new Musical Theatre Program through endowed chairs and professorships, scholarships, and program enhancements. See Excellence Reached, page 13.

Designed to be a highly selective program with an enrollment cap of fifty students, the Department seeks out and recruits potential students who give evidence of strong academic and artistic potential coupled with a personal commitment to a career in musical theatre and the arts. Potential student interest has grown dramatically in quantity and quality in each succeeding year. During the 1999-2000 academic year, personal contacts with potential students were made through mail, phone calls, off-campus auditions at various events, and more than one hundred on-campus admission auditions. Of the eighty-two students auditioning on campus,

OU's A. Max Weitzenhoffer Musical Theater Program is one of the very few university programs in the nation that provides students an opportunity to be in the same cast with professional Broadway actors in brand-new productions.

twenty-three were selected by the faculty for admission with twenty completing enrollment for the Fall 2000 semester. [Crit. 2] Current students come from nine different states and Italy. Of the twenty-one upper-class students returning to campus for the Fall 2000 semester, nineteen had performance contracts throughout the country. See New Program Request, F.1 Student Demand; F.2 Employer Demand. [Crit. 3]

The real "cutting edge" nature of the program centers around the emerging working relationship between the Department and a growing number of theatres, artistic directors, producers, and creative artists representing the core of the commercially successful American musical theatre industry. These connections have all been made possible through the professional ties between Max Weitzenhoffer and his colleagues in the professional arena. [Crit. 2, 3, & 4]

Employing a unique educational paradigm, the Department is committed to seeking out and developing creative working relationships with selected regional theatres, independent producers, and major producing organizations in the development of new musical theatre properties. Costs of developing these works are shared between the University and the external organizations with agreed upon benefits to the University should the property became commercially viable. During the past six years, the Department has worked with the Shubert organization in the development and full production of Jack, which subsequently moved on to a Dublin production; New York based Dodger Productions in the development of The Great Unknown; and currently with Connecticut's Goodspeed Opera on the development of Lily & Lily. Each of these organizations are multiple Tony Award winners and recognized as leading producing agencies within the theatrical community. In each case multiple creative artists, producers, directors, critics, authors, and support personnel have visited or taken up short-term residences to cooperatively work on these projects with University students, faculty, and staff. Lily & Lily was presented in a traditional "Developmental Workshop" format with the charge from Goodspeed Opera to focus on needed structural changes with the property's book, score, and lyrics. The all-student cast worked on this project for four months and experienced three separate residencies with the authors to cooperatively revise and refine the property before its public showing in early February. Interested professional producers and artists came to the University from Connecticut, New York, and New Jersey to evaluate and analyze developments with an eye toward commercial viability. [Crit. 2 & 3]

THE INTERNATIONAL PROGRAMS CENTER

Since 1986, when the Office of International Relations (now International Exchange Programs) was established, the University of Oklahoma has actively sought to internationalize the academic and cultural experiences of its students and faculty. Recently, one of the University's top priorities has been to expand and enhance the University's international programs, leading to the establishment, in 1996, of the International Programs Center (IPC). The IPC has two major subdivisions: International Exchange Programs, which has responsibility for the programs of reciprocal exchange between OU and over 100 universities abroad; and International Academic Programs, which has responsibility for the academic programs of the IPC. In addition to internationalizing the curriculum and other educational and cultural activities of the University, the IPC seeks to reach out to the state, national, and international communities to enhance the University's role as a regional leader in our nation's international relations.

To enhance the international character of the University's degree programs, the IPC is working with the various colleges of the University to increase the opportunities for their undergraduate and graduate students in international studies, either as an added dimension of their major work, or as a primary academic pursuit. See International Programs binder: Graduate Certificate in International Policy Studies; Graduate Certificate in International Regional Studies. [Crit. 1 & 4] Toward this end, over one hundred faculty members with international interests have joined the Center as affiliate faculty. Additionally, fifteen new faculty members have been hired since 1996 with joint appointments in International Academic Programs and traditional academic disciplines. In fall 2001 these individuals became the founding faculty of the new School of International and Area Studies (SIAS) in the College of Arts and Sciences. To further enhance its international offerings, OU has brought several visiting scholars to campus to teach in areas not covered by regular faculty. See IPC binder: Joint Faculty; Affiliate Faculty. [Crit. 2 & 4]

The IPC also reaches out to business, civic, and educational leaders in Oklahoma to increase their awareness of international matters and to provide intellectual support for their international business and activities, thereby enhancing state economic growth and strengthening community support for the University. See IPC binder: Sister Cities, Outreach. [Crit. 4]

The principal initiatives in international studies since 1996 include the creation in the College of Arts andSciences of a B.A. in International and Area Studies, which is the consolidation of the various former baccalaureate degrees in foreign area studies

OU has strong programs in international and area studies, with an International Programs Center led by former U.S. Ambassador to the United Nations Edward Perkins.

into a single major with distinct geographical areas of emphasis. This degree is now the responsibility of the faculty of the SIAS. The SIAS faculty have been working to develop new courses for the program, offer senior capstone courses, and provide undergraduates from all colleges in the University an opportunity to earn a minor in International and Area Studies in the College of Arts and Sciences. The minor was put into place by the end of the 1996-97 academic year. A minor in African Studies was also added in 1999 and new opportunities in Middle Eastern studies are currently being developed. [Crit. 2, 3, & 4] The Michael F. Price College of Business, working with the IPC, has enhanced its undergraduate major in international business, strengthening considerably its content and marketability. [Crit. 3 & 4] The College of Business has also strengthened its concentration in international business for the M.B.A. by increasing the international content in several existing courses, by adding new courses in international specialties, by recommending that students take more international courses outside the College, and by adding several new faculty in international business specialties. [Crit. 3 & 4]

In the Fall of 1998, the university received formal approval for a Master's degree program in International Relations and began offering courses the following spring semester. The degree, which is now the responsibility of the faculty of the SIAS, offers options for study in international development, international management, and general international relations. The College of Continuing Education, under contract with the Department of Defense, also offers an Interdisciplinary Master of Arts with an emphasis in International Relations at U.S. military bases in Germany, the Netherlands, and Great Britain. This degree is administreed by an executive committee made up of the chairs and directors of the participating academic units from the Colleges of Arts and Sciences and Geosciences. See CCE binder: Section M; IPC Binder: International Relations. [Crit. 2, 3, & 4]

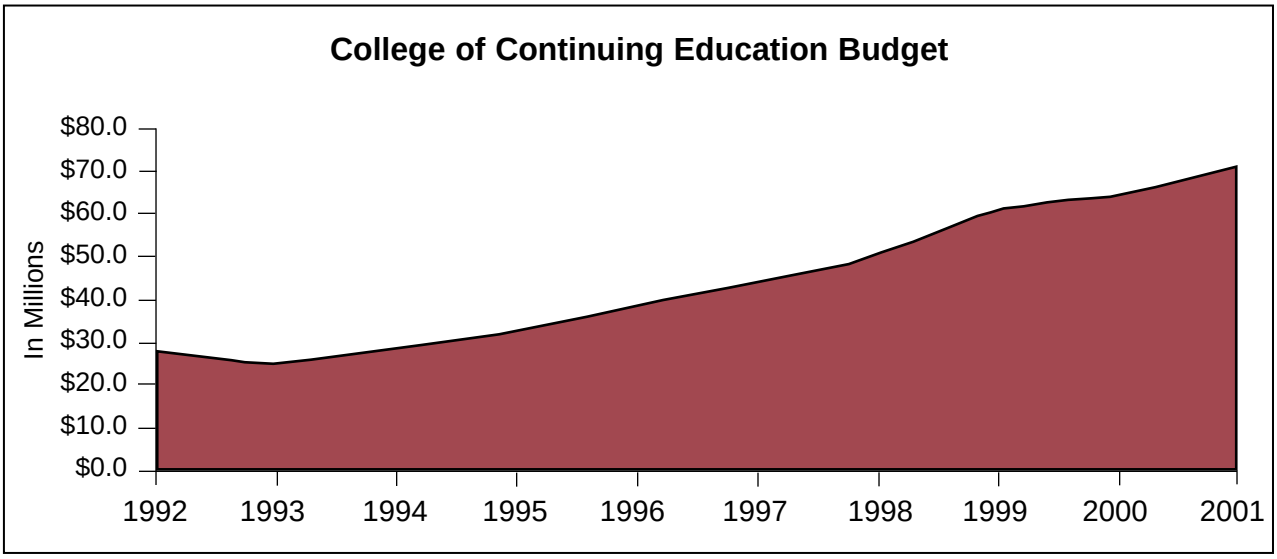
The International Programs Center, through its International Exchange Programs (IEP), has the largest exchange program among Big 12 universities and likely among all U.S. public colleges and universities, holding 129 formal reciprocal agreements with universities in Asia, Europe, Latin America, and Africa. The number of opportunities for study and research abroad have grown rapidly since 1996, when the University held approximately 60-70 agreements in 40 countries. [Crit. 3 & 4] The Presidential International Travel Fellowship program, administered by IEP, offers travel stipends to selected faculty and students for study or research abroad. The annual competition is now in its eighth year and has recently increased its funding by an additional $25,000, making a total of $100,000 available annually. See IPC binder: International Exchange Program [Crit. 3]

UNIVERSITY OUTREACH: COLLEGES OF CONTINUING EDUCATION AND LIBERAL STUDIES

The College of Continuing Education (CCE), in carrying out a large portion of the "service" function of the University's mission, extends the resources of the University around the globe. With a $65 million annual budget, CCE is nationally recognized for its pioneering efforts in continuing education, extending the educational resources of the University through more than 30 different program formats, including grant and contract activities. Annually, CCE offers some 2,000

courses and activities to more than 175,000 nontraditional learners in Oklahoma and in locations throughout the world. On the Norman campus, some 35,000 participants annually attend programs held at the Oklahoma Center for Continuing Education, one of 11 W.K. Kellogg Foundation-funded continuing education centers in the world. [Crit. 2 & 3] In terms of size and program scope, CCE ranks among the top five continuing education centers in the nation, and it has been honored with a large number of awards for its programmatic initiatives and its marketing and promotion activities. See CCE binder: Sections C, F, K. [Crit. 3]

Exhibit 2.12



Within University Outreach is also the College of Liberal Studies (CLS), which offers interdisciplinary undergraduate and graduate liberal arts programs through innovative formats for the nontraditional student. Recently (July 1, 2000), CLS re-merged with CCE when the Vice President for University Outreach was named CLS Dean. By combining independent study with weekend classes or brief seminars on campus or internet-guided study, a student may earn a Bachelor of Liberal Studies or Master of Liberal Studies degree. See College of Liberal Studies binder: Sections J, K. [Crit. 3]

The success of University Outreach is the result of a deliberate, strategic approach to program development, growth, and delivery. In 1999, the CCE Executive Staff, in "reading" environmental changes in the practice of continuing education (e.g., growth in distance education technologies, increasing public and private competitors, economic and political realities) engaged in a renewed round of strategic planning. This process included visioning; identifying organizational core competencies, strengths, and weaknesses; developing core values and growth and performance goals; and updating the college's mission statement. The results of this effort were shared with CCE staff through division and college-wide meetings, and the feedback and

OU's Center for Continuing Education is one of the largest in the nation.

dialog led to CCE adopting a new mission statement, core values, and growth and performance goals.

CCE rigorously submits itself to ongoing evaluation and improvement. While the Vice President ultimately approves deletion/creation of all program units developing and delivering continuing education activities, he relies on the collaborative effort of several other groups including the Continuing Education Council, a faculty advisory group with a feedback loop to the Faculty Senate; the CLS Executive Committee, made up of faculty and administrators; the CCE program divisions and the service areas; the Certificate Review Committee, composed of faculty and staff, which assesses and then sanctions the creation of certificate of achievement programs for CCE; and many other internal advisory and administrative groups. See CCE binder: Sections E, P, Q, S.

University Outreach's multiple program units require almost as many different internal review and evaluation processes. The differences are due to the diversity of programs offered (e.g., credit and noncredit, graduate and undergraduate, on-site and distance delivery, participants ranging from pre-collegiate age learners to adults). Advanced Programs (AP) is offered below as an example of the internal review and assessment process because it is a mature, comprehensive program and provides a fairly representative model. See CCE binder: Section M.

Established in 1964, AP operates at more than 40 sites worldwide, allowing students to self-pace their academic progress and to schedule classes around the demands of job and family responsibilities. Master's level instruction is offered through OU in Communication, Economics, Education, Human Relations, International Relations, and Public Administration; a PhD program (in Organizational Leadership) is also available in Europe.

SITE SELECTION/ADDITION

The decision to add a new program or site is often prompted by a request from a governmental official. In July 2000, AP was invited to visit Hurlburt Field, Florida, perform a needs assessment, and determine the level of interest in offering OU programs at that site. Following this visit, AP administrators were invited to deliver three Master of Arts degree programs in International Relations, Economics, and Human Relations. Administrators gathered budget information, possible risks, an environmental scan, expansion factors, and political considerations and presented this data to the Vice President in an executive briefing, during which the AP strategic plan was also reviewed. The possibility of adding this site was also reviewed with appropriate academic department chairs and deans and the Advanced Programs Executive Committee. Once a decision was made to add the site, a memorandum of understanding was approved and signed. See CCE binder: Section N.

SITE ELIMINATION

OU began offering a Master of Education degree with a concentration in Adult and Higher Education (EDAH) at a site in Treebeek, Holland, in 1993. From 1993 through 2000, the program at times flourished, but most recently experienced application and enrollment declines. Factors affecting these declines included

changes in the number and type of personnel in the area, the addition of more popular OU graduate programs, and the addition of programs offered by other universities. The decision to discontinue the delivery of the EDAH program at Treebeek was made only after an exhaustive analysis of all program considerations. As with its other programs, AP analyzed monthly budget and production data including applications, enrollments, and credit hours. On-site visits were conducted to review marketing efforts and government support, and the field coordinator provided continual assessment of program viability. Through analysis of this and other information and discussions with the Vice President and the AP Executive Committee, OU decided to discontinue the Treebeek EDAH program. AP is currently taking great care to assist students impacted by this decision, helping each one to develop a program completion plan. See CCE binder: Section O.

COLLABORATIVE RELATIONSHIPS WITH CAMERON UNIVERSITY

When the military approached AP about providing Master of Business Administration and Master of Education degrees to military personnel, OU's Colleges of Business and Education decided for their own strategic reasons that their resources should not be deployed in these programs. As a result, AP sought a collaborative relationship with Cameron University, located in southwest Oklahoma and governed by OU's regents. Under the agreement, CCE acts as the executive agent for the execution of the contract with the Department of Defense and is responsible for program administration, contract compliance, and quality control. Cameron University acts as the academic arm and is responsible for the delivery of the MBA and the M.Ed. curricula, assignments, and allocation of faculty resources, student admissions, and awarding degrees in accordance with Cameron policies. A contract between the two universities was signed and officers and faculty of the two institutions meet regularly to discuss program delivery. See CCE binder: Section R.

HEALTH SCIENCES CENTER

The University of Oklahoma Health Sciences Center is one of only four comprehensive health centers in the nation with seven health professional colleges. The College of Medicine is the centerpiece of the 61 acre Oklahoma Health Sciences Center campus, which also includes the Colleges of Allied Health, Dentistry, Nursing, Pharmacy, Public Health, and Graduate College. Health Sciences Center faculty and students use the clinical, laboratory, and teaching facilities of the OU Medical Center, the Veterans Administration Medical Center, other affiliated hospitals in Oklahoma City, three major teaching hospitals in Tulsa, the Veterans Administration Hospital in Muskogee, and various affiliated hospitals, clinics, and long term care facilities in other locations in Oklahoma. See College Bulletins for the seven Health Professional Colleges http://w3.ouhsc.edu/provost. [Crit. 2 & 4]

The Bureau of National Affairs Health Law Reporter cited as one of its "Top Ten Health Care Corporate Developments" for the year 1999 the joint operating agreement between HCA Health Services and the Oklahoma University Hospitals

The Oklahoma Telemedicine Network at the OU Health Sciences Center is believed to be the largest medical communication system of its type in the world.

Trust. This agreement solved a financial crisis of the hospitals and helped preserve the teaching and research programs of OUHSC.

All of the degree programs at OUHSC are accredited by their respective professional organizations. They are, therefore, on a three to five year cycle with many required to provide annual updates. This provides continuous opportunities for program self-evaluation and upgrading to advance the curriculum and academic standards. [Crit. 1, 3, & 4] As a result, three baccalaureate programs have upgraded to entry level master's degrees: Physician's Associate (MSPA), Physical Therapy (MPT) and Occupational Therapy (MOT). The BS in Pharmacy has been replaced by the PharmD. and Allied Health has created a new interdisciplinary MS and Ph.D. in Allied Health Sciences. An interdisciplinary focus has resulted in establishing the first program-based MS and PhD degrees in Neuroscience. Fifty faculty members from 15 departments and six sites provide the teaching and research expertise within the Oklahoma Center for Neuroscience. [Crit. 3]

The Presbyterian Health Foundation made a $5 million, 10 year commitment to expand the MD/PhD program, which is a partnership between the College of Medicine clinical (MD) and basic science (PhD) departments and the Oklahoma Medical Research Foundation. As a complement to the MD/PhD, the College of Public Health has established the multidisciplinary Doctor of Public Health (DrPH) degree that combines through a core curriculum the five Public Health disciplines. Students from the Norman and Health Sciences Center campuses are provided the opportunity to combine the academic expertise of the two campuses through eleven (11) dual degree programs at the BS/MPH, MPH/JD, and BS/MS/PhD levels. [Crit. 3] Beginning in 1988, the OUHSC developed the strategy for building Excellence in Academic Leadership and has successfully recruited 106 Endowed Chairs including 25 Department Chairs. [Crit. 1, 3, & 4]

The HSC strategic plan focuses on achieving excellence in research, educational, and clinical programs. The centerpiece of the HSC Strategic Plan is to enhance faculty research capabilities and to provide first-class health professional education and training. Research, in the laboratory, clinical, and community environments, provides the founding scientific basis for teaching health professional students, training future scientists, and for providing excellent health care and clinical programs. Research is fundamental and complementary to each aspect of the OUHSC mission. During the last ten years, research awards and expenditures have

increased 350% to a level of $59 million in 99-00. See OUHSC binder: HSC Awards. [Crit. 2, 3, & 4]

Five overarching strategic goals, adopted in 1993, continue to hold true today as the means to advance OUHSC research and biotechnology capabilities, by making personnel and infrastructure investments that will 1) consolidate the resources necessary to strengthen OUHSC research programs; 2) expand and realign programs as needed to enhance OUHSC research; 3) develop an operating infrastructure to enhance research and teaching; 4) maximize the potential contribution of OUHSC endowed chairs; and 5) encourage research and teaching program affiliations to capitalize on specialized expertise or capacity across OUHSC departments and/or colleges. [Crit. 1] To address these overarching strategic goals, the OUHSC leadership focused on eight multi-faceted and multi-year initiatives between 1995 and 1999. See OUHSC Strategic Priorities 2000-2005, page 3. [Crit. 2 & 4]

The majority of strategic goals to enhance clinical excellence apply to the College of Medicine. Clinical practice produces approximately 48% of the revenues used to operate the College. Our mission is to provide the citizens of Oklahoma the highest quality, comprehensive, patient sensitive, and cost efficient medical care. This care is enhanced by our commitment to education and research. The OUHSC has developed a plan for clinical excellence with goals that complement the College of Medicine strategic plan. Seventy-eight of the 106 Endowed Chairs reside in clinical departments within the College of Medicine. [Crit. 1, 3, & 4]

Resources to support and achieve excellence in the clinical enterprise include clinical revenues generated by faculty, federal clinical research funds, the University Hospitals Trust, the Oklahoma Health Care Authority, and community partners. These resources combined with the faculty expertise will be utilized to accomplish four primary objectives. [Crit. 4]

Among other programs, OUHSC has developed a General Clinical Research Center (GCRC) to make available to faculty and students the resources necessary for the conduct of clinical research. The primary purpose of the GCRC is to provide the clinical research infrastructure to investigators who receive their primary research funding from the National Institutes of Health, other federal granting agencies, and state, local, or private sector research resources. See General Clinical Research Center Proposal, page 2. The GCRC will contain a combination of inpatient and outpatient facilities, core laboratories to conduct non-routine sophisticated procedures, and resources for computerized database management and analyses. The GCRC will provide an environment for faculty and students to study normal and abnormal body function and for investigations of the cause, progression, prevention, control and cure of human disease. It will provide an optimal setting for controlled clinical investigation and teaching and will encourage collaborations among basic and clinical scientists. See General Clinical Research Center Proposal, page 261-271. [Crit. 2 & 4]

Although there are several avenues by which physicians in training can also be trained in the methods of scientific research, the best documented by far is to combine both medical and graduate school training in a single intensive experience leading to the award of both the MD and PhD degrees. This approach exposes students to both clinical medicine and rigorous scientific study early in their careers.

The OU Health Sciences Center is one of only four comprehensive "academic" health centers in the nation with seven professional schools. It includes the colleges of Allied Health, Dentistry, Medicine, Nursing, Pharmacy, Public Health and Graduate Studies.

Experience at other institutions has shown that a high percentage of graduates from such dual-degree programs go on to successful teaching and research careers as faculty in American medical schools. As indicated previously, OUHSC has received a $5 million, 10 year commitment from the Presbyterian Health Foundation to help fund the MD/PhD program. [Crit. 3 & 4]

As a means to assure continued faculty research expertise and student learning opportunities, two programs have been initiated. The Seed Grant program provides start-up funding for junior faculty to initiate research programs, for senior investigators who are currently unfunded, and for mid-career faculty who have not had active research programs but who wish to develop programs. Faculty funded through this program gain valuable experience in designing, conducting, and reporting biomedical research, thus enhancing their ability to compete for extramural funding beyond the local level. See OUHSC binder: Seed Grant Guidelines and Application Forms. [Crit. 3 & 4]

The Bridge Funding Grant program provides funding of limited duration to enhance faculty competitiveness for national extramural funding. For faculty whose applications to national funding agencies have been reviewed and assigned ratings insufficient to obtain funding, Bridge Funding Grant support provides a mechanism through which investigators can address scientific issues raised in peer review critiques, generate essential preliminary data, and submit more competitive revised applications. A secondary objective of the program is to provide bridge funding to maintain essential laboratory functions for eligible investigators during the lengthy review process for revised applications. See OUHSC binder: Bridge Funding Grant Guidelines and Application Forms. [Crit. 3 & 4]

Sustaining improvement in the fight against cancer requires continued research, development of a scientific infrastructure, recruitment of the best scientific minds, and translating knowledge gained in cancer research into advances in patient care and student education. The HSC has attracted a core group of faculty specializing in the areas of breast health, gynecological oncology, head and neck cancers, cancer genetics, bone marrow transplantation, and pediatric oncology. The endowed faculty positions and facilities in the proposed Comprehensive Cancer Center will allow us to recruit additional clinician scientists to enhance our critical mass of cancer specialists, scientists, and student educators. [Crit. 3 & 4]

THE UNIVERSITY OF OKLAHOMA PROGRAM IN TULSA

The University strives to deliver academic programs in Tulsa that will meet the needs of the local community; will assist in sustaining the delivery of health and human services in the region by providing trained professionals; will assist in the economic development of Tulsa and northeastern Oklahoma by providing trained professionals in strategically identified academic areas; will provide opportunities for graduate, professional, and continuing education to place-bound students who would not otherwise be able to benefit from University of Oklahoma programming; and will enhance the University's research mission by developing collaborative partnerships with local industries. See CCE binder: Section T; See also http://tulsa.ou.edu/.

Because Tulsa's needs for undergraduate education are served by several other state institutions, the University has determined that its primary mission in Tulsa will focus on graduate, professional, and continuing education, and that the University will only engage in undergraduate education when there are specialized niches that the University is uniquely positioned to fill. Similarly, the graduate and professional academic programs selected for delivery in Tulsa are those that will achieve the above goals and ones where the University of Oklahoma has unique strengths within the state. In Tulsa, OU currently offers master's degrees in Nursing, Health Administration and Policy, Occupational Therapy, Physical Therapy, Architecture, Human Relations, Library and Information Studies, Public Administration, Natural Gas Engineering and Management, Telecomputing, and Social Work. It also offers a baccalaureate degree in Nursing, a MD degree, and a PhD in Organizational Leadership. See http://tulsa.ou.edu/tulsahome.htm. [Crit. 1, 2 & 4]

The University's academic programming is currently offered at two physical locations in Tulsa. The University recently acquired a former BP/Amoco research facility with nearly 385,000 square feet of office, classroom, and laboratory space on an approximately 60 acre site near the center of the Tulsa metropolitan area. Designated as the Schusterman Center in honor of a generous gift from the Schusterman Foundation in Tulsa, the University will house a variety of academic programming on this site. [Crit 2 & 4] The University also offers programming on the OSU-Tulsa campus in downtown Tulsa. This campus began as a consortium of four state universities and has evolved into the current configuration where Oklahoma State University-Tulsa (OSU-Tulsa) provides undergraduate instruction and OU and OSU also deliver non-health related graduate programming. [Crit. 2 & 4] While these academic programs are located on the OSU-Tulsa campus, they remain distinct from OSU although the two institutions have agreements in place so that students can exchange up to 15 hours of academic credit, subject to approval of the academic departments and accreditation limitations.

The Oklahoma State Regents for Higher Education identify separately that portion of the University's annual budget that is to be spent on academic programming in Tulsa. [Crit. 2] In keeping with this separation, the University has designed fiscal procedures to assure that academic resources are spent at the physical location directed by the Regents. [Crit. 2] In particular, each campus is reimbursed for services provided to the other. In practice since the Tulsa programs are relatively small, this means that resources allocated to Tulsa are often used to "purchase" faculty time and resources for the delivery of academic programming in Tulsa. The Norman and HSC Provosts remain the Vice Presidents responsible for all decisions pertaining to academic programming in Tulsa.

Although fiscal matters are segregated, the University has made a concerted effort to maintain synchronicity in all academic matters. Faculty who are resident in Tulsa are members of academic departments that have faculty and academic administration in Norman and Oklahoma City. Standards for appointment, tenure, promotion, evaluation, and workload are all determined in accordance with unitized departmental, college, or University procedures with no distinction drawn between faculty who are resident in Tulsa and those who are resident in Norman or Oklahoma City. [Crit. 2] The Graduate Councils are the representative faculty bodies responsible for determining University policies pertaining to graduate education with no distinction between Tulsa and Norman or Oklahoma City. Although the Norman Campus has established a separate Graduate College in Tulsa, the Dean of that College is responsible to the Norman Graduate Council for policy matters and, in fact, has a primary responsibility for assuring that academic policies and procedures remain synchronized between the two sites. [Crit. 2 & 3]

ASSESSMENT/PROGRAM REVIEW

The University of Oklahoma has a long tradition of activities designed to assess the quality of its academic programs believing that the principles of assessment and critical self-evaluation are integral to accomplishing the University's academic mission.

UNDERGRADUATE AND GENERAL ASSESSMENT

OU's current centrally coordinated assessment program had its origins in the late 1980's with creation of "The Assessment Planning Document." In 1991, the Oklahoma State Regents for Higher Education adopted the "Policy Statement on the Assessment of Students for Instructional Improvement and State System Accountability". [Crit. 1 & 2] This policy called for a four tiered assessment program:

page 2.38

Assessment Tier	Function
Entry level assessment and placement	determine academic preparation and course placement
Mid-level/General assessment	determine basic skill competencies and to provide information to improve the institution's program of general education
Programs/Outcomes assessment	evaluate the outcomes in the student's major and to measure how well students are meeting institutionally stated program goals and objectives
Assessment of student satisfaction	determine students' perceptions of quality including satisfaction with support services, academic curriculum, and the faculty

In response to the State Regents' policy, the Assessment Implementation Committee developed a plan to implement assessment at OU consistent with the State Regent's policy and its own guidelines and policies. The resulting institutional assessment plan was submitted to the State Regents late in 1991, and phased implementation began during the Fall 1992 semester. [Crit. 1 & 2] Assessment reports have been submitted to the State Regents annually since 1993 and are available in the resource room. [Crit. 1, 2, & 3] The annual assessment budget is approximately $460,000 funded by a $1.00 per credit hour assessment fee on all undergraduate courses (1000- to 4000-level).

Eight principles have guided the implementation of OU's assessment plan:

1. Each component of the assessment program should benefit the students and/or programs of the University of Oklahoma.
2. With the exception of entry-level assessment, the data generated through assessment will be used to evaluate programs rather than individual students.
3. Assessment should not be an end in itself, but lead to actions designed to maximize student success and to improve programs. Therefore, assessment activities will have explicit and planned links to program goals and efforts to improve students' achievement of these goals.
4. The task of developing and administering different components of the assessment program should be delegated as much as possible to the unit or body best qualified to design and implement each component of the plan.
5. Faculty should be involved in all phases of designing and administering the program.
6. The assessment program should be closely coordinated with the University's program review process.
7. Assessment should be based on multiple instruments and elements, rather than on single measures.
8. Assessment activities should be explicitly linked to institutional goals and desired outcomes. Therefore, nationally normed standardized tests should be validated against institutional goals.

Individual departments, units, and programs play a vital role in the effective functioning of the University's assessment program. Centralized oversight, coordination, and data collection are also essential to the administration of a coherent assessment program that will necessarily result in the implementation of localized programs as diverse as the various disciplines. [Crit. 2 & 3]

ENTRY LEVEL ASSESSMENT

Entry-level assessment tests the competency of all new students in mathematics, English, reading, and foreign language for the purpose of placement into the appropriate course level. [Crit. 2] Testing instruments for entry-level assessment are selected based on the reliability of the instrument, the validity of the result, the practicality of administration, and cost effectiveness. [Crit. 1] Over the past ten years, entry-level assessment has changed primarily in the methods/instruments used. Ten years ago, in-house paper and pencil tests were used to assess math skills of students who did not meet ACT/SAT minimums for placement, and ACT/SAT were the only instruments used for assessing entry-level reading and English proficiency.

Approximately eight years ago, the University moved to computer adaptive testing of some skills and six years ago the University began using ACT's COMPASS computer adaptive testing. In-house testing is still used for entry-level placement into Calculus II. See Assessment binder: University College Assessment and Learning Center. [Crit. 3]

The practicality, cost effectiveness, and "user friendliness" of computer adaptive technology make it ideal for entry-level placement. It adapts to the skills of the examinee and can be scored immediately. The untimed nature of this technology reduces test anxiety for most examinees, accommodates the needs of most learning disabilities, and can be administered on an individual or group basis. [Crit. 5]

The value of entry-level assessment goes far beyond the initial placement of students. After placement, student performance is tracked to determine the degree to which students were properly placed in courses, the data is analyzed to determine if the placement "cut" scores need adjustment, and the data is also provided to the instructional unit for evaluation and curricular modification. See Entry Level Assessment Report to State Regents, Question 6.

Entry-level assessment also includes assessment of study skills, career interests, attitudes, and backgrounds of new students. Data on study skills help advisors to discuss the changes in study habits that will be required for a successful college career and to suggest available resources, such as the Writing Center or a seminar on note-taking, that may be of benefit to the student. The goals of this testing and advising are student accountability and responsibility by attempting to provide the student with the tools to evaluate their own strengths and weakness and to locate the

resources needed for success. [Crit. 2, 3, & 5] Data on student background and attitudes are distributed widely with concrete action taken at the local programmatic level. [Crit. 2, 3, & 5]

Evaluation of the performance of new freshmen from 1990 to 2000 shows the positive benefits of assessment and University's College's programs to identify and assist students who are at risk. When ACT scores and high school grade point averages (HSGPA) are equalized, students at every ACT and HSGPA interval were much more successful in 1999-00 than in 1990-91, the year before assessment and University College's CARE (Counseling and Advising for Retention Effectiveness) program began. The combination of assessment, the CARE program, and academic contracts for at-risk students continues to be effective for increasing the success rates for students of all backgrounds. [Crit. 2 & 3]

MID-LEVEL/GENERAL EDUCATION ASSESSMENT

See the section on General Education, supra at page 2.13-2.15.

PROGRAMS/OUTCOMES ASSESSMENT

The heart of OU's assessment program is the assessment of program outcomes. Each academic unit offering an undergraduate degree must set goals for its undergraduate students and then assess the degree to which the students are meeting those goals. Each unit is free to set its own goals and design its own means to assess them. The results of each academic unit's assessment activities provide feedback to the faculty of the unit to help them improve the quality and effectiveness of their programs. The results also become part of the material used in the University's program review process. See OU Assessment Reports, 1999 - 2000, response to question 14; Program Outcomes Assessment Reports, 1996 through 2000. [Crit. 1, 2, 3, & 4] To implement programs assessment, each department or school on the Norman campus has appointed a Departmental Assessment Liaison from among its faculty to provide administrative leadership and coordination.

Academic units have adopted a variety of tools to assess how well the students in their undergraduate degree program are meeting the goals set by the faculty. These include exit interviews and surveys of graduating seniors, standardized achievement tests, capstone projects, capstone course portfolios, capstone course performance, alumni surveys, employer surveys, professional certification exams, rates of admission to professional schools, performance of students in internships, portfolio reviews, and job

placements. See OU Assessment Reports, 1999 - 2000, Executive Summary, Program Outcomes.

On the basis of the findings, many units have adopted or proposed changes in their degree programs to enhance student performance and success in meeting the program's objectives. These include changes in course content or scheduling; creation of new courses; deletion of courses; changes in degree requirements; establishment of departmental computer labs; changes in internship programs; expansion of internship programs; changes in assessment procedures; establishment of faculty review committees; and reviews of admission and scholarship criteria. [Crit. 3 & 4]

ASSESSMENT OF STUDENT SATISFACTION

The University uses the ACT Student Opinion Survey as the primary instrument for assessing the degree of student satisfaction with the services and environment of the University, supplemented with up to 30 locally developed questions and prompts for open-ended answers. The results of each year's survey are disseminated widely within the University community and are made available to student organizations, academic units, and administrators so that student opinions can inform the decisions being made. See Student Satisfaction Reports for Norman and HSC campuses in Resource Room. [Crit. 1, 4, & 5]

The results of student satisfaction assessment feed into decision-making processes at all levels. Individual academic and non-academic departments have primary responsibility for evaluating and responding to relevant survey data, taking specific steps to improve student life. [Crit. 1, 2, 3, & 4] Two concrete examples illustrate this process. First, between 1993 and 1998, student satisfaction with library services had dropped dramatically, leading the University libraries to develop in-house satisfaction surveys and to form student focus groups. Additionally, the University agreed to increase library funding levels. See infra at page 4.21. Student mean satisfaction of the University Libraries has now risen above the national mean but, more importantly, the University listened to and responded to valid student concerns about the library. Second, several factors, including data received in the student satisfaction surveys, led to the creation of the Center for Student Life as a Division of Student Affairs in 1997. See infra at page 3.7.

GRADUATE AND PROFESSIONAL SCHOOL ASSESSMENT

Assessment is an integral part of OU's graduate and professional schools. Graduate programs and course offerings are subject to critical assessment and approval by the Graduate Council and, in some instances, the Academic Programs Council. The Graduate Council uses three criteria – Is the program advanced? Is it focused? Is it scholarly? – in deciding whether to grant approval. Additionally, a unit's graduate program is reviewed every six years as part of the unit's program

review. There is also a separate determintion with respect to faculty credentials, with faculty members having to qualify for graduate faculty status.

With respect to entry-level assessment of students, every student must be admitted to the Graduate College and to an individual department or school. Students are admitted based on the undergraduate record coupled with other factors specific to the unit, which might include the strength of the undergraduate record, test scores on exams designed to predict preparedness for and success in the program, experience in the field, and/or letters of recommendation. In addition to the evaluation received in class, every graduate student also receives an annual written evaluation of performance and progress in course work as well as progress toward developing and conducting their thesis/dissertation/project research as appropriate. The evaluation results in a mark of either Satisfactory or Unsatisfactory progress and is reported to the student and to the Dean of the Graduate College. [Crit. 3 & 5]

Candidates for doctoral degrees complete general examinations before admission to candidacy and write dissertations signed by no fewer than five faculty members. They then defend the dissertation and take a public oral examination conducted by at least five faculty members, including at least one individual from outside of the major department. In this manner, the Graduate College and the academic department ensure that the candidate demonstrates proficiency in a broad subject of learning, the ability to critically evaluate work in the field, and that she has made a significant contribution to the advancement of knowledge. Students awarded a master's degree must either successfully defend a written thesis approved by at least three faculty members or pass a comprehensive examination given by at least three faculty members.

Assessment of professional programs is an ongoing process that is formalized by the discipline specific accreditation process. Students in the various professional programs are assessed in ways appropriate to each discipline and under the guidance of their respective faculties. As one critical assessment measure, students in all of the professional programs must pass the profession's entrance exam in order to enter the field.

PROGRAM REVIEW

The responsibility for the make up and quality of academic programs resides primarily with the faculty of the unit offering the program. The University also provides oversight to ensure that all academic programs are of high quality and consistent with the mission of the University as a whole. On the Norman Campus this is done through program review, which periodically assesses all of the degree-granting programs on the Norman Campus. This process is mandated by State

Regents' policy See Policy Statement of Program Review, OSRHE Policies & Procedures and implemented within the institution by a policy cooperatively enacted in 1987 by the faculty and administration. See Faculty Handbook § 5.37; http://www.ou.edu/provost/surveys/home.html.

Every degree-granting unit undergoes review on a six-year cycle. The first cycle of program review began in 1986-87 and was completed in 1991-1992. The second started in 1993-94 and concluded in 1998-1999. The third cycle began in 2000 with a review of humanities and social science units, and will conclude with a review of education, liberal studies, and law. [Crit. 1, 2, 3, 4].

The review itself is a three-year process, with the second year being the most intensive. During the first year, the academic unit prepares a narrative self-study report that presents the unit's perception of itself and its progress from the time of the last review. This narrative is supplemented by data from Institutional Research and Reporting, which provides information on every aspect of the unit, including enrollment, budget, faculty, and diversity. The narrative is also supplemented with the results of two surveys: selections from the undergraduate Student Satisfaction Survey, which is administered as part of the University's assessment program, and a locally developed survey of faculty and graduate students conducted by the Provost's Office. During the second year, the self-study report is forwarded to two offsite reviewers in the unit's discipline and to the Campus Departmental Review Panel (CDRP), a committee of faculty and administrators chosen from across campus. The Provost, with the advice and consent of the Faculty Senate, chooses CDRP members. The CDRP meets with the unit, requests any additional information it needs, and prepares a set of findings and recommendations. These are then presented to the unit, the unit's dean, and the provost. During the third year of the review process, the dean prepares an action plan for the unit based on the CDRP's recommendations.

Program review focuses on the unit's general well being and its ability to conceive and carry out its academic mission. Although money and other resources are an important issue, the CDRP's main task is not to make recommendations for greater resources, which in most budgetary years would amount either to an unrealistic wish list or an inequitable zero-sum game. The CDRP focuses, instead, on how wisely an academic unit is using the resources (monetary and otherwise) at its disposal. Thus, the total allocation of resources is less important than discrete issues of space, salaries, faculty lines, staffing, travel funding, etc. Those issues, in turn, are addressed as part of the whole panoply of undergraduate, graduate, and faculty issues that include curriculum, degree programs, special projects, distance education, graduate education, faculty competency, collegiality and productivity, administrative structure and policies, and alumni relations.

Thus, the real measure of program review's efficacy has not been merely the extent to which resources increase after a review or even the extent of change generally. Rather, it has been the degree to which the CDRP is able to get good information from the department, collaborate collegially in assessing the unit's needs and challenges, make meaningful recommendations to the unit, dean, and provost, and, finally, effect changes where needed and maintain a stable course for the unit where they are not. An illustrative example of the effectiveness of program review in the past six-year cycle is the School of Music. See College of Fine Arts School of Music Program Review (CDRP).

The CDRP reviewed the School of Music in 1997 based on a self-study prepared in 1996. The review identified the School as a strong academic unit, but one that needed more faculty in the area of academic studies (as opposed to performance). The CDRP's final report made a total of nine recommendations, mostly involving issues – such as time to degree completion, the need for new tenure and promotion documents, and the need to review the School's committee structure – that could be and were addressed within the department in the ensuing years. In addition, the CDRP recommended that additional faculty positions be created in the academic (as opposed to performance) area. Following the CDRP's recommendation, the School identified a particular need for faculty in music theory and music history in its action plan. The following year, a new dean assumed leadership of the College and a donor offered to create first one and then a second undesignated endowed professorship for the college. On the strength of the CDRP report and subsequent action plan, the dean designated these two new lines for music theory and music history. As Dean Lamb observed, "Neither of those two needed and warranted gifts would have likely taken place with such a positive outcome had it not been for the placing process which was initiated and driven by the CDRP report." [Crit. 1, 2, & 4]

Since its inception in 1986-1987, the program review process itself has been periodically reviewed and updated. [Crit. 1 & 4] At one time, for instance, reviewers from outside the institution were brought to campus for onsite visits. Financial considerations prohibited more than a few such reviews, depriving most units of an external review. Therefore, beginning in the mid-1990s, the process was changed to select two off-site external reviewers for every unit, thus permitting this valuable external perspective to be a standard part of the program review process. Another significant improvement to the program review process was the addition of a Dean's Action Plan, which is a directive to the unit based on the CDRP's recommendations.

The process of assessing program review continues. The current administrator of program review on the Norman campus came to the job two years ago as part of his duties as assistant provost. As he completes his first full cycle of program review, he has begun the process of systematically summarizing and categorizing the successes and failures of past reviews in an attempt to strengthen this important endeavor in the future. Was the self-study evaluative, thorough, accurate, and realistic? Did the CDRP offer constructive and realistic recommendations? Did the Dean's Action Plan correlate with the recommendations of the CDRP and the needs of the unit? Are the units, the deans, and the CDRP using this process to strengthen assessment and planning? This analysis will allow the Provost to take informed steps toward improving program review. As part of this assessment of program review, the Provost's Office will also be examining ways to alleviate the modest backlog of incomplete program reviews, which continue to put a strain on the program review resources. In short, the University places a great many human resources - primarily CDRP members and faculty members from the unit being reviewed - at the disposal of program review, and it has a strong desire to see that those resources are used efficiently and effectively.

Chapter 3

BUILDING A COMMUNITY OF LEARNING: ENHANCING THE ENVIRONMENT

To fully appreciate the dynamic spirit permeating the University of Oklahoma one must look at a blend of people, activities, programs, and facilities that purposefully form the tapestry that is OU. Chapter 2 provided insight into the exciting learning, teaching, and research that lies at the core of OU's mission. Chapter 4 will examine the infrastructure supporting the current renaissance. This chapter attempts to capture the OU spirit as it manifests itself outside the classroom. OU strives to create a sense of community among all of its members and to instill in its students the values of service, civic-mindedness, and culture with the hope that, as alumni, they will actively participate in constructing, maintaining, and serving communities throughout the state, the region, and the world. Many graduates will assume leadership positions in their respective communities, and OU offers several opportunities for leadership development. OU's success in these endeavors was recognized in the last two John Templeton Foundation Honor Roles for Character Building Colleges, which historically include mostly private institutions. See The Templeton Guide; See also Honor Roll for Character Building Colleges; Templeton Foundation Website http://www.templeton.org.

This chapter begins with the welcome waiting at the University of Oklahoma for prospective students and members of the public and then highlights programs, services, and facilities designed to enhance student life, especially those designed to foster community and develop leadership skills. The chapter ends by exploring OU's commitment to service and culture. This commitment serves the dual role of directly enhancing the surrounding community and of providing the students an opportunity to form habits of service and culture that will then be taken into their own communities after graduation.

Much of this chapter will focus on programs, but the University also recognizes that the physical environment - the grounds, the buildings, museums, and the arts - contribute to a sense of learning and purpose within the community. This chapter, therefore, features some of the culture-forming aspects of the physical plant that have been developed over the past ten years, deferring general discussion of OU's physical resources to the next chapter.

WELCOME TO THE UNIVERSITY OF OKLAHOMA

The Visitors Center serves as the front door to the University providing hospitality and sharing history with prospective students and the approximately 30,000 people who visit the residential campus each year. See http://www.ou.edu/visitorcenter. Even the casual visitor will notice a community steeped in tradition and proud of its heritage as she looks at the OU "family" picture album adorning the walls of the visitor center and most other buildings on campus. As she leaves the Visitor's Center to tour the campus (See OU Historic Campus Guide; See also http://www.ou.edu/visitorcenter/historicguide) she will see the significant effort taken to preserve and renew OU's oldest buildings. As she walks the campus, she will be drawn in by what President Boren calls the "largest public park in the State," with its five endowed gardens, multiple courtyards and fountains, attractive teakwood benches, sculptures, and antique lighting. The Visitors Center's programs and the attention to the University's aesthetic quality are both integral parts of OU's desire to create a welcoming community of learning built on a strong foundation of generations past.

CAMP CRIMSON

Many new first time students begin learning their "family" traditions the summer before they begin classes. Camp Crimson immerses incoming freshmen into campus life, allowing them to learn university history and traditions, get to know other students and campus leaders, meet numerous faculty and staff, and discover many of the unique opportunities available at OU. See http://www.ou.edu/campcrim. Camp Crimson was created to assist in the transition from high school through personal interaction with student mentors and to provide an early glimpse of college life. In its fifth year of existence, Camp Crimson is held over four days in July. See Student Life binder: Camp Crimson. [Crit. 2, 3, & 4]

NEW SOONER ORIENTATION

New Sooner Orientation is a four-day program designed for all new freshman, transfer, and graduate students. Parents of new students are also invited. To help students adapt to their new environment, sessions focus on academic success, retention, financial concerns, and diversity. Events enable students to meet other students, faculty, and staff and become comfortable with the campus. The program has been in existence for over 20 years, and approximately 3,000 students and parents participate in New Sooner Orientation activities each year. Approximately 150 departments and student organizations and 100 community businesses

participate in the program each year. [Crit. 2 & 3] Camp Crimson and New Sooner Orientation together with other programs and activities provide an effective way to begin to integrate new members into the OU community. Each of the professional schools also hold their own student orientations the week before classes begin each fall. See Student Life binder: New Sooner Orientation.

OU COUSINS

Believing that a complete education involves interaction with other cultures throughout the globe, OU cultivates international agreements with universities worldwide. Currently the University has 129 formal Agreements of Education and Scientific Cooperation with universities in 51 nations. International exchanges and the general attractiveness of OU for many international students brought more than 1,700 international students from over 110 countries to OU last year. See International Student Report, Fall 2000, table 4.

To welcome them to Norman and to foster the development of international friendships within the OU community, the University developed the "Cousins Program" in 1995. The program matches International and Exchange students with American students, providing numerous venues for social interaction and opportunities for cultural exploration. Approximately 1,000 international and American students from over 50 countries participate in the Cousins program annually. See Student Life binder: University of Oklahoma Fact Sheet International Student Support. [Crit. 2, 3, & 5] Friends to International Students complements the Cousins program, pairing international students with members of the Norman community. In 2000-01, over 150 local citizens participated. [Crit. 3 & 5].

CONVERSATION IN THE FAMILY ROOM

To further enhance a strong sense of community, the University of Oklahoma consciously uses space design and furnishings to create space and atmosphere conducive to the formation of friendships and academic peer relationships. This effort has been particularly pronounced during this period of renewal. The Beaird Lounge in the Oklahoma Memorial Union and the student lounges in the Honors College and the College of Law are like formal, yet comfortable, living rooms where students can relax, read the paper, or engage in quiet conversation. Common space continues to be upgraded throughout campus as funds become available. The International Floor in the

University Residence Halls has a full kitchen enabling roommates (an American paired with an International Student) to share their respective culture's culinary delights.

OKLAHOMA MEMORIAL UNION AND HSC STUDENT CENTER

Lively mealtime conversations take place around tables in the Union's food court and quiet study and conversation take place in the Beaird Lounge - the University's living room. After three phases of renovation and expansion, the Oklahoma Memorial Union is the hub of Norman campus life with approximately 8,000 to 9,000 visitors each day during the regular academic semester. See Student Life binder: Oklahoma Memorial Union Pedestrian count. [Crit. 3 & 4] Meeting student demand, the facility stays open 24 hours, providing computer labs, lounges, meeting space, restaurants, a bookstore, banking and travel resources, and a post office. [Crit. 3] A student art gallery and a satellite studio of The Wire cable and internet station both debuted at the Union in the fall of 1999. The Union rejuvenation project also included construction of the 15,000 square foot, $5.25 million Conoco Student Leadership Wing, which brings together student government and major student organizations to create a diverse community of student leaders and opportunities for communication and co-programming. [Crit. 2, 3 & 4]

A new Student Center opened on the HSC campus in 1996. A student government office suite opened in 2001 and construction on a student service and lounge addition will begin in the fall of 2001. The Student Center provides a "coming together" space for all students, faculty, and staff as HSC continues to develop a campus environment. See OU HSC College of Medicine Bulletin, page 10-11. [Crit. 2, 3 & 4]

STUDENT LIVING ENVIRONMENTS

To promote faculty-student interaction beyond the classroom and build living community experiences, two key programs have been developed: the Faculty-in-Residence Program and the Adopt-a-Faculty Program. Since 1996, the residence halls and university apartments host Faculty-In-Residence families in attractive 2,000 square foot apartments. See Faculty-in-Residence binder: Program information and guidelines; http://www.housing.ou.edu. [Crit. 2] Making a one to three year commitment, these families serve as friends and mentors to students. To enrich the intellectual environment, each faculty member offers two "lecturettes"

during the semester bringing in other faculty to present such diverse topics as "Video Politics" and "Tipi Construction." Additionally, the faculty typically provides several informal dinners and events for the students throughout the year. [Crit. 3]
The Adopt-a-Faculty Program increases academic and social integration through informal interaction among students in living groups within the residence halls and the OU Greek community. Each residence hall floor as well as each sorority and fraternity have "adopted" a faculty member for the academic year. The faculty member participates in special activities and serves as a mentor for the residents of that community. See Adopt-A-Faculty binder. [Crit. 2, 3 & 4]

ACADEMIC SUPPORT FOR STUDENT SUCCESS

The primary mission of this university community is the education of its student members. Many students have not yet become proactive learners who see themselves as responsible for their own education. Other students may have made this transition but need help outside the classroom with writing, math, or a particular study skill. As a community of integrity, OU strives to help every student become successful at the University with the hope that they will become life-long learners.

The C.A.R.E. program, see page 2.23, supra, provides the most at-risk students, as identified at time of admission, with a sound program and strategy for success. In its liaison capacity with the various minority student associations, the Center for Student Life provides further academic support. [Crit. 2 & 5] Pursuant to the HSC's "The Making a Degree of Difference Plan," the Office of Student Services has developed strategies to ensure that minority students achieve academic success. [Crit. 2 & 5] On the Norman campus, "Project Threshold" and the "Retention Intern Program" work in tandem to assist educationally and economically disadvantaged students succeed in college. Project Threshold provides tutorial assistance and personal, academic, and financial aid counseling. [Crit. 2 & 5] The Retention Intern Program uses peer counselors as a source of information and encouragement for first time students. See Making A Degree of Difference binder; See also Student Life binder: OU Student Success 2000: A Parent's Guide. [Crit. 2 & 5]

The University offers the general student population tutoring in several subjects, test reviews given by professors, and courses on such topics as time management and note taking at locations around campus. The student housing site for these services served almost 6,000 students in 1998-99. [Crit. 2 & 5] The Writing Center provides free confidential writing assistance to students in one-on-one sessions. This center can help with an academic writing project at any stage in its development, from choosing a topic to polishing a final draft. See UH&FS binder: Housing Learning Center; See also http://www.ou.edu/writing. [Crit. 2 & 5]

DEVELOPMENT FOR TOMORROW'S LEADER

One of OU's educational goals is to tap the leadership potential of its students, developing it so that today's students are prepared to be tomorrow's leaders. Toward this end, OU has recently created the Center for Leadership Development. See http://www.dsa.ou.edu/cfld.html. Each semester, the University holds retreats to

The OU Cousins program matches U.S. and international students to share informal and social experiences. Students may volunteer to live on international floors with half of the residents from the United States and half from other countries.

The $15 million renovation of the Norman campus student union includes a new student leadership wing, allowing all student organizations to have offices side-by-side and enhancing opportunities for cooperation and teamwork. It is open 24 hours a day.

bring together student leaders and university administrators to discuss issues of current interest to the campus community. See Student Life binder: Center for Leadership Development; Student Affairs campus community. [Crit. 2, 4, & 5] The new leadership space on both campuses and the Vice President's Advisory Council, which is composed of student organization presidents, serve to enhance the program of leadership development.

As part of its commitment to fostering leadership development, OU has a blend of leadership/scholarship programs designed to develop leadership skills. The President's Leadership Class (97 students in 2001-02), the University Achievement Class (99 students in 2001-02), the International Leadership Class (31 students in 2001-02), and the Transfer Leadership Class (49 students in 2001-02) are all designed to cultivate leadership skills among the participants. See Student Life binder: Leadership section. The Phillips Scholars Program provides a full scholarship, mentoring, and leadership development for its recipients. This program was developed as a unique partnership between higher education and corporate America to provide opportunities for underrepresented minority students to succeed at the University level. See Student Life binder: Phillips Scholar Program.

An annual High School Leadership Conference gives current students the opportunity to plan and produce a conference and to give presentations in a conference setting. Used as a recruiting tool by Prospective Student Services, this conference provides current students with an excellent professional development opportunity. In the past, students have made presentations on such topics as time management, fund raising, and communication techniques. See Student Life binder: Campus Activities Council, page 9.

SERVING AND CELEBRATING A DIVERSE STUDENT POPULATION

OU's community is richly textured by the various sub-communities that come together to form the Sooner mosaic. In addition to the many informal associational bonds formed, there are over 240 registered student organizations at OU. See Student Organizations binder: University of Oklahoma Current Student Organizations, 1-25-01; http://infoserv.ou.edu/satranscript/organizations.taf. Most of these organizations are academic, political, special interest, cultural, religious, honorary, or recreational in nature. These voluntary associations are created by students for students out of their own desire, interest, or need. OU, as an institution, serves this diverse group of registered student organizations in a number of ways including providing web space, facilities usage, potential funding from the University's Student Association, access to leadership development, and free public listing of the organization's meetings and activities in the student paper and on the Sooner Information Network. See ttp://www.dsa.ou.edu/depts/CFSL/stugroups.htm [Crit. 2, 4, & 5]

Among these student organizations are various student associations created by and for students to address specific realms of campus life that are particularly relevant to each association's constituency. For example, the Black Student Association, the parent organization for the 25 African American affiliated student organizations at OU, the Hispanic-American Student Association (HASA),

http://www.ou.edu/student/hasa/html/about_us.html, the Asian American Student Association, http://www.ou.edu/student/hasa/html/about_us.html, the twenty-five international student associations, http://www.dsa.ou.edu/depts/CFSL/international/isa.html, and the American Indian Student Association all promote, among other things, a sense of cooperation and friendship among all students and those of their constituent background while enriching the life of the University community by emphasizing the culture, heritage, language, and their traditions. See Student Organization binder: Minority Student Groups.

The Interfraternity Council, the Panhellenic Association, the National Panhellenic Council, and the Latino Greek Council are the governing bodies that coordinate and oversee the vibrant fraternity and sorority life at OU. See Student Organization binder: Greek system; See also http://www.ou.edu/student/greek. The Commuter Students Association represents the more than 13,000 students who attend the Norman Campus and who neither reside in university housing nor in the Greek system. See http://www.ou.edu/student/commuter. The Housing Center Student Association and its affiliated councils provide governance for the university's residence halls.

The Center for Student Life, a department within the Division of Student Affairs, supports these organizations and students generally by providing academic, cultural, and social support. See http://www.dsa.ou.edu/depts/CFSL/index.html. The Center, which was created in 1997, strives to model community among diverse populations. The staff, which meets weekly, emphasizes teamwork as they challenge each other to step outside their comfort zones. This approach carries over to student life, where the various student groups are encouraged to work together and learn from each other. Within the Greek system, for example, the Center has encouraged cooperation between the Intrafraternity Council, the Panhellenic Council, the National Panhellenic Council, and the Latino Greek Council without forcing any of them into a mold that fails to reflect the origin, purpose, and vision of each council. At HSC, the Office of Student Services performs similar services.

FITNESS AND HEALTH

The University is interested in the health and well being of its students and offers a number of services to promote their mental and physical health while area campus ministries attend to spiritual health. The Goddard Health Center on the Norman Campus (http://goddard.ou.edu/flash/health.html) and The Family Medicine Center on the HSC campus provide primary medical care for OU's students. OU also offers an extensive array of counseling and testing services. See http://student-services.ouhsc.edu/services/counseling and http://goddard.ou.edu/flash/counseling.html. The Health Education and Wellness Center provides a number of educational services including drug abuse prevention, fitness assessment, and nutrition counseling. See http://goddard.ou.edu/flash/healthed.html Housing and Food Services also

provides nutrition and wellness programs through its Office of Nutrition and Wellness Services, which is staffed by a registered dietician. See http://www.housing.ou.edu/Nutrition/about.html.

The Intramural Services department manages the Huston Huffman Recreational Center, intramural sports, and the OU swim complex. See http://www.ou.edu/imrecsports/. Approximately 10,000 students participated in at least one intramural activity this past year. The University's student satisfaction survey annually indicates a high degree of satisfaction with the Huston Huffman facilities and programs. See 2000 University of Oklahoma Student Satisfaction Report, table 4, Satisfaction Percentages for College Services. The popularity of its programs, services, and facilities combined with an increase in health and wellness awareness led to overcrowding of the facility with over 325,000 contacts in 1999. In the spring of 2000, the students passed, by a 65% to 35% margin, a referendum to increase fees for the renovation and expansion of this center with construction to begin in late 2001. HSC also offers intramurals, with a new intramural playing field, and a popular health center. See Student Life binder: Sports and Recreation; See also http://www.ah.ouhsc.edu/main/fitnesscenter/fit.htm.

STUDENTS IN TRANSITION: CAREER SERVICES AND ALUMNI RELATIONS

OU strives to support its students in the transition from college life to the work force, and its Office of Career Services provides a number of programs to facilitate this transition. See http://www.ou.edu/career. In addition to working with employers who come to OU and recruit, the Office assists students in exploring career options, developing job search skills, and contacting employers. [Crit. 2 & 3]

At the beginning of the academic year, employer presentations and interviews are coordinated and publicized through Career Services. In addition, staff members present programs, upon request, to student organizations, clubs, classes, and other groups on such topics as career services, resume writing/interviewing, job search strategy, etiquette, preparing for a career fair, and choosing a major/career. Credit courses are offered in the fall and spring to assist students to determine personal goals, to explore career opportunities beyond graduation, and to develop a strategy for the job search process. Additionally, professional staff members are available to meet with students during scheduled "walk-in hours" to assist students to clarify objectives, establish goals, explore employment possibilities, and organize a job search campaign. See Student Life binder: Career Services. [Crit. 2, 3, & 5]

After graduation, the University's alumni remain part of the community. OU recognizes that alumni development begins long before graduation. Since its creation in 1987, the Student Alumni Board provides important links between current students, especially campus leaders, and involved alumni. See Student Life binder: Student Alumni Board section. The mission of the Student Alumni Board is to promote the awareness of the OU Alumni Association among the student body. SAB strives to enhance the college experience of its members by providing alumni interaction and through other programming. See Student Life binder: Student Alumni Board section, Mission Statement. [Crit. 2] Many former SAB alumni have gone on to lead alumni clubs all over the country, even establishing alumni clubs in new communities. These clubs award 127 scholarships per year, which the Association matches for a total of $146,600 given per year. See Student Life binder: Student Alumni Board section, 2000-2001 Club Scholarship. [Crit. 3]

SERVING THE BROADER COMMUNITY

OU has made an institutional commitment to serving the state and society. Educating students, contributing valuable research to society, and enriching the community through the fine arts and public lectures are important service components of the University's mission. When the average person thinks of community service, however, they are most likely thinking of activities that aren't distinctly academic or arts in nature. In this broader sense of service, OU's faculty, staff, and students provide abundant service to the local, state, national, and international community.

Although service is an institutional commitment, it is an individual initiative, which starts in the imaginations of members of the OU community. This paragraph provides just a few examples of the thousands of service projects engaged in by the OU community. The students and faculty from the College of Nursing organize and provide health fairs for a variety of public and private schools and volunteer in immunization clinics and TB surveillance sites. During the summer of 2001, one law student assisted the prosecution team at the International Criminal Tribunal for Rwanda in Tanzania. This may lead to an ongoing relationship between the College of Law and the Tribunal. OU basketball coaches and players regularly visit elementary schools as part of the OU Reading Program, students build houses with Habitat, and the OU Speakers Service provides the community with free access to the expertise of over 80 faculty and staff who donate time to address the larger community.

OU fosters this generous spirit of service in a number of ways. OU Volunteers, the University's community service center, encourages and facilitates volunteer service with its resources and by providing information on local, national, and international service programs. See Student Life binder: Volunteerism section. [Crit. 3] To highlight the important role that the campus environment plays in building

community, instilling University pride, and imparting the value of civic responsibility, OU established the Adopt-an-Area Program, providing students with a concrete way to serve their immediate community. [Crit. 3] To raise awareness of the importance of community service, the University sponsors the student-driven "Big Event," a campus-wide day of community service. The Big Event begins with nationally respected individuals [Colin Powell (2000), Elizabeth Dole (2001)] speaking on the importance of service to the community followed by a day of service in the community. In 2001, approximately 2,700 students participated at 150 local community work sites. [Crit. 3]

ACQUIRED TASTES: CULTURE FOR THE UNIVERSITY AND THE STATE

As a comprehensive university, OU is uniquely situated to serve the larger community by offering a unique blend of cultural programs and facilities. These cultural opportunities benefit the students while at the University and, hopefully, reinforce their sense of duty to be good stewards of culture throughout their lives. This section looks at a few of the culture enhancing opportunities at OU, focusing mainly on programs and facilities developed in this period of renaissance with one distinctively medieval exception.

CATLETT MUSIC CENTER

The Catlett Music Center Expansion, which opened in 1998, contains the 1100-seat Paul F. Sharp Concert Hall, the 150-seat Morris Pittman Recital Hall and the Grayce B. Kerr Gothic Hall, which provides lobby space for both the concert hall and the recital hall and serves as a main entrance to the entire facility and as a performance area for organ recitals. This facility also contains a percussion rehearsal hall, classrooms, faculty offices and studios, a recording studio, an administrative suite for the School of Music, and two outdoor courtyards.

In addition to its curricular use by the School of Music, as Norman's largest performing arts venue, the Paul F. Sharp Concert Hall within the Catlett Music Center hosts numerous events for the University and larger community. During its first three years, the Hall and Center have hosted events ranging from performances by Van Cliburn, Marilyn Horne, the Norman High School Orchestra, and the Norman High School North choirs to addresses by Margaret Thatcher and Desmond Tutu. See School of Music Program Review 1996-1997, Executive Summary, page 3-5. [Crit. 2 & 4]

SAM NOBLE OKLAHOMA MUSEUM OF NATURAL HISTORY

The Sam Noble Oklahoma Museum of Natural History has a combined role as the designated museum of natural history for the state of Oklahoma and as a teaching and research unit of the University of Oklahoma. See http://www.snomnh.ou.edu The museum opened the doors to its new facility in May 2000. At 195,000 square feet, the SNOMNH is one of the largest university based museums in the nation. The facility has dedicated 50,000 square feet for exhibit space. The museum also contains space for staff offices, research laboratories, research libraries, and heat and humidity controlled space for collections storage. The museum currently has approximately six million objects and specimens in its collection. See Sooner Magazine: Spring 2001, Heritage Preserved.

University of Oklahoma students work as research assistants for curators and assist with work in labs and field research. The museum also has a very active volunteer program with 250 volunteers who work in a variety of areas. Total hours contributed by the museum volunteers account for approximately 16 full-time positions.

In addition to exhibits, the public is invited to attend lectures and participate in hands-on activities scheduled year-round for adults and children. The museum's traveling exhibitions have appeared in 780 venues in 70 of the 77 counties in Oklahoma. These exhibitions have also traveled to 74 venues in 18 states and Canada. The SNOMNH now has a venue for special exhibitions where cultural and natural exhibits that otherwise would not be shown in this area can be displayed for public enjoyment. Special Exhibitions have already been scheduled through 2003.

Since opening to the public in May 2000 the museum has welcomed just over 300,000 visitors from every county in Oklahoma and from 35 states. Additionally, over 40,000 school groups have visited the museum through the museum's educational programs. [Crit. 2 & 4]

THE FRED JONES JR. MUSEUM OF ART AND WEITZENHOFFER COLLECTION

The Fred Jones Jr. Museum of Art is one of the finest university art museums in the United States. The 2000 bequest of the Aaron M. and Clara Weitzenhoffer Collection, one of the most important gifts of art ever to an American public university, makes the museum one of the premier repositories of French Impressionist art in the Great Plains states, with works by Monet, Renoir, Degas, Pissaro, Van Gogh, Gaugin, Toulouse-Lautrec, Cassett, Vuillard, and others. The gift also includes eighteenth-century English decorative arts. See Excellence Reached, page 5, 33; See also http://www.ou.edu/fjjma/collections/collections.html. [Crit. 4]

The permanent collection's other strengths are twentieth-century American painting and sculpture, Native American art, contemporary art, ceramics, photography, Asian art, and European graphics from the sixteenth century to the present. The Richard H. and Adeline J. Fleischaker Collection, acquired in 1996, makes the museum a destination for the study of art of the Southwest.

Since 1971, the museum has been located in a facility with nearly 30,000 square feet of exhibition, storage, preparation, and office space. A 26,000 square foot

In the fall of 2000, the University of Oklahoma received the single most important gift of art ever given to a U.S. public university. The Weitzenhoffer Collection of French Impressionist paintings include 33 works by artists like Van Gogh, Monet, Renoir, Gauguin, Pissarro, Vuillard, and others.

expansion, to be designed by renowned architect Hugh Newell Jacobsen, will house the Weitzenhoffer Collection and additional galleries.

The museum serves the educational needs of the University and the extended community. Programs are coordinated with the University faculty and the state's school districts, while lectures, videos, and films complement the exhibitions. Regularly scheduled Family Days serve hundreds of visitors throughout the year. The museum provides information and curriculum guides to teachers and University faculty, and it sponsors the pARTner project, an arts education program that reaches 1,200 Norman Public School students annually.

THE INTERNATIONAL PROGRAMS CENTER

As part of the University's effort to bring the world to Oklahoma, the International Programs Center (IPC) has enriched students and the larger community through various programs. Through the IPC, the University provides outreach to the local, state, regional, national, and international arenas on issues of international affairs. At the local level, the IPC helped the City of Norman create the infrastructure that led the city to establish sister-city relationships in France and Mexico and international projects with Japan, providing economic, cultural, and education opportunities for the community. [Crit. 3] The IPC worked with the Norman Public Library System to begin an adult Great Decisions Discussion Group with a number of OU professors leading discussion sessions. Similar discussion groups are held in Tulsa, Muskogee, and Henton. [Crit. 3]

The University, through the IPC, joined with the University of Central Oklahoma in Edmond to create the World Affairs Council of Central Oklahoma (WAC). The World Affairs Council hosts a minimum of three major luncheons a year featuring authorities in the area of foreign affairs. Speakers have included American Ambassadors William Crowe, Jim Jones, and Ed Perkins; UK Ambassador Sir John Kerr; Mexican Ambassador Jesus Reyes-Heroles; Argentine Ambassador Guillermo Enrique Gonzalez; former Defense Secretary (currently Vice President) Richard Cheney; and UK Minister of Defense Michael Portillo. [Crit. 3] The WAC also has financed workshops for public school teachers to train them to present units on international topics. The WAC pays substitute teachers to replace teachers while they participate in the workshops, purchases materials for the workshops, and provides materials for the teachers and their students to use in their classrooms. Materials are apolitical and are acquired from such sources as the Southern Center for International Studies and the American Foreign Policy. [Crit. 3]

The IPC has hosted a number of international conferences over the past four years, bringing noted scholars, practitioners, world leaders, and prominent statesmen

to the campus, attracting national and international attention. Enriching the lives of our students and the community, these conferences have featured such luminaries as Mikhail Gorbachev, Margaret Thatcher, Desmond Tutu, and Henry Kissinger; have included academic convocations involving a broad cross-section of the community; and have been broadcast nationally via C-Span's Close-up. See Environment binder: Campus Connections, April 18, 2001 "Foreign Policy Conference and Convocation Scheduled for April 18. [Crit. 3]

SIMPLY MEDIEVAL

The College of Continuing Education (CCE) enriches the students and the community through a number of noncredit courses and programs. See http://www.occe.ou.edu. Noncredit programs offered by CCE have experienced a 208% growth in the past ten years from 80,909 noncredit enrollments in 1990 to 249,324 in 2000. See CCE binder: Section H. [Crit. 3]
CCE also operates KGOU=KROU Radio, a full-service public radio station that enriches 25,000 listeners a week, providing the greater Oklahoma City metropolitan area with news, information, music, and arts programming. See CCE binder: Section V. [Crit. 3]

The Medieval Fair, a living history arts and crafts fair celebrating the Middle Ages, held each spring on OU's Norman campus, attracts more than 100,000 visitors annually from across the U.S. and is ranked as one of the state's top five free events. See CCE binder: Section W; See also http://www.occe.ou.edu/medievalfair. [Crit. 3]

CCE's Southwest Center for Human Relations Studies organizes and hosts the most comprehensive national forum on race and ethnicity issues in American higher education. In 2001, the 14th NCORE was held in Seattle, Washington, with an attendance of 1,777 (46 states, Canada and Puerto Rico were represented). NCORE assists higher education institutions in creating inclusive environments, programs, and curriculum; improving campus racial and ethnic relations; and expanding opportunities for educational access and success by culturally diverse, traditionally underrepresented populations. See CCE binder: Section X. [Crit. 3]

Chapter 4

BUILDING A COMMUNITY OF LEARNING: THE INFRASTRUCTURE

Chapters 2 and 3 highlighted an exceptional academic community, exploring the dynamic ways that OU is living out its mission in this era of renewal. This vibrant center of learning, culture, and service would be impossible without a strong infrastructure, including the institution's human, financial, and physical resources. And, because the University community values the inherent worth and dignity of each individual, the infrastructure must be and is organized in a way that treats individuals with integrity. This chapter covers these themes.

HUMAN RESOURCES

ORGANIZATION AND ADMINISTRATIVE GOVERNANCE

The University of Oklahoma is one of 25 state-supported colleges and universities governed by the Oklahoma State Regents for Higher Education. http://www.okhighered.org. Created in 1941 to eliminate the need for each institution to lobby the legislature, the nine member board prescribes standards of higher education applicable to each institution, determines the functions and courses of study at each college or university, grants degrees and other forms of academic recognition, allocates legislative appropriations to the institutions, and recommends fee and tuition levels to the legislature. [Crit. 2] In 2001, the legislature delegated tuition-setting authority to the state regents for a period of four years, providing a significant opportunity for advanced budgetary planning with respect to the tuition portion of the revenue stream. [Crit. 4]

The seven-member University of Oklahoma Board of Regents oversees the operation and management of the University of Oklahoma. The Oklahoma Constitution creates the Board of Regents and prohibits financial conflicts of interest between board members and the University. See Governance binder: Oklahoma Constitution, Art. XIII-A, §8; OSRHE Policy Manual, §1, page 2. [Crit. 2 & 5] The Board's responsibilities include the approval of policies, rules, and regulations; authorization of purchases and contracts, including employment contracts; and receipt and disposition of monies, grants, and properties from state and federal government agencies and private donors. [Crit. 2] The executive powers of the University are delegated by the Board to the President who operates as the Chief

The OU College of Law publishes the only law journal in the United States that is devoted exclusively to Native American legal issues.

Executive Officer. Provosts for Norman and the Health Sciences Center operate as the chief academic officers of their respective campuses. A complete set of organizational charts for the University is appended to this report. See Profiles of the University of Oklahoma, February 2001, pages 13-21. [Crit. 2]

PLANNING

The University's comprehensive vision is articulated by the President in consultation with the two Provosts, the Deans, the Faculty Senates, the Board, the Legislature, and other constituencies. The current President articulated a vision when he was hired six and one half years ago and has issued annual updates in the form of President's Reports chronicling major accomplishments, setting forth major challenges, and fine tuning the vision. [Crit. 4] These strategic initiatives have led to the creation of new colleges and academic programs, the presidential professors program, the addition of the Student Leadership Wing of the Union, the faculty-in-residence program, the hiring of a Chief Information Officer, and many other improvements to the University. The contents of the President's Report are widely disseminated as the President and his senior staff meet with the various faculty, staff, and student governance organizations on campus.

The College of Law renovation and addition provides a good example of the President's collaborative leadership style. The College's need for additional space had been identified before the President took office. When he assumed the office, President Boren had a strong desire to relocate the College back to central campus, where it had been located until the mid 1970s. This desire was part of his broader vision to build a vibrant community of learning pulsating out from the heart of campus. Designs were drawn, plans made, but after consultation with the College of Law, it was determined that the project was not feasible. Instead, the existing law building was renovated and an addition, which will be finished in December, built. See http://www.law.ou.edu.

As this report shows, the University's short and long term planning processes are analogous to the European Union's principle of subsidarity, which devolves power to the local level when possible, fostering ownership and responsibility throughout the University community. Program review provides academic units an opportunity to undertake periodic review. Many units also engage in the self-study process as part of the professional accreditation process. The College of Law, for example, recently adopted a new mission statement and is in the process of articulating and approving a set of core values, goals, and strategies for implementation as it moves from improving infrastructure to building and advancing educational programs. Additionally, each unit engages in spring planning, which filters up to the Provost who annually creates a campus wide academic plan. See http://www.ou.edu/provost/pronew/content/plan0102www.PDF. The non-academic infrastructure also engages in ongoing planning. The Office of Student Affairs, for example, has been restructured as part of the strategic planning process. [Crit. 4]

FACULTY GOVERNANCE

Both the Norman and HSC campuses have elected Faculty Senates. See http://www.ou.edu/admin/facsen and http://admin-scb.ouhsc.edu/faculty_senate. These bodies exercise legislative powers delegated by the general faculty and have the power to initiate any action requiring approval by the Board of Regents. Working in partnership with the administration, the Senates actively pursue issues of interest to the academic community in general and the University faculty in particular. For example, the Norman Campus Faculty Senate recently addressed issues of intellectual property ownership, participated in drafting a conflicts of interest policy, and helped develop the policies and procedures for post-tenure review. See Faculty and Staff Senate binder: Journal of 11/8/99; Journal of 1/10/00; Journal of 9/9/96; Journal of 1/12/98. [Crit. 2 & 4] Faculty members also serve on numerous committees (Exhibits 4.1 and 4.2) that enable the University to function in a fair and efficient manner. Membership on most committees is comprised of presidential appointees and Faculty Senate appointees. See Faculty and Staff Senate binder: Faculty section, Campus Councils, Committees and Boards. [Crit. 2 & 4]

Exhibit 4.1

Faculty Senate Committees

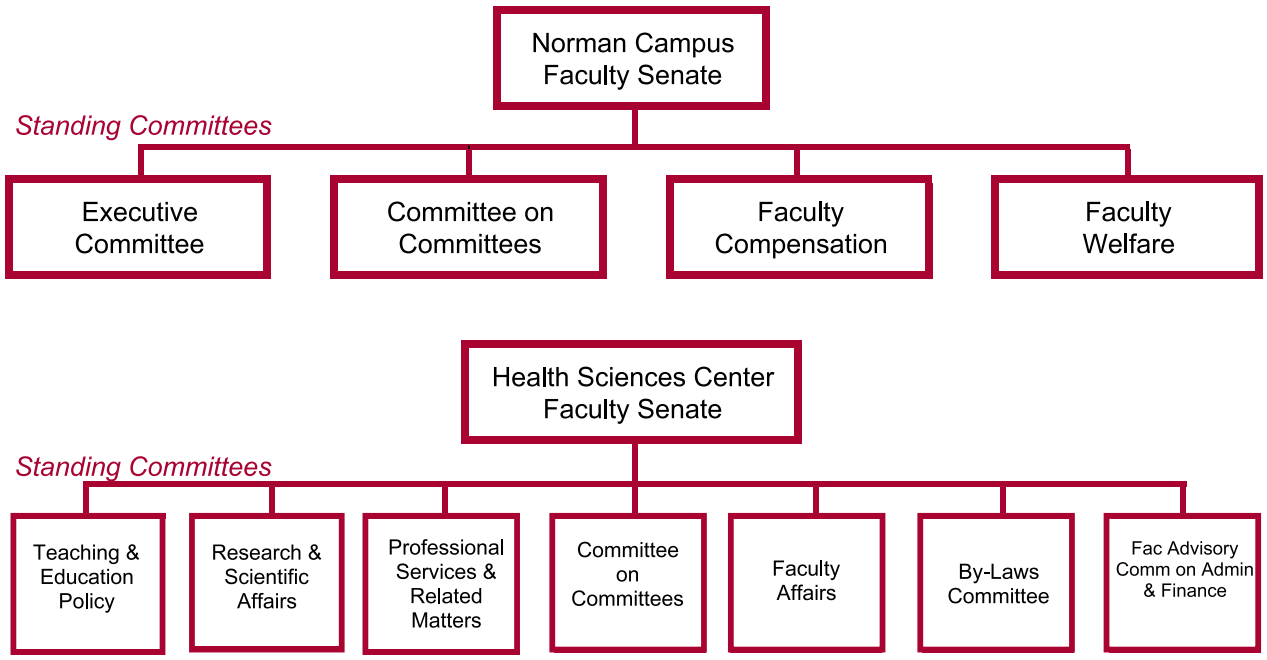


Exhibit 4.2

Councils and Committees

A **Created by the Board of Regents**

- Athletics Council (University)
- Council on Faculty Awards & Honors (University)
- Publications Board (University)

B **Created by the Faculty Senate(s) and President**

- Academic Programs Council (Norman & HSC)
- Academic Regulations Committee (University)
- Affirmative Action Committee (HSC)
- Budget Council (Norman)
- Campus Disciplinary Councils I & II (Norman)
- Campus Planning Council (Norman & HSC)
- Campus Tenure Committee (Norman & HSC)
- Commencement Committee (University)
- Conflict of Interest Advisory Committee (Norman)
- Continuing Education Council (University)
- Copyright Committee (Norman & HSC)
- Council on Campus Life (Norman)
- Discrimination/Harassment Hearing Panel (Norman & HSC)
- Employment Benefits Committee (University)
- Environmental Concerns Committee (Norman)
- Faculty Appeals Board (Norman & HSC)
- Film Review Committee (Norman)
- Goddard Health Center Advisory Board (Norman)
- Graduate Assistants Appeals Board (Norman)
- Honorary Degrees Screening Committee (Norman & HSC)
- Honors Council (Norman & HSC)
- HSC Service and Related Matters Committee (HSC)
- Information Technology Council (Norman)
- International Academic Programs Advisory Committee (University)
- International Relations Advisory Committee (University)
- Legal Panel (Norman)
- Libraries Committee (University)
- Parking Violations Appeals Committee (Norman)
- Patent Advisory Committee (Norman & HSC)
- Post Tenure Review Committee (HSC)
- Presidential Professorship Committee (HSC)
- Recreational Services Advisory Committee (University)
- Research Council (Norman & HSC)
- Rita Lottinville Prize for Freshmen Committee (Norman)
- ROTC Advisory Committee (Norman)
- Scholars Selection Committee (University)
- Shared Leave Committee (Norman & HSC)
- Speakers Bureau (Norman)
- Student Code Revision Committee (Norman)

C **Norman Campus Department Committees A**

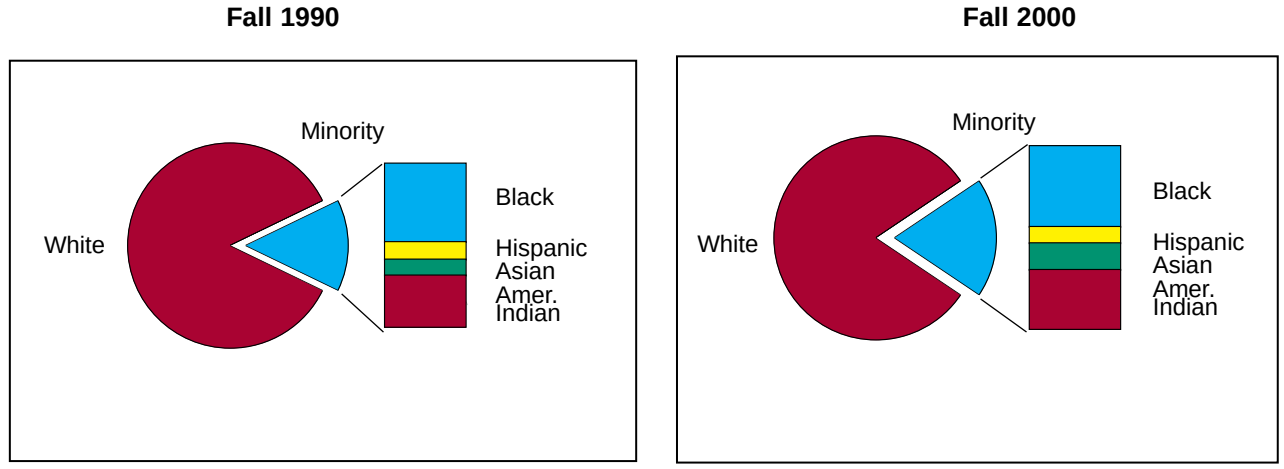
STAFF AND STAFF GOVERNANCE

While the faculty functions at the core of the University's mission, that mission could not be implemented without a solid core of committed and loyal staff employees. The University has organized its 5,566 full time staff members into different governance groups - Administrative Officers, Administrative Staff, Managerial Staff, Professional Staff, and Hourly Employees Council. [Crit. 2] Exhibit 4.3 depicts the ten-year trend in full time staff.

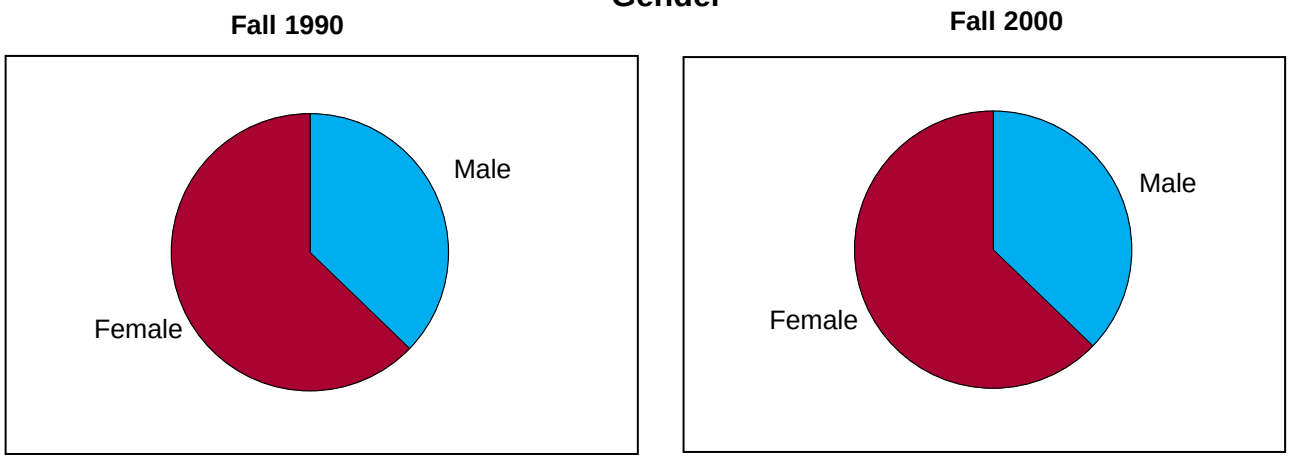
Exhibit 4.3

Full-Time Staff Diversity Trends

Minorities



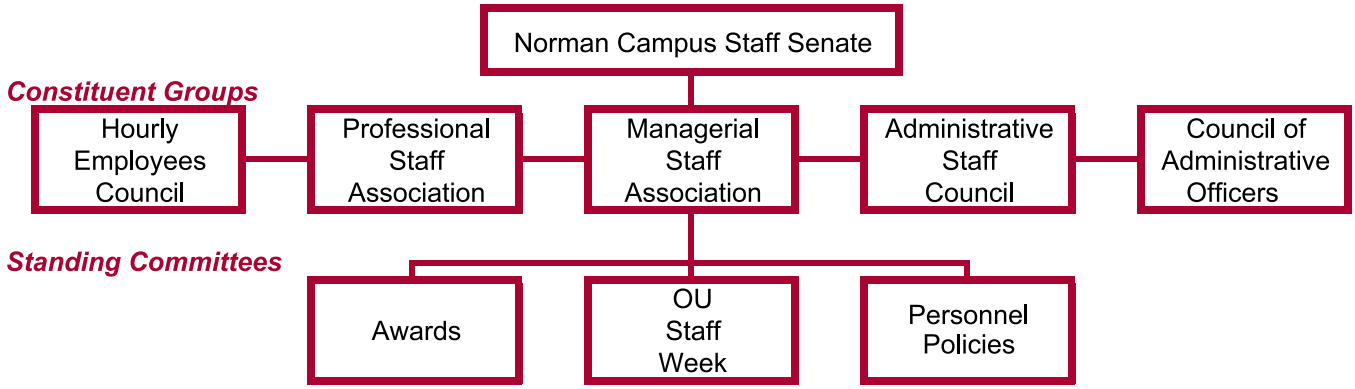
Gender

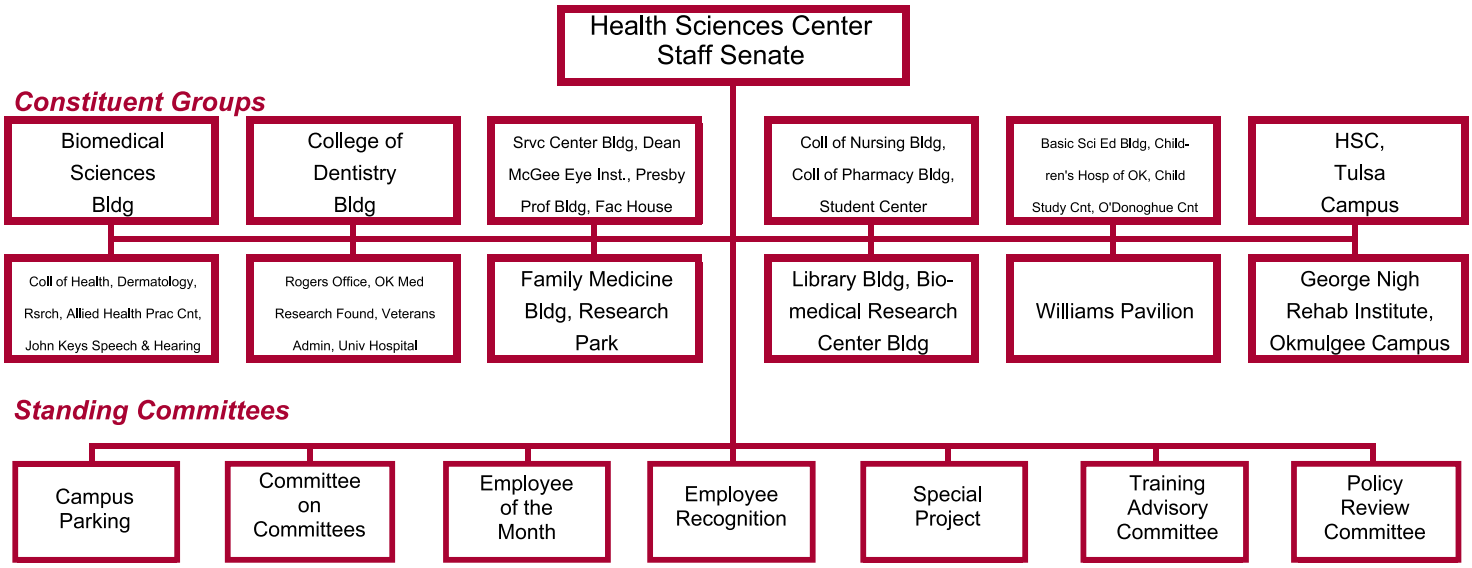


The Staff Senates of each campus actively represent the staff of the University with a membership of elected officers and representatives selected by their respective governance groups. Staff councils and committees serve a variety of functions in an advisory capacity, contributing to the achievement of institutional goals. See http://www.ou.edu/staff_senate/ and http://w3.ouhsc.edu/staffsenate/. [Crit. 1 & 2]

Exhibit 4.4

Staff Senate Committees





STUDENT GOVERNANCE AND LEADERSHIP

The University of Oklahoma Student Association (UOSA) encompasses the entire Norman campus student body including all undergraduate, graduate, and professional students. See http://www.ou.edu/student/uosa. UOSA is comprised of an executive branch, which serves as a link to the University administration, the State Regents, and the state legislature; a legislative branch comprised of an Undergraduate Student Congress and a Graduate Student Senate; and a Judicial Branch comprised of law students who provide free resources to defend students facing academic or student code charges and assist students with grade appeals. See Student Organizations binder: University of Oklahoma Student Association brochure. [Crit. 3 & 5] In 2000, UOSA allocated approximately $329,000 to student organizations. See Student Organizations binder: Administrative Organizations spreadsheet; UOSA Budget for FY 2001. [Crit. 3] Student government also manages the new Conoco Student Leadership Wing of the Oklahoma Memorial Union. [Crit. 2 & 4]

Exhibit 4.5

University of Oklahoma Student Association (UOSA)
Norman Campus

Executive Branch	President Vice President
Legislative Branch	Undergraduate Student Congress Standing Committees: Academic Affairs Congressional Administration External Affairs Problems & Projects Ways and Means Graduate Student Senate Standing Committees: Academic Affairs External Affairs Human Diversity Internal Affairs Problems & Projects Ways and Means
Judicial Branch	

The OUHSC Student Association is the governing student body on the HSC campus. See http://w3.ouhsc.edu/sa. It is comprised of an Executive Council of eight officers and 32 senators chosen by the college student councils. The OUHSC Student Association was instrumental in the creation and expansion of the HSC Student Center and the implementation of the Student Counseling Service. Each HSC college has its own student council, which operates as the governing student body for that college. See University of Oklahoma Health Sciences Center Student Handbook. [Crit. 3 & 5]

Exhibit 4.6

University of Oklahoma Student Association
Health Sciences Center

OUHSC Student Association	Student Issues Social Student Health OUHSC Miracle Run Faculty/Staff Relations Diversity Celebration	Norman/Tulsa/OUHSC Student Liaisons Interdisciplinary Budget Intramural OUHSC Student Executive Board OUHSC Student Senate
College of Allied Health Student Council	Social Committee Philanthropy Committee Convocation Committee	Orientation Committee Bradford Commons Headstart Program
College of Dentistry Student Council		
College of Medicine Student Council	Executive Committee	
College of Nursing Student Council		
College of Pharmacy Student Council	OUHSC Student Assoc. Budget Pre-Pharmacy Club Refrigerator Cleaning Intramurals Fireside Chats Study Buddy Blood Drive Food Drive	Christmas Dinner Retro Party Pharmacy Week Student/Faculty Retreat Pharmacy Family Day Pharmacy Day Banquet Teaching Excellence Award Travel Reimbursement
College of Public Health Student Council	Education and Research Special Events Publicity	Community Service Student News
Graduate College Student Association	Graduate Research Education & Technology Symposium Committee Graduate Research & Issues Committee Graduate Student Award & Recognition Committee Program Evaluation Committee	

In addition to the leadership opportunities for students outlined in Chapter 3 (see supra page, 3.5), colleges and departments have student advisory councils that serve in a variety of capacities with one common theme - they each sit in review of proposed increases in student fees within the college or department. The balance of this paragraph provides an overview of the range of activities of the various discipline-specific student advisory groups. The 15 member College of Fine Arts Student Advisory Council, for example, assists in recruiting. The Graduate Council at the Health Sciences Center organized and implemented a Graduate Research Education and Technology Week and created awards for Outstanding Graduate Teaching, Outstanding Thesis and Dissertation, and a Research Grant Award. The African and African American Studies Program Student Advisory Committee recently initiated a meeting with the University President to successfully make their case for enhanced funding and support for the program. The Department of Sociology's undergraduate student advisory committee was successful in petitioning the department for a small section of a core course with enrollment limited to sociology majors only, alleviating the need for majors to enroll in 350 student sections of the course. The Student Advisory Committee for the University Libraries was instrumental in developing a cell phone usage policy designed to limit noise disturbances in study areas.

EMPLOYEE TRAINING AND DEVELOPMENT

As part of its commitment to excellence, OU encourages and provides development opportunities for the entire staff through the Training & Development Division of its Human Resources Departments. See http://www.ou.edu/ohr/training and http://admin-scb.ouhsc.edu/person/Training.htm. A wide array of workshops, seminars, and other developmental activities designed for professional or personal growth are open to all faculty, staff, and student employees. On-line delivery of some courses is being created to make training more readily accessible to a wider constituency. Human Resources also customizes training to departments on a need basis. [Crit. 2 & 4]

Foundations in Management is a 32-hour program created to acquaint supervisors with management tools, the interviewing and hiring process, affirmative action and harassment policies, policies and procedures for evaluating staff, methods of positive discipline, and the grievance procedure. It provides supervisors with an arena to discuss their problems and obtain the insight and knowledge for interventions and resolutions. See http://www.ou.edu/ohr/training/trainfim.html. Over 860 managers and supervisors have profited from this University-sponsored program, which has evolved to address the needs of contemporary management philosophy. See Human Resources binder: Foundations in Management. [Crit. 3, 4, & 5] Foundations was proposed by staff employees of the University, developed and administered by the Office of Human Resources, and is a success story of employee governance.

Executive and faculty administrators were exempt from the Foundations program. In 1995, both the Staff and Faculty Senates examined the issue of required training for upper level administration. The Faculty Senate listed training of their own ranks as their top priority, and the Staff Senate recommended that all managers and

OU's Western History Collections are one of the largest collections in the world of documents and photographs, including Curtis photographs relating to the American West.

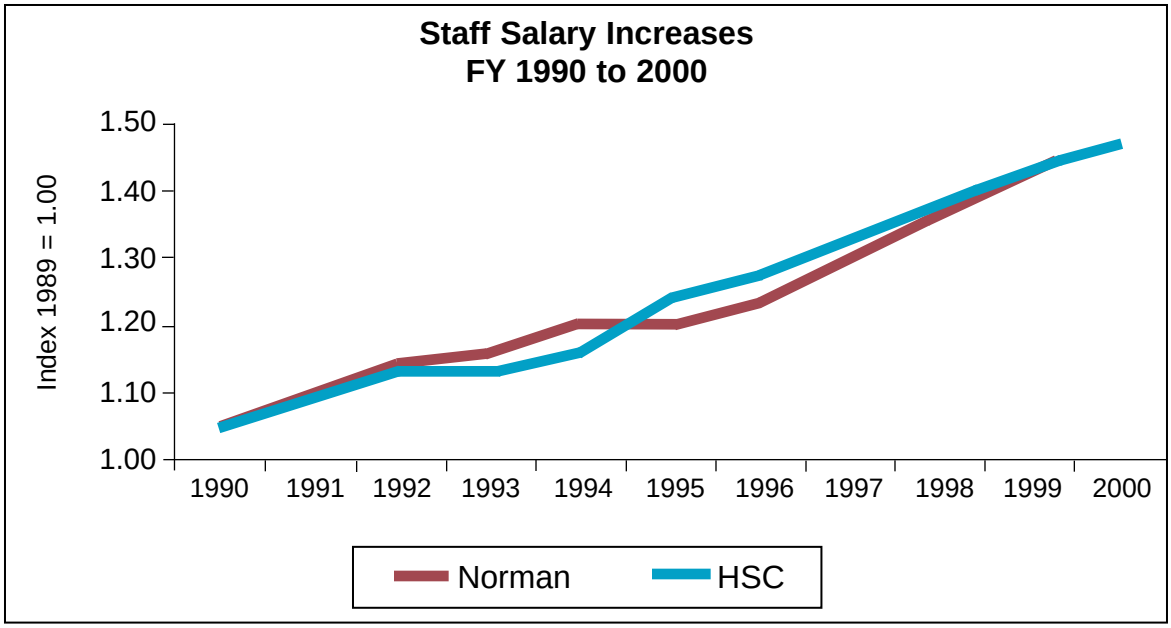
administrators be required to attend professional development training. Pursuant to the Keystones program that was developed in response to these requests, each manager or administrator attends sixteen hours of training every three years. See Human Resources binder: KeyStones seminar; http://www.ou.edu/ohr/training/trainkeys.html. [Crit. 2, 3 & 4]

STAFF PAY DESIGN, COMPENSATION, AND BENEFITS

The pay design for staff at OU consists of many pay grades and titles in exempt and non-exempt positions. In 1999, the Norman campus decided that its pay design, which consisted of 28 non-exempt (hourly) pay grades with 413 job titles, 30 exempt (monthly) pay grades with 461 job titles, and 500 "unslotted" titles without pay grades assigned to them, was too inflexible and had become unmanageable. See Benefits binder: FY 98 Staff Plans. [Crit. 4] Personnel from several departments formed a committee to redesign the current system, focusing first on the exempt pay classification system. A new broad band design was created and approved by the administration in 2001. The new design consists of 4 broad pay ranges, giving units more flexibility in this area. Classification of exempt positions was reduced to approximately 100 job titles in ten job families. See Benefits binder: University of Oklahoma FY 2001-2002 Basic Pay Administration Philosophy and Guide, sample of a Broad Band Classification Series. [Crit. 2 & 4]

In its commitment to excellence and renewal, the University has made pay increases for its dedicated staff a priority. Over the last decade, the staff has received steady pay increases as depicted in Exhibit 4.7.

Exhibit 4.7



In 1992, the University added hourly employees to the Defined Contribution Plan and expanded the number of vendors/employee choices. Prior to 1992, hourly employees who did not enroll voluntarily in the State Teachers Retirement System had no retirement plan. This plan gives hourly employees a 9% defined contribution annually to insure a secure retirement. Additionally, the choice of vendors was expanded from TIAA-CREF to include Fidelity, Vanguard and Aetna. See Benefits binder: Defined Contribution Plan. [Crit. 2 & 4]

In 1995, the University added Long-term Care. Long-Term nursing home care was added as a voluntary benefit for employees. See Benefits binder: Long-Term Care. [Crit. 2 & 4]

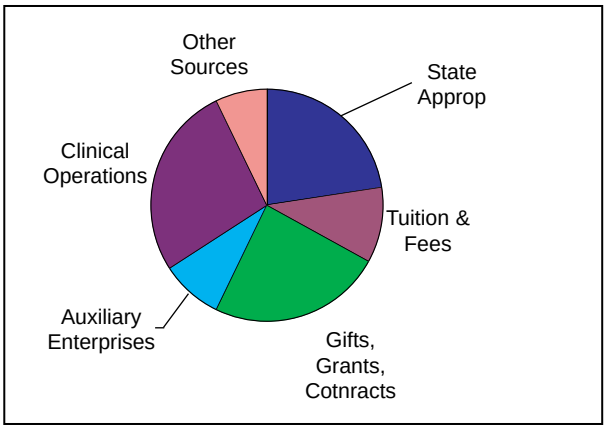
FINANCIAL RESOURCES

Most public and private sector leaders in Oklahoma understand that providing quality, affordable post-secondary programs to educate tomorrow's leaders and to develop a skilled and educated work force is vital to Oklahoma's economic, cultural, and social well being. Their commitment has contributed to the University's renaissance as current fund revenues and expenditures have increased at an annual rate of 8.6% and 8.4%, respectively, since fiscal year 1991. The University has and will continue to be good stewards of these funds by focusing available resources on its primary missions and strategic initiatives. See University of Oklahoma Operating Budget Detail, FY 1991-2001. [Crit. 2 & 4]

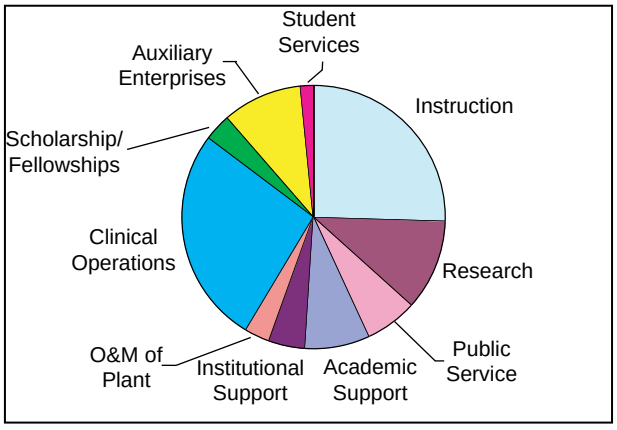
Exhibit 4.8

Current Revenues and Expenditures by Type
FY 2000

Revenues



Expenditures

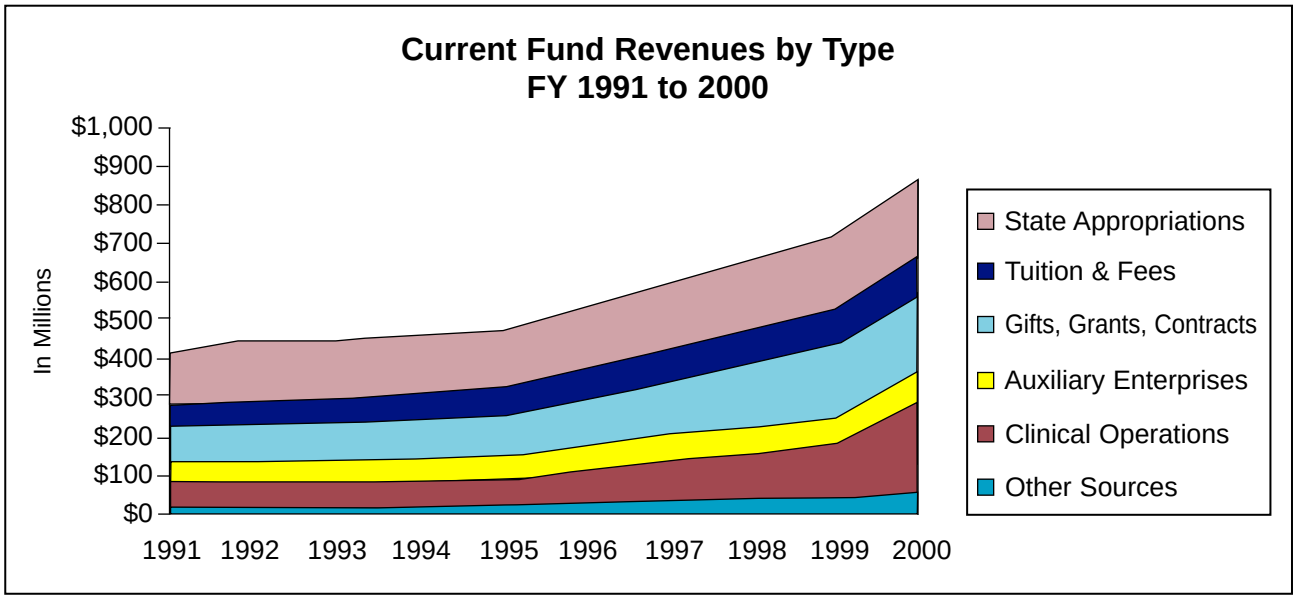


BUDGET PROCESS AND APPROPRIATIONS

The State Regent's annual budget development process begins with the transmittal of the Survey of Institutions' Fixed Cost Increases and Budgeting Priorities to each higher education institution in August. See Budget Binder [Crit. 1, 2, & 4] Each institution identifies budget priorities and fixed cost increases based on system-wide and institutional strategic plans, with limitations varying from year to year depending on the political and economic climate. Institutions must prioritize and submit cost estimates for faculty and staff salary increases, new faculty, graduate assistant and staff positions, library acquisitions, and other maintenance and operations support. OU's Budget Office, a separate division reporting to the Vice President for Administrative Affairs, coordinates the planning schedule and the final presentation of the budget to the OU Board of Regents who then approve it and submit it to the State Regents. [Crit. 1 & 2] The State Regents' Office compiles the aggregated requests into a higher education system request, which is presented to the Governor in December and to the Legislature as early as February. [Crit. 1 & 2]

The Oklahoma State System for Higher Education's share of the state's General Revenue Fund budget has remained fairly constant over the past ten years, at approximately 15 percent. The University of Oklahoma's share of the Higher Education appropriation has declined from 27.3% in FY1990 to 25.4% in FY2000. This decline has been offset in part by earmarked endowment matching funds (appropriations), which are held by the State Regents for Higher Education. The earnings from these endowments are passed on to the respective institutions to support approved and funded professorships and chairs. [Crit. 4]

Exhibit 4.9

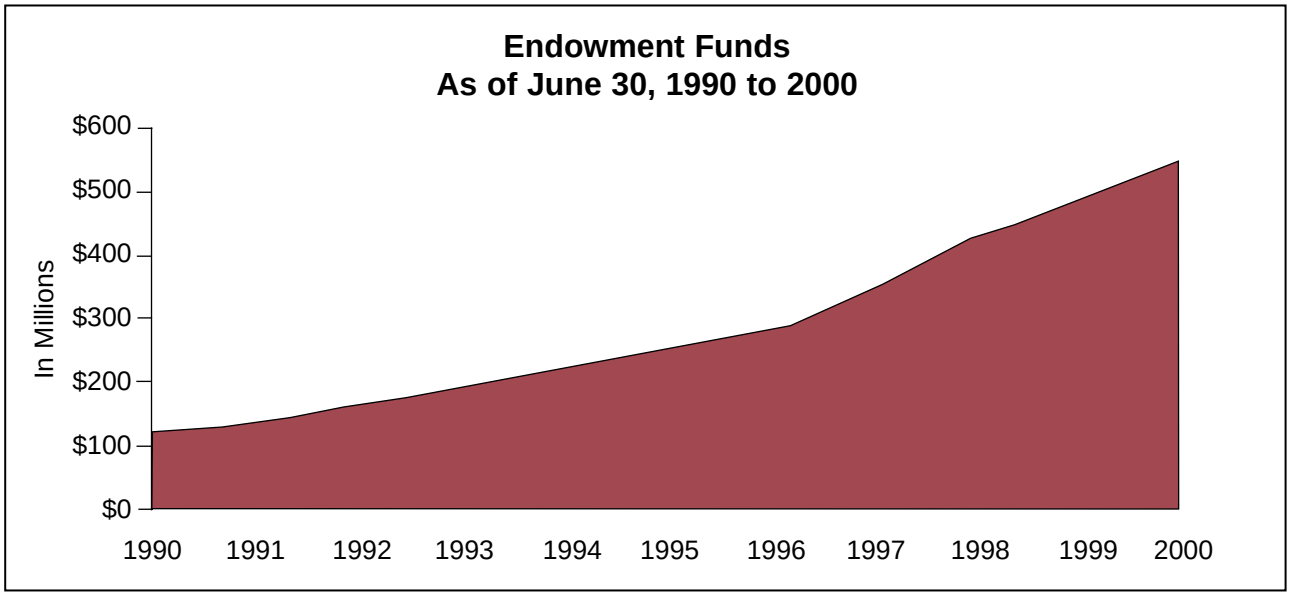


In addition to state appropriations, the University of Oklahoma's funding sources can generally be categorized as Tuition and Fees; Gifts, Grants, and Contracts; Auxiliary Enterprises; and Other Revenue, which includes endowment and investment income. In 1991, 44.3% of total revenues came from state appropriations, tuition, and fees. Of this amount, 75.4% came from state appropriations and 24.6% from tuition and fees. In 2000, 33.1% of total revenues came from state appropriations, tuition, and fees with 68.1% of this amount from state appropriations. On the expenditure side of the balance sheet, administrative costs have decreased from 6.48% of the total expenditures in 1991 to 4.3% in 2000. Unfortunately, the percentage of total expenditures on instruction also decreased during this time period from 31.8% to 25.5%. With fixed costs rising, the University has and will continue to focus available resources on its primary mission and strategic initiatives. See Budget binder: Summary of E&G, FY 2001. [Crit. 2 & 4]

ENDOWMENT FUNDS

The last ten years have brought remarkable success and growth to the University's permanent endowment, which provides the University with an important and enduring base of private support. [Crit. 4] Spurred by the success of the University's Reach for Excellence Campaign 1995-2000, which concluded on September 28, 2000, the University's endowment achieved annualized growth of 16.5%, quadrupling in the span of a decade. These funds are held by the University of Oklahoma Foundation, Inc., the Oklahoma State Regents for Higher Education, and the University's Regents' Fund. The University of Oklahoma endowment reached an all-time high in 2000-2001, topping the $600 million mark, and is listed among the top 25 public university endowments in the nation.

Exhibit 4.10



TUITION AND FEES

As provided in the Constitution and Statutes of Oklahoma, the Oklahoma State Regents for Higher Education have the responsibility for prescribing and coordinating enrollment fees within the limits authorized by the Oklahoma State Legislature. Tuition and most required fees are approved and assessed per credit hour of enrollment. Exhibit 4.11 is an annual cost estimate for full time enrollment. Detailed information can be found at http://www.ou.edu/controller/bursar/fees.htm and http://w3.ouhsc.edu/sfs/cost.htm. [Crit. 4] College computer course fees and special course fees are listed in the class schedule each term and are not included in this estimate.

Exhibit 4.11

Tuition and Fees - Fall 2000

Annual

Course Level	# of hours for annual tuition/fees	Resident Tuition	Additional Fees*	**Resident Tuition & Fees**	Additional Nonresident Tuition	**Nonresident Tuition & Fees**
Undergraduate	30					
Norman		$1,890	$691	**$2,581**	$4,335	**$6,916**
HSC		$1,890	$550	**$2,440**	$4,335	**$6,775**
Graduate	24					
Norman		$2,064	$560	**$2,624**	$4,524	**$7,148**
HSC		$2,064	$440	**$2,504**	$4,524	**$7,028**
Professional Programs						
Law		$4,786	$595	**$5,381**	$8,214	**$13,595**
Medicine		$9,552	$622	**$10,174**	$14,054	**$24,228**
Dentistry		$7,592	$622	**$8,214**	$12,172	**$20,386**
Pharmacy		$4,444	$622	**$5,066**	$7,244	**$12,310**
Physician Associate		$5,476	$622	**$6,098**	$10,730	**$16,828**
Occupational Therapy		$3,044	$622	**$3,666**	$4,114	**$7,780**
Physical Therapy		$3,044	$622	**$3,666**	$4,114	**$7,780**

Norman

Per-Hour Fees*

$1.00	Assessment fee (UG only)
$2.25	Library resource (not appl. to law)
$5.15	Activity fee
$4.72	Facility fee
$5.00	Educ network connectivity fee ($75 max per semester)

Per-Hour Fees not included

College Computer Course Fee per SCH

$21.00	Architecture
$3.00	Arts and Sciences
$8.00	Price College of Business
$7.00	Education
$18.00	Engineering
$16.00	Geosciences
$7.50	Law

HSC additional fees

UG/Grad per-hour fees*

$1.00	Assessment fee (UG only)
$2.25	Library resource fee
$3.25	Activity fee
$2.75	Facility fee
$5.00	Educ network connectivity fee ($75 max per sem)

Professional per semester fees*

$45	Library resource fee
$65	Activity fee
$55	Facility fee
$85	Ed. network connectivity fee

Norman

Per-Semester Fees*

	Annual
Health	$108
Cultural/Rec.	$25
Records Fee	
Undergraduate	$14
Graduate	$16

Other Fees

Int'l student fee	$30
Int'l student ins.	$535

Annual Room & Board

$4,610 (19 meals/week)

HSC

Per-Semester Fee*

	Annual
Health	$92
Registration Fee	$30

Other Fees

Int'l student fee	$30

** included in calculation of annual tuition and fees amounts*

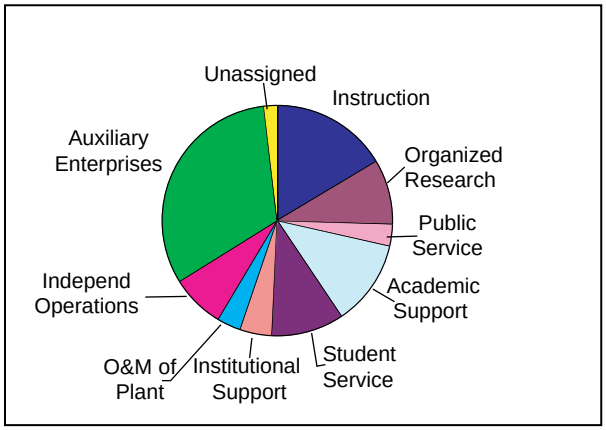
PHYSICAL RESOURCES

The 3,762 acre Norman Campus includes a total of 256 buildings at three distinct locations: Main Campus (academic, administrative/support, and residential), North Campus (airport, research, and support), and South Campus (research, support, athletic facilities). The Norman Campus also controls the Texoma Biological Station and other properties owned or leased by the University outside the Norman area. The Oklahoma Health Center is made up of 25 organizations and is located on 275 acres, including a total of 63 buildings. The OUHSC campus is one of these organizations and occupies 61 acres with 22 buildings. The two Tulsa sites total 82 acres and 14 buildings. [Crit. 2 & 4]

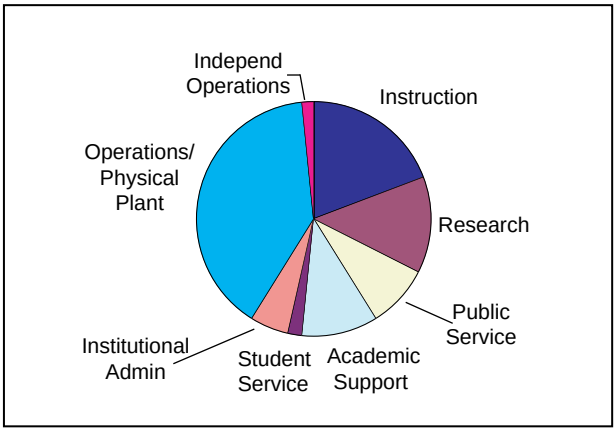
Exhibit 4.12

Net Assignable Square Footage

Norman



Health Sciences Center



During the last decade, the University has made significant improvements to its physical plant including those new construction and renovation projects shown in Exhibit 4.13. See Campus Master Plans, Norman & HSC, FY 2000 & FY 2001. [Crit. 2 & 4]

Exhibit 4.13

Construction and Renovation Projects

	In Millions
Catlett Music Hall Expansion	$13.6
Sam Noble OK Museum of Natural History	37.8
Oklahoma Memorial Union Renovation & Expansion	16.0
Utility Systems Infrastructure	29.5
Elm Avenue Parking Facility	5.0
Evans Hall & Bizzell Memorial Library Fire Protection, Phases I & II	0.8
Housing Facilities Life Safety Improvements, Phase I	3.0
Nielsen Hall West Addition	4.8
Oklahoma Memorial Stadium South End Zone Expansion & Improvements	7.6
Golf Course Improvements & Golf Team Facility	5.7
Softball Facility for Women's Intercollegiate Athletic Program	1.4
Soccer Facility for Women's Intercollegiate Athletic Program	1.3
Cate Center Addition for the Honors College	3.1
L. Dale Mitchell Baseball Park Improvements	2.4
Oklahoma Memorial Stadium Suites	1.2
Field House Addition & Renovation	1.0
Faculty-In-Residence Apartments	1.4
Whitehand Hall Renovation	2.4
HSC Student Center	3.0
Family Medicine Clinic	5.0
Stanton L. Young Biomedical Research Center	17.6

A large portion of the new projects and renovations were funded through gifts and grants, with some funding through the issuance of bonds. See Campus Master Plan of Capital Improvement Projects, HSC pages 7.3 - 7.11 and Norman pages 15.4 - 15.12. [Crit. 2] Although the University has seen an increased level of bond indebtedness, both in its immediate past and foreseeable future, its financial performance measures are not being adversely affected. It continues to receive investment grade ratings on its bond sales, which is the highest possible rating. The key has been the University's commitment to the development of strong business models and financing plans in support of each bond issue. Since revenue bonds are stand alone issues and not general obligations of the University or the State, the business models and financing plans determine the quality of the investment rating and the resulting rate of interest on each issue. To date, the University has provided quality, low risk (real and perceived) plans and generally received below market interest yields. [Crit. 2, 4, & 5]

MASTER PLAN

The State and the University recognize and value the benefits associated with long-range planning. Each year, the University submits a Campus Master Plan of Capital Improvement Projects to the State Regents following a review of current capital needs by executive officers. The Campus Master Plan groups projects in three

categories: 1) projects for which state funding will be requested; 2) projects that have some or all of their funding identified and are in planning, design phases, or construction phase; and 3) projects for which no funding is currently available. [Crit. 1, 2, & 4] Projects currently in the first and second categories are depicted in Exhibit 4.14. [Crit. 4]

Exhibit 4.14

Planned Construction and Renovation

	In Millions
Journalism & Mass Communication Facility (Gaylord Hall)	$14.0
Ellison Hall Renovation	3.5
Law Center Addition & Renovation	17.0
Lloyd Noble Center Expansion & Improvements	17.9
Price College of Business Expansion	15.0
Nielson Hall South Addition	3.0
Huston Huffman Center Expansion	8.5
Fred Jones Art Center Addition for the Museum of Art	7.0
Asp Avenue Parking Facility	14.5
Evans Hall & Bizzell Memorial Library Fire Protection, Phase III	1.5
Golf Course Tunnels/Constitution Street Bridge	0.3
Housing Facilities Life Safety Improvements, Phase II	2.0
Parking Expansion	2.5
North Campus Building 366 Rehabilitation	0.5
Athletic Academic Student Life Center & Athletic Support Services Renovation	4.0
Softball Facility Addition, Phase I	0.9
Tennis Center, Phase I	1.0
Field House Renovation & Improvements	2.0
John Jacobs Track & Field Improvements	1.4
Oklahoma Memorial Stadium Football Team Locker Room Renovation & Addition	0.7
Athletic Practice Facilities	12.0
Oklahoma Memorial Stadium Improvements	65.0
The National Weather Center	55.0
Multipurpose Research Laboratory Facilities [Initial Phase]	30-40 [12.0]
Holmberg Hall Restoration	13.0
Stanton L. Young Walk	5.6
HSC Student Center Expansion	3.4
College of Allied Health, Phase I	5.0
HSC Student Housing	10.0

In addition to the master planning process, the University's Physical Plant has developed several submaster plans [Crit. 2 & 4] covering specific facility issues including chilled water, electrical systems, roofs, elevators, sewage, and drainage. In each case the University hired outside consultants to evaluate current infrastructures, develop a plan for future maintenance and growth, and help the University identify funding priorities. [Crit. 1, 2, & 4]

In 1998, the Physical Plant produced a Capital Needs Assessment document. This document is intended to provide valuable insight on a continual basis into the current status of the University's facilities and infrastructure for institutional leadership's use. The plan is, in part, a compilation of the various other master and submaster plans, along with a list of deferred maintenance and other items. See Capital Needs Assessment Report. [Crit. 1, 4, & 5] The Capital Needs Assessment report identified capital needs of $101.5 million as shown in Exhibit 4.15.

Exhibit 4.15

Capital Needs

	In Millions
Deferred Maintenance	$5.8
Capital Renewal & Replacement	51.5
Renovation	1.9
Adaptation Code	22.1
Campus Growth	20.2

RESEARCH SPACE

As a comprehensive research university, OU expects faculty to actively engage in research and creative activities. This has led to increasing demands for research space. Several programs have been accommodated with the use of small amounts of leased space near campus and renovation of former dorm space for social sciences research. Critical space issues have arisen in several science and engineering areas, where continued growth is limited by lack of space. The University has responded with three major research space initiatives. First, a new National Weather Center will be the anchor-piece of a new Research Campus development on the South Campus. The Weather Center will house the academic and university units in meteorology and climatology, along with the federal research and operational support laboratories currently located on North Campus and other Norman locations. Second, a new Multipurpose Research and Technology Facility (MPRTF) will be the first of a series of thematic research facilities located on the South Campus. The MRTPF will house research and educational programs in genomics, bioinformatics, and adaptive complexity. Moving these programs will also free up space for general research expansion within those units. Future thematic research buildings will house a combination of research, educational, and technology outreach/incubator space. The third space initiative is a continuation of the Physics and Astronomy building expansion. The classroom addition has been completed. The next phase is to construct an addition to house faculty offices, teaching labs, and demonstration preparation and support space. This will free up space in the main Physics and Astronomy building for research lab expansion.

The funding model for these buildings is an innovative use of research indirect costs to underpin bond issues to finance construction, with private donations to be used to help retire the debt and/or to initiate further construction and renovations. [Crit. 4] This is made possible by a change in the State's constitution to allow state universities to participate with private enterprise in technology development. [Crit. 4]

At OUHSC, significant new laboratory space was provided in 1996 with the opening of the Biomedical Research Center, a 100,000 sq. ft. multidisciplinary research facility. In spite of continued space renovations to create more laboratories, new research space is essential for the recruitment of endowed chair positions and to serve the comprehensive cancer center and genetics initiatives. A resolution to issue bonds has been approved by the Oklahoma legislature and a plan is being developed to finance the construction of a 100,000 sq. ft. addition to the Biomedical Research Center.

THE LIBRARIES

Libraries connect us to the thoughts, imaginations, and emotions of thousands of people across the generations and throughout the world. Within those walls, our mind's eye is opened to whole new vistas. At the University of Oklahoma we believe that an aesthetic environment encourages the mind's exploration, and, therefore, try to incorporate within the libraries' architecture something of the grandeur of the enterprise. This is seen most clearly in the great reading halls in Bizzell, Monnet, and the Law Center (to be completed in 2001). [Crit. 2 & 4]

The University of Oklahoma Library is the largest in the state.

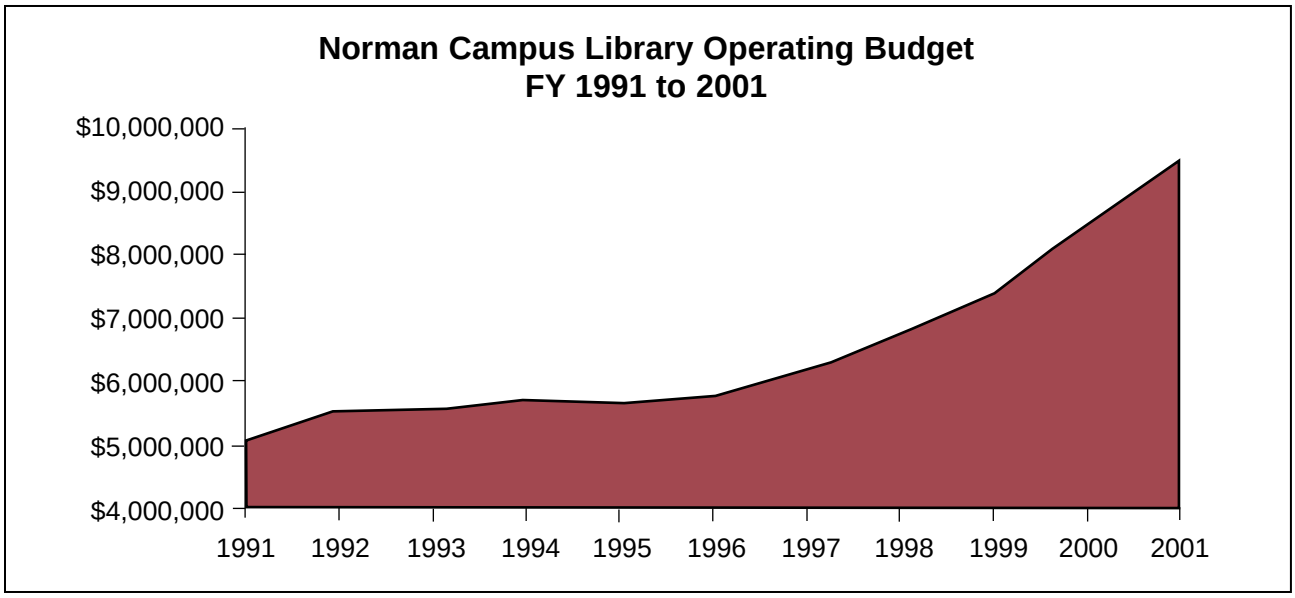
NORMAN

The University Libraries on the Norman Campus include Bizzell Memorial Library, the Law Library, which is administratively independent and funded through the College of Law, and six branch libraries: Architecture Library, Fine Arts Library, Youngblood Geology Library, Chemistry-Mathematics Library, Engineering Library, and the Physics-Astronomy Library. The Norman Campus Collections also include three important special collections: Bass Business History Collections, History of Science Collections, and the Western History Collections. The University Libraries also serve as depositories for U.S. federal documents, Oklahoma state documents, United Nations documents, and European Community documents.

As reported in the 1998/99 Association of Research Libraries (ARL), the most recently completed national compilation of research library statistics, the Norman Campus held 3,595,831 million volumes in Bizzell and the branches and 185,292 volumes in the Law Library. The Libraries reported 10,454 serial subscriptions. Upcoming data for 1999/2000 will report 3,642,653 volumes on the Norman Campus (excluding Law) and total serial subscriptions of 11,316. The Libraries provide additional access to 14,637 electronic serials through full-text databases and subscriptions. [Crit. 2] The University of Oklahoma Libraries are ranked 27th out of 109 of the largest research libraries in North America in total volumes held according to the ARL rankings for 1998/99. See Library binder: Association of Research Libraries.

A ten-year summary of the total library-operating budget for the Norman Campus, excluding Law, is captured by exhibit 4.16. Cumulative increases since 1998 total $2,764,121. These increases reflect recommendations made by the Library Planning Task Force, which was charged with formulating a ten-year funding plan and a plan to raise staffing to meet the challenges of the next decade. See Library binder: Library Planning Task Force Recommendations, August 6, 1997. [Crit. 2 & 4] The task force plan recommended funding increases continue for ten years. Four continuous years of an increasing funding base is an important indicator of commitment on the part of the University administration. [Crit. 2 & 4]

Exhibit 4.16



During the 1999-2000 academic year, the library held 541 instruction sessions for over 8,000 students, provided reference assistance to 76,294 customers, borrowed 21,941 items from other libraries to supplement OU collections, loaned 13,427 items to other libraries, delivered 1,829 documents to distance education students throughout the world, and expanded online user services to include web-based book renewal and account monitoring. [Crit. 3 & 4]

The library uses a number of tools to assess the quality of its services and to make needed adjustments, including the ACT Student Opinion Survey; departmental Program Review, which includes analysis of the library; the Libraries annual Unit Evaluation; and comparative statistics of the Association of Research Libraries. Additionally, Bizzell Library was evaluated in an in-depth assessment conducted through the Michael F. Price College of Business Marketing program in 1996, followed by a similar assessment for branch library services in 1998. See Committee on Library Surveys Final Report, June 1997; Library Survey Committee Report on

Branch Libraries Survey Results, February 21, 2000. The Libraries' Student Advisory Council and the University Library Committee also provide input to the Dean of Libraries. [Crit. 3 & 4]

In the 2000 ACT student satisfaction report, the mean satisfaction with library services at OU was 3.96 compared with 3.55 in 1998. [Crit. 3 & 5] The Libraries' dramatic improvement can be attributed, in part, to changes made based on a customer satisfaction survey completed in 1997. See Library Binder: Committee on Library Surveys Final Report, June 1997. The survey was stimulated by a previous three-year decline in satisfaction. The year following the survey, the libraries made changes in signage, photocopy services, reference services, and computer facilities, areas identified by students as problems. Students noticed! See The University of Oklahoma Assessment Report 1998-1999, Student Satisfaction Assessment section, University Libraries. [Crit. 4]

Perceived inadequacies in library holdings, identified through departmental program reviews, contributed to the 1997 task force recommendation to increase the Libraries' funding. With the increased funds provided in the last few years, the University Libraries have targeted new faculty research initiatives and new program areas that have developed in the last ten years. Currently, materials are now being purchased to improve identified weaknesses. Upcoming program review reports should provide ongoing assessment of the effectiveness of those efforts. [Crit. 2 & 4]

Since the last NCA site visit, the Libraries have made several advances. In conjunction with the College of Arts and Sciences, the Libraries increased the capacity of the microcomputer center located in Bizzell Library. The Peggy V. Helmerich Great Reading Room in Bizzell was renovated and the Libraries' mainframe hardware and network connections were upgraded, increasing service capacity for fast-growing CD-ROM resources.

An Electronic Information Center was created at Bizzell Library in 1995. A year later, the Libraries piloted a project to provide document delivery of journal articles to faculty using the UnCover system. This service, since expanded to include all graduate students and faculty, pays for electronic delivery of articles in journals outside the University Libraries collections. The service supplements Interlibrary Loan and expands the capacity of the Libraries to support more varied research. As distance education and Internet coursework expand, the Libraries began electronic delivery and online reference services to remote users. The service continues to grow and last year delivered nearly 2,000 electronic documents to distance education students in Europe and the Pacific Rim. [Crit. 3] A new web-based library computer system and upgraded library web servers were installed in 1999, providing hyperlink access to Internet resources. The public computers throughout the library system were also upgraded, providing faster access to electronic databases, internet resources, and other networked campus services. Library web pages were also redesigned to improve off-campus access to databases and electronic journals. Increased funding has allowed the Libraries to expand full-text electronic access to almost 15,000 journal titles, approximately 70 web-based databases, and many more on CD-ROM. In addition, monograph purchases are expected to double in the current fiscal year and the Libraries have added a collection of electronic books, readily accessible to remote users. Further expansion of hardware and software continue to increase the Libraries' networking capacity and provide the infrastructure

The University of Oklahoma maintains one of the three most important collections of early manuscripts in the history of science in the United States. It includes Galileo's own copy of his work, which first used the telescope to prove the Copernican theory, with corrections in his own handwriting.

that will be required in the upcoming decade. The Libraries are now also piloting two digitization projects that will make it possible for scholars to access rare or unique materials held in the special collections easily over the web.

Throughout the last ten years, the financial commitment of the University administration has made it possible to increase resources, when many peer institutions have been cutting subscriptions. Further, aggressive fund-raising has increased the Libraries' endowment from less than one million dollars in 1991 to more than five million today. Combined with a serious commitment to continuing assessment of the relevance and adequacy of library services, these funds insure that the Libraries will purchase the resources to support expanding programs and increasing distance education offerings and will maintain the infrastructure necessary for newly developing technologies. [Crit. 2 & 4]

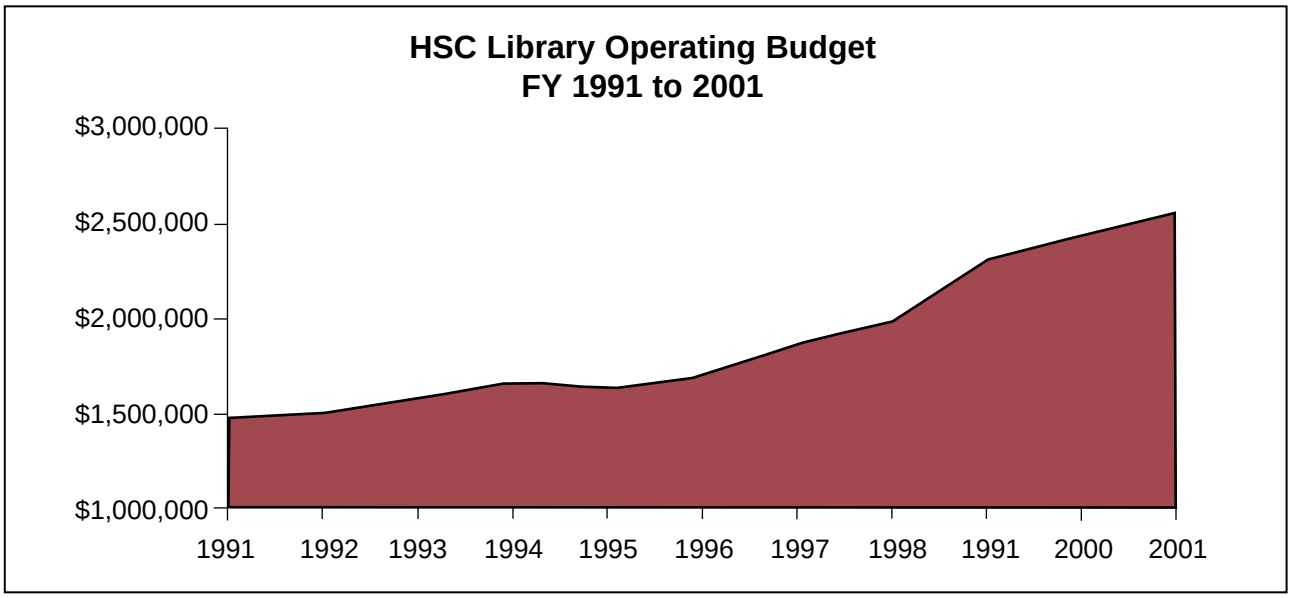
HEALTH SCIENCES CENTER

The Robert M. Bird Health Sciences Library (BHSL) supports the research and educational programs of the HSC campus and health professionals and institutions throughout the state with services and a collection of 111,043 books, 2,071 current journal subscriptions, 187 full text electronic journals, and 2,672 items in its non print media collection. See http://library.ouhsc.edu. Among its special collections is the Native American Health Collection, which contains historical material as well as current material related to the health and well being of Native American Indians. In addition, the BHSL processes approximately 24,000 interlibrary loan requests annually, borrowing about 9,000 articles for faculty and students and loaning approximately 12,000 articles to other libraries.

As part of its service mission, the BHSL provided 1,149 instructional programs this past year, continuing a trend of annually increasing the number of educational activities offered to faculty and students. As users face an "information overload," some of these instructional programs are designed to aid in the development of skills to locate and access relevant information in a timely manner. BHSL continually looks for ways to improve its services, using the HSC Student Opinion Survey to monitor service levels to students. Realizing the need for a more in-depth survey of library services, the BHSL is taking part, as a beta test site, in a survey/outcomes-based tool that will begin in the Fall of 2001.

BHSL's budget for fiscal year 2000 was $2,539,557, with exhibit 4.17 depicting the ten-year budget trend. Four years ago, the Provost, in consultation with the Deans, agreed to earmark additional funds for the library in order to bring its budget closer to the mean budget of peer institutions. A new History of Medicine section is under construction at the BHSL financed by a $400,000 private donation.

Exhibit 4.17



TULSA

Library support for Tulsa graduate programs offered through the OU-OSU Research and Graduate Education Center on the OSU-Tulsa campus is provided by OSU-Tulsa. The collection includes 94,500 bound volumes, 10,906 electronic books, 711 journal subscriptions, and 86 databases. Tuition and fees support the payment made for centralized services such as the library and computer labs on the OSU-Tulsa campus. All OU students and faculty in Tulsa programs have full access to the Norman Campus Libraries databases and other electronic resources. In addition, these students receive full document delivery services for any materials held in the library system. Journal articles are delivered electronically, and books are shipped by mail. Materials not held in the OU Libraries system are ordered through interlibrary loan and mailed electronically to the user. All document delivery services and interlibrary loan services are free of charge. See Tulsa binder: Library. [Crit. 2 & 4]

The University of Oklahoma Health Sciences Center-Tulsa Library (OUHSCTL) serves the HSC community in Tulsa and health professional and institutions throughout Oklahoma. Its collection includes 38,786 books, journals, audiovisual, and journal volumes with access to 750 electronic journals.

THE VIRTUAL ENVIRONMENT

The University's computing structure originated close to 30 years ago with efforts to automate centralized administrative functions such as accounting. Responsibility for computing was thus focused on the support (i.e., administrative) side of the institution. Until recently, there had never been a systematic, University-wide approach to academic computing - computing used by faculty and staff in direct support of the core academic missions of education and research. The newly created position of University Vice President and Chief Information Officer, and the subsequent development of the Office of Information Technology (OIT) has resulted in a shift in emphasis - a realignment of the organization's resources to focus on the core academic mission of the University. The commitment to administrative support has not diminished with the change. The OIT is committed to providing leadership in strategic planning and budgeting in order to bring unmatched support to all areas of the campus. See http://infoserv.ou.edu/it. [Crit. 2 & 4]

The Office of Information Technology oversees two operational groups, Information Systems and Information Services, which function in union to provide the campus with information and technology resources. These groups manage networking, general access computer labs, classroom and distance education technology, instructional media, research support, technology integration, telecommunications support, telephone services, and data loss prevention. [Crit. 2]

OIT is responsible for voice, video, and data networking on campus. All design, implementation, and operational support of teaching and learning environments are conducted with the goal of providing the highest levels of ease of use, 'transparent' applications, and effective integration of appropriate instructional technologies. Classrooms and labs are being equipped with specialized equipment and controls designed to simplify diverse faculty and student use of complex systems. [Crit. 2] For student and faculty convenience, many computing resources are available 24 hours a day. This section will highlight some of the activities of the Office of Information Technology.

To serve the University community, the OIT has begun the Support for Teaching and Research program utilizing a network of IT liaisons to work directly with academic units. Liaisons are selected based on their past academic or business experience and ability to integrate innovative technology applications into the various disciplines or programs they support. IT Liaisons work daily in their assigned colleges or administrative areas to solve problems and, more importantly, to work side-by-side with faculty and staff on the use and integration of technology. These liaisons are supported by the entire IT organization. In further support of the University's academic mission, OIT also works closely with University planning

committees in planning, designing, purchasing, installing, and maintaining classrooms and instructional technologies. Classroom modernization efforts have resulted in a diverse instructional technology mix for the 140+ technology equipped classrooms on campus. [Crit. 2 & 3]

In supporting University administration, OIT operates an innovative document workflow system, which allows departmental users across campus to prepare, approve, and track personnel action forms, special payments, and honorariums online, reducing paperwork, and streamlining the approval process. The online security system also allows departments to maintain their own document security. [Crit. 2 & 5] Web-based online budget worksheets were deployed for fiscal year 2001 allowing departments to view and enter their budget worksheet information via the web. Worksheet information is entered at the account level and submitted for review at the Executive, Vice-Presidential, Provost, and Dean level. Once the Budget Office gives the final approval, the information is imported into the IBM mainframe payroll, position control, and general ledger systems. [Crit. 2] An upgrade to the general ledger application will provide the ability to meet new GASB reporting requirements, the capability to attach to a new Oracle database for reporting and analysis, and an upgrade path to web-based Advantage 3.0. [Crit. 4]

Students have access to administrative data through the Touch Net system. Touch Net is a self-serve, menu-driven, web-based system that allows students to register, view open and closed courses, look up directory information and check their addresses, check on the status of their account, check their grades, and request transcripts and degree audits. Touch Net can be accessed on campus from all computers connected to the campus network infrastructure and off campus via any machine connected to the Internet. A web-based online enrollment shopping cart is also now available, containing a complete listing of all classes, a complete course catalog description, and course prerequisite checking. [Crit. 2]

The University of Oklahoma is pioneering a new approach to providing student services and information online. The Sooner Information Network (SIN) represents the University's first online student community, improving student life by centralizing student related information and online resources. See http://www.sin.ou.edu. To create this network, a team of students was brought together to develop an online portal that would allow enhanced communication and interaction between all University constituents with a focus on students. SIN's mission is to improve student life within the OU community and is completely operated by students. "For students, by students" is a phrase that personifies the idea that students have a vested interest in creating online services that will serve their needs. SIN provides students with the opportunity to fine-tune their talents in programming, business, web design, writing

and communication, video production, and team building while providing OU with an invaluable tool and resource.

SIN has several highly used services including web-based e-mail, a dynamic, interactive calendar, a locally produced weekly television show that is streamed online, daily announcements, web cameras around campus, job postings, a virtual marketplace, an online magazine, weather from the OU meteorology department, and much more. During the Spring of 2001, SIN hosted online elections for student government. The online elections allowed students to make informed choices by providing pictures, streaming video, and candidate statements. Three times as many votes were cast in this on-line election as compared to previous elections.

OIT faces the challenge of creating integration and uniformity across campuses to achieve efficiencies of scale, creating easy access by the whole community, and assuring a uniformly high level of service while maintaining systems that flexibly meet the needs of diverse communities within the University. Recognizing the drawbacks of using a charge-back funding model for its projects, OIT is creatively looking at alternative funding models as it develops its business and strategic plans.

HSC'S INITIATIVES

In 1995, the provost, deans, and vice presidents of the Health Sciences Center (HSC) made a commitment to the key initiative of development and support of campus technology. That commitment elevated the Department of Information Technology as a strategic partner to assist the HSC with accomplishing its missions of teaching, research, clinical service, and public service. See HSC IT binder: OUHSC Strategic Plan for Technology, page 1. [Crit. 1] This commitment resulted in a reorganization of Information Technology to report directly to the Senior Vice President and Provost and an on-going infusion of millions of dollars to implement new administrative and student information systems, to upgrade the campus backbone network, and to improve classroom and library connections. See HSC IT binder: Our Vision, Mission Statement, Guiding Principles & Values; http://www.ouhsc.edu/it/it_mission.asp. [Crit. 1, 2, 3, & 4]

A strategic plan, which encompassed IT directions, standards, and goals, was developed and embraced by the HSC community. [Crit. 1] The leadership and staff in Information Technology have worked side-by-side with faculty, staff, and students to provide systems necessary to accomplish the mission. This strategic plan is reviewed annually and revised to reflect

the everchanging technology needs and directions necessary for the HSC to meet its mission. See HSC IT binder: Program Review. [Crit. 1, 3, & 4]

HSC Information Technology is organized into six core areas: Enterprise Services, Digital Communications, Strategic Solutions and Support Services, Administrative Operations, Information Design Group, and Information Security. The teams in each of these areas work together proactively and creatively to implement the strategic plan. [Crit. 2]

IT and the colleges work diligently to find effective ways to assist faculty with integrating technology into instruction, especially in their distance education offerings, and to improve support services for off-site students. Distance education, originally delivered via two-way videoconferencing, has evolved to two-way, IP based videoconferencing H.323, allowing greater access to HSC students attending programs in Tulsa, Claremore, Weatherford, Ada, and Lawton locations. The College of Medicine has designed its own course management system to provide online curriculum to their medical students, via a program called Hippocrates. This online curriculum project hosts over 20,000 educational resources including text, images, animations, and videos to complement the traditional medical school curriculum. See HSC IT binder: Hippocrates; See also http://hippocrates.ouhsc.edu. [Crit. 3]

In addition to its integral role with the Health Science Center's academic and educational missions, IT is a strategic partner in its research mission. The Health Sciences Center has achieved record-breaking success in securing external research funding to a level of $67.6 million in 2000 and has achieved the highest level of NIH funding in the history of the University. IT's role is to provide robust research database solutions as an important component in assisting the HSC to reach the strategic research goal of doubling NIH funding by 2003. The IT information management group developed customized applications for biomedical research for primates, electronic device implantation for cardiology, an application for simultaneous dialysis access for four clinical departments, and the Institutional Review Board (IRB). See HSC Data Administration Group - Biomedical Research Documentation binder; Data Administration Group - Office of Research Administration binder. [Crit. 3 & 4]

IT is committed to assisting the HSC colleges with exploring and implementing a wide range of technology initiatives for their clinical operations. Technology is being employed to help control costs, manage information, and improve the quality of patient care. From web-enabled clinic computer systems to credentialing and referring physician databases, IT is a strategic partner in the clinical operations. www.ouhsc.edu/it/it.asp. [Crit. 3 & 4]

The Center for Telemedicine, which was founded in 1993, led the way in creating the Oklahoma Medical Information Network. Collaborating with industry and the state's public and private hospitals, this Center for Telemedicine designed, implemented, and developed the nation's largest computer-based telemedicine network in 1994 linking together over 60 Oklahoma hospitals. [Crit. 3] The Center also designed and implemented the first Telemedical diabetic retinopathy disease management system in the United States. That system was patented and the HSC licensed the technology to Inoveon, a new start-up company. See HSC IT binder: Telemedicine; Inoveon. [Crit. 3 & 4]

The Oklahoma Telemedicine Network at the OU Health Sciences Center is believed to be the largest medical communication system of its type in the world.

IT's Information Design Group (IDG) provides web production services through a continual cycle of research, development, and implementation. In addition to developing and maintaining the official HSC web site, IDG constructs web sites and web-database applications for various HSC administrative and academic units. New initiatives include IDG-created applications for students to check their enrollment and grades on the Web, on-line training for harassment and discrimination, and tracking of research proposals and awards for the Office of Research Administration. http://www.ouhsc.edu/it/idg/idg.asp. [Crit. 3, 4, & 5]

In 1997, the HSC moved from a centralized technical support model to a campus wide distributed computing support model. The distributed support model was implemented to meet escalating campus needs, elevate levels of resident expertise, and strengthen rapport with the user community. Due to the growing number of desktop computers, the support that was being provided by six centralized technicians quickly grew to over 40 distributed technicians in support of the approximate 4000 desktop computers across campus. With this change the user community has technical services in a timely and accountable manner. [Crit. 3 & 4]

The HSC campus is aware of the efficiencies gained through a standard set of tools and has adopted desktop hardware and software standards. This combined with campus-wide site licensing, has allowed IT to make the most of technology expenditures and reduce the number of inoperable applications. To further reduce the total cost of ownership, IT has partnered with Dell Financial Services since 1998 to offer a convenient leasing plan to colleges and departments across campus. [Crit. 2]

In 1995, the Health Sciences Center launched the FutureLink Project, an intensive, multi-year initiative to replace the aging financial, human resources, and student administration applications. IT chose Oracle as the database management system and PeopleSoft for the Human Resources Management System, and Financials for the Public Sector. HSC is currently involved in the implementation of the PeopleSoft Student Administration system, which has an anticipated "go-live" date of Fall 2002 [Crit. 2 & 4] Future goals include enhancing and upgrading the PeopleSoft HR and Financials systems to Web-enabled versions, upgrading to Oracle 8, working closely with the Norman campus to secure University-wide software licenses, hardware purchases, applications, and to assist Financial Services with exploring e-commerce applications. See HSC IT binder: FutureLink Project ; PeopleSoft. [Crit. 1, 2, & 4]

INTEGRITY

The physical and financial resources provide a strong infrastructure allowing OU to meet its mission, but the heart of the University is its people. Recognizing the inherent worth and dignity of each individual and our stewardship over the environment, the University strives to treat each person with respect and integrity in clean and safe surroundings. Throughout this Self-Study report, issues of integrity have been addressed. See for example page 2.21, supra discussing integrity. In this section, we address some areas of integrity that have not been covered previously.

DISCRIMINATION AND DIVERSITY

The University of Oklahoma is committed to eliminating discrimination and promoting diversity and equality of opportunity. This commitment manifests itself in the existence and zealous enforcement of anti-discrimination policies, the creation of educational and service programs to promote a civil and discrimination-free educational environment, and in efforts to recruit and retain students from a wide variety of backgrounds. Students, faculty, and members of the extended University community are all protected by Regents' policies against discrimination and harassment. See Faculty Handbook §§ 3.9.2, 3.9.3, 3.9.4, and 3.9.6. [Crit.5] Complaints of discrimination and harassment are investigated and enforced by the University's Equal Opportunity/Affirmative Action Office. [Crit. 3] The EO/AA office also interprets and enforces the University's policy regarding consensual student-faculty relations. In the rare instances when the outcome of an investigation is not satisfactory to all parties, the policy guarantees an extensive process for those wishing a hearing. [Crit. 5] Beyond the basic non-discrimination policies, OU takes affirmative steps to educate the community. For example, it created an on-line training course to educate the community about sexual harassment and its prevention. All faculty and staff are expected to complete this course. [Crit. 5]

The University also fosters diversity with respect to the admission and retention of students who, although qualified, have in the past been less likely to matriculate and graduate. Like all state institutions, OU has - by State Regents policy - begun to admit students under a new criterion. In addition to ACT/SAT test scores and high school performance as measured by cumulative GPA and class rank, the state's colleges and universities are also admitting students on the basis of cumulative GPA in selected core courses, with no additional rank requirement. [Crit. 5] OU students have also been particularly successful in applying for private scholarships that stress diversity, notably tribal scholarships offered to Native American students and the Gates Millennium Scholarship. [Crit. 5]

ADA INITIATIVES

As an equal opportunity institution, the University of Oklahoma is committed to compliance with the Americans with Disabilities Act (ADA) and other relevant laws. Actively working to improve accessibility to buildings and facilities, the University has modified older structures so that programs, services, and activities are accessible to all, and it is designing new buildings as accessible facilities. Fifty thousand dollars are budgeted each year to focus on unanticipated accessibility projects. See Office of Disability Services binder: Regents Agenda Item 20. [Crit. 2, 4, & 5]

In response to the enactment of the ADA, the University of Oklahoma established an ADA Task Force, developed a Transition Plan, and conducted a self-evaluation. Approximately $1,357,900 was initially spent to meet the University's Transition Plan Goals. [Crit. 2, 4, & 5] Architectural accessibility costs for fiscal years 1996, 1997, and 1998 totaled approximately $1,821,000, or an average of $607,000 per year. Some of the accessibility projects initiated in 1999 and 2000 have not been completed, so the total cost for these years is not yet available. [Crit. 2, 4, & 5] In addition to architectural accessibility, the University focused on access to technology. The University spends an average of $24,900 per year in purchases and upgrades for adaptive technology.

Disability issues are addressed proactively by the Office of Disability Services, http://www.dsa.ou.edu/ods, which explores reasonable accommodations for students, faculty, or staff in need. [Crit. 2 & 5] Its most recent initiative was the creation of guidelines and resources for disability-accessible websites. [Crit. 3, 4, & 5] In the last five years, Disability Services' budget and services have grown extensively. Last year, its projected budget was approximately $50,000 for instructional services alone. [Crit. 4]

The Office of Disability Services has been in existence since 1973 to help ensure full participation and educational opportunities to students with disabilities. Programs and services have been impacted and/or changed as a result of the growing number of students with disabilities who enroll at the University of Oklahoma. Because of the increasing number of students (1.4% of student population in 2000) and its diverse population, services have become even more individualized. Services and activities include volunteer note-takers, interpreters, real-time transcription, scribes, extended time for exams, assistance with time management, priority enrollment, adaptive computer technology and the opportunity for participation in the Association for Disabled Students, which serves as a recognized group for support, meetings, social, and recreational activities. See Office of Disability Services binder: Fact Book, pages 8-12. [Crit. 2, 3, & 5]

The Office of Disability Services recently instituted a retention study on students with disabilities, and it will also work with the Zarrow Center for Learning Enrichment to develop a grant to enhance services in this area. To date, the University only has one year of retention data. Retention is lower than the overall

OU student population but not greatly different. The two years of performance data shows so far that students with disabilities are not greatly different from the general student population. [Crit. 2, 4, & 5]

THE WOMEN'S OUTREACH CENTER

The Women's Outreach Center, which opened in 1999, works to improve women's experiences at the University of Oklahoma by enhancing their living, working, and learning environments. In collaboration with student groups and other departments, the Women's Outreach Center offers information, advocacy, referrals, and programming on a variety of gender-related issues, including sexual assault, health, personal and professional development, sexuality, discrimination, and harassment. See Student Affairs binder: Women's Outreach Fact Sheet. [Crit. 3 & 5]

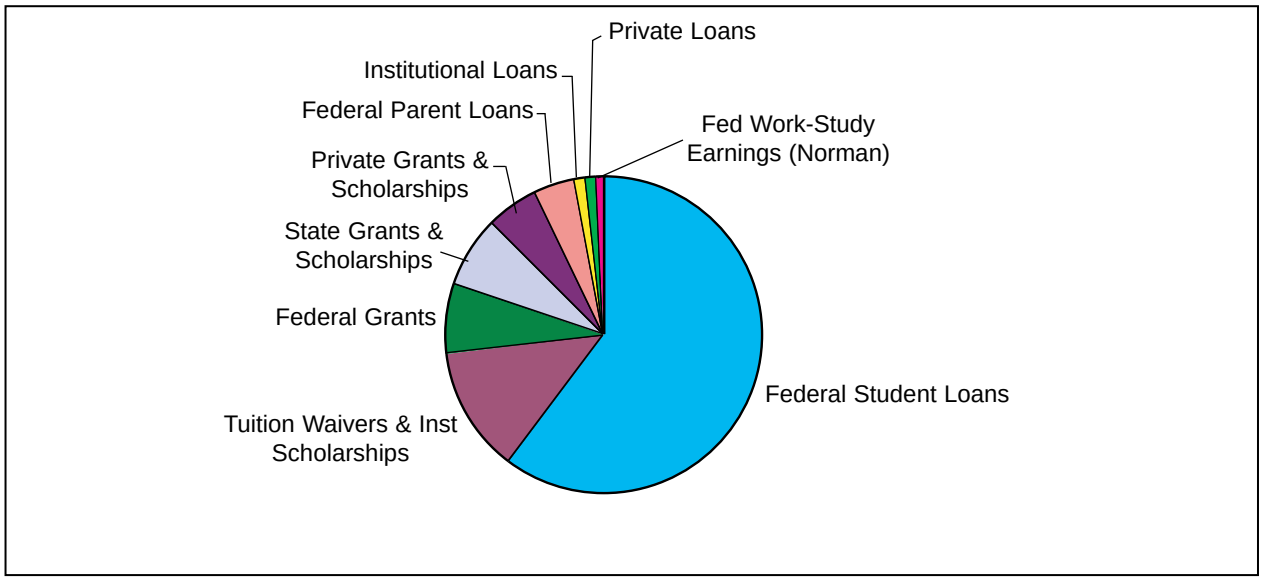
FINANCIAL AID SERVICES

The Office of Financial Aid Services facilitates student access to financial resources and provides guidance in effective utilization of these resources. The Financial Aid Office administers federal, state, institutional, and private aid programs to ensure regulatory/policy compliance and accessibility of aid to students. See Financial Aid (FA) binders 1, 2. It develops fair and effective financial aid packaging policies and realistic student "Cost of Attendance" budgets (See FA 1,5), coordinates entrance and exit loan counseling to maintain low default rates (See FA 1), provides customized outreach programs to prospective and continuing students, and provides excellent sources of financial aid information in various formats (See FA 6). It also helps coordinate community service, reading, and math tutoring programs relating to Federal Work-Study participation (See FA 6) and provides financial aid data for federal, state, institutional, and other reporting purposes (See FA 5). [Crit. 2, 4 & 5]

Total aid processed has grown from $38,645,000 in FY1990 to $145,430,000 in FY2000, an almost 380% increase in total financial assistance. During this same ten-year period, need-based "financial aid applications received" grew from 11,118 to 21,584 (94% increase), and the "number of financial aid and scholarship recipients" increased from 9,739 to 18,024 (85% increase). And, the Federal Cohort Default Rate decreased from 10.8% in FY1990 to 4.3% in FY1998 (last available data). [Crit. 3 & 5]

Exhibit 4.18

Distribution of Financial Aid
1999-2000



Since the last NCA review, Financial Aid Services has implemented an interactive voice response system to assist it in distributing both general and specific information. It has also added electronic receipt and correction software for the federal financial aid process, electronic certification of student and parent loans, direct deposit of students' aid to their personal checking/savings accounts. In addtion it has developed a homepage that includes access to many of the required documents, information regarding processes and programs, on-line exit counseling, an institutional scholarship search engine, and links to the web-based federal financial aid application and the National Association of Student Financial Aid Administrators student site. The latter includes free scholarship database searches and aid eligibility estimators. [Crit. 2, 3, 4, & 5]

Revenues and expenditures associated with Federal Grants (including Pell and Supplemental Education Opportunity Grants) and College Work Study student award programs administered by Financial Aid Services are included in the University's annual audited financial statements. [Crit. 5]

INTEGRITY IN LEARNING AND TEACHING

The Academic Misconduct Code provides the basic policy for maintaining student academic integrity on the Norman Campus. See Governance binder: University of Oklahoma Student Code, 2000-2001, Academic Misconduct Code, pages 18-23; http://www.ou.edu/studentcode/. [Crit. 5] The policy defines misconduct, provides procedures for adjudicating charges, and enumerates possible

sanctions for misconduct. In the past five years, the Norman Campus Provost has taken numerous steps to foster campus wide awareness of the importance of academic integrity by giving frequent presentations at student orientation meetings and Gateway classes and publishing a yearly report on academic misconduct cases. See Governance binder: Academic Misconduct reports; See also http://www.ou.edu/provost/pronew/content/integritymenu.html. [Crit.5] Additionally, OU has become one of six institutions in the Big 12 to join the Center for Academic Integrity, the nation's only institutional association devoted to promoting academic integrity in higher education. [Crit. 5]

Integrity in teaching is maintained primarily through the annual review of each faculty member, the tenure process, and post-tenure review, all of which include review of a professor's student evaluations and may involve peer or administrative classroom visitation. Additionally, students may appeal their grades on the grounds of capricious or discriminatory evaluation or lack of proficiency in English. See Faculty Handbook, Section 4.17. [Crit. 5] Appeals are filed with each college and are heard by a joint panel of faculty and students. Complaints concerning instructor proficiency in English are taken seriously and investigated by the Director of the English Assessment Program. [Crit.1, 2, 3, 4, & 5] Standards and oversight by that office have significantly increased in the last few years, resulting in a marked decrease in the number of student complaints and appeals on that issue. [Crit 2 & 5]

INTERCOLLEGIATE ATHLETICS

The Department of Intercollegiate Athletics conducted a self-study in 1997 as part of the NCAA's certification process. The report self-study and the NCAA's report accompanying certification are available in the resource room.

The OU Regents' policy on intercollegiate athletics recognizes that athletics is not an end in itself but merely one of the parts contributing to the education of students. That policy emphasizes a commitment to academics, amateurism, sportsmanship, rules compliance, institutional control, and student-athlete welfare. Integrity in the Athletics Department's relationships and practices is evident in its structure and in the conduct of the personnel carrying out its mission. The Athletics Director reports directly to the President, and all major Athletic Department decisions involve the President and many involve the Regents.

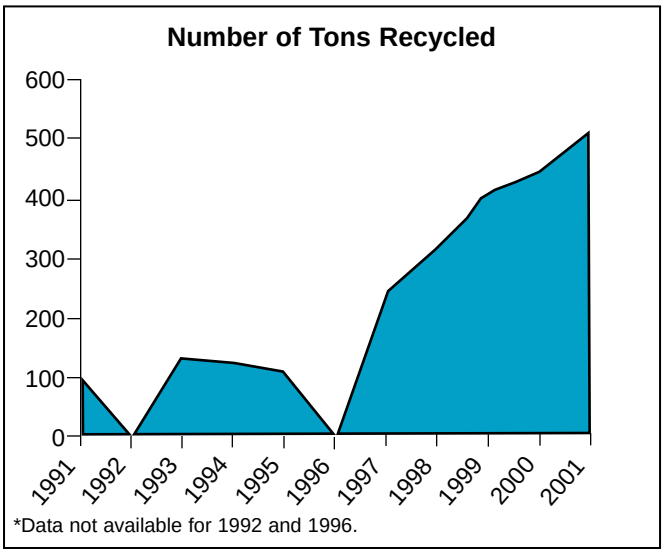
The Athletics Council, comprised of members of the faculty, administration, alumni, and student body, is an official advisory group to the President and the Athletics Director. It is charged with annually reviewing major components of the Athletics Department including fiscal matters, academic integrity and student-athlete welfare, governance, equity, and diversity. The Faculty Athletics Representative is an ex-officio member of the Athletics Council, serving as its Executive Secretary.

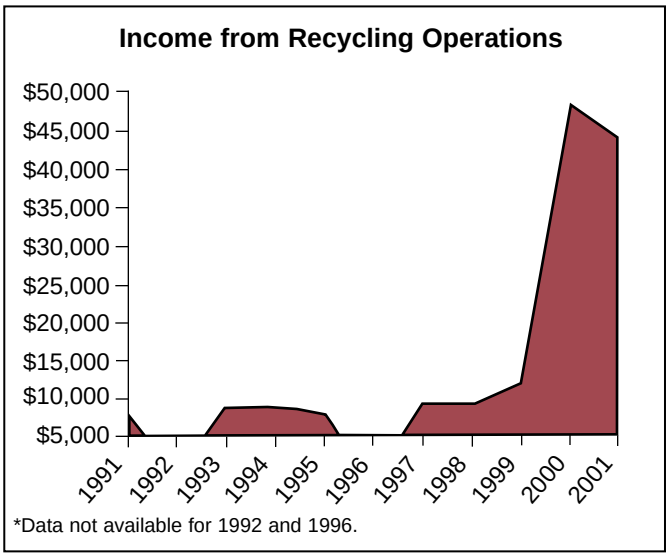
Policies and procedures related to personnel, equity, and access for persons with disabilities are coordinated with the General Counsel's Office. The Executive Associate Athletics Director/Legal Counsel coordinates all compliance activities and reports to the Athletics Director and the University Legal Counsel. The Associate Athletic Director for Academic Affairs reports jointly to the Athletics Director and Provost on matters relating to academic programs and services for student-athletes. See 2000-2001 Athletics Council Academic Integrity and Student Welfare Report; 2000-2001 Student Athlete Handbook and Academic Planner.

OU is one of a small number of Division I-A universities in the nation to receive the CHAMPS award for preparing student-athletes for life. The award is based on academic excellence, athletic excellence, personal development, community service and career development.

Exhibit 4.19

Recycling





CONSERVATION

The University of Oklahoma is committed to the responsible use of the earth's limited resources, and, over the past ten years, has completed several projects designed to conserve energy. [Crit. 4 & 5] For example, the entire campus was redesigned to decrease the number of lights needed and to shift to more energy efficient lamps. [Crit. 4] New windows, the installation of variable frequency motors, and the use of computer controlled climate systems have also increased energy efficiency throughout the University. [Crit. 4 & 5]

Recycling was initially a student-initiated program at OU. Growing out of these early student efforts, the University began its official "Paper Recycling Program" in 1990. In 1992, this program was recognized as the best university-operated recycling program in the State of Oklahoma. OU has two full-time staff members and one student employee working in its Recycling Program.

SAFETY

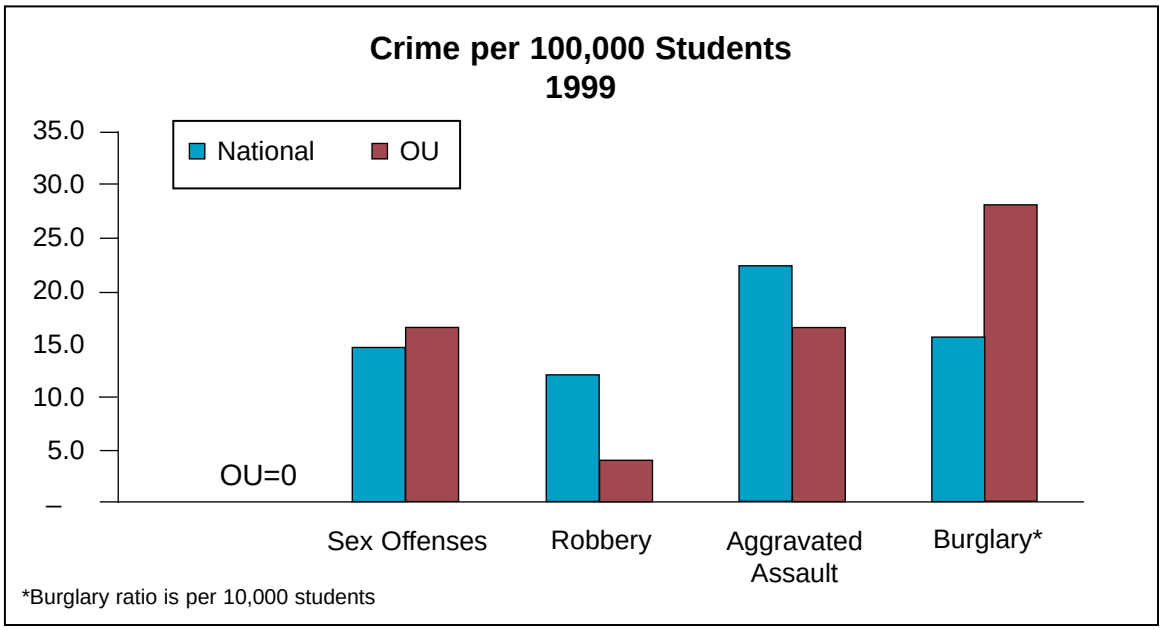
The University of Oklahoma is committed to providing a safe environment for its students, faculty, staff, and visitors. Several programs have been developed to promote safety. The University of Oklahoma Police Department operates a CrimeStoppers line providing an opportunity for people to report criminal activity anonymously. [Crit. 2] The University also operates Safe Walk, a service providing interested students, faculty, staff, and visitors with an on campus escort at night. See Sooner Safety Report 2001, pages 3, 15, 19. [Crit. 2]

Over the past several years, the University has made a significant effort to improve both the quality and quantity of exterior lighting on campus. Denver fixtures installed for aesthetic reasons have the added benefit of providing a safer environment

for night visitors to the Norman, HSC, and Schusterman sites. Additionally, in 1999, Physical Plant implemented an exterior lighting inspection program, checking all exterior lights on a daily basis. Defective lights are replaced immediately in an effort to maintain a 100% reliable outdoor illumination, once again increasing a visitor's sense of safety and security. [Crit. 2] The University has installed blue-light safety phones across campus. These phones automatically dial OUPD upon the handset being lifted from its cradle. [Crit. 2]

The past ten years have seen a flurry of activity resulting in improved fire safety systems throughout the University. All OU apartments have been equipped with fire extinguishers; all dormitory rooms now have heat/smoke detectors, sprinkler systems are being installed in dormitory high rises; fire alarm systems in over a dozen buildings have been upgraded, providing systems that are ADA compliant; delayed egress systems were installed in the athletic dormitories and in the stairwells of all dormitory high rises for safer exiting in case of emergency; fire alarm systems were installed at the University of Oklahoma Biological station situated on Lake Texoma; sprinkler systems were installed in about twenty buildings across campus, including the Law Center and the Library; and the University has spent in excess of $8 million over the past several years upgrading its fire and life safety systems. [Crit. 2]

Exhibit 4.20



As a result of the devastating tornados in Oklahoma in May 1999, the tornado siren system on campus was expanded this year. Three additional sirens were installed in housing areas to ensure that all residents can hear the warnings. These sirens are part of the City of Norman system and are initiated with other city warnings. [Crit. 2] The University has a commitment to disaster preparedness, and a committee composed of individuals from key areas is currently working on the

The Schusterman Center houses OU's graduate programs in Tulsa, including programs of the OU Health Sciences Center.

creation of a comprehensive OU Emergency Management Plan. This plan will focus on appropriate preparation for and management of emergency situations, as well as follow-up and recovery after any disaster affecting the campus and/or community [Crit. 2 & 4] The format of the plan is to include four major areas: mitigation, preparedness, response, and recovery.

In September 2000, the University created a new directorate entitled the Department of Risk Management and Safety Services within the Administrative Affairs division to bring focus to the University's commitment to assist in providing a safe and healthy environment for the University's students, faculty, staff, visitors, and to conserve the University's assets from the consequences of loss. The department is responsible for coordinating such functions as occupational safety, fire safety, environmental and radiological safety. Additionally, the department administers the University's workers' compensation self-insurance program and the State of Oklahoma property and liability insurance coverage. See http://www.ou.edu/fis/!risk.htm; and Department of Risk Management and Safety Services binder. [Crit. 2, 4 & 5]

Chapter 5

Conclusion: Celebrating Today's Success while Preparing to Meet Tomorrow's Challenges

We come to the end. As you have seen, the University of Oklahoma is an intellectually vibrant community of learning, culture, and service. We have sought out and seized the opportunities available to us during the last decade, strengthening our programs and building the infrastructure to ensure a sound future. In another sense, though, we arrive at the beginning, as OU strives to improve its programs and prepares for another decade of continuing to build a community of learning. This chapter contains the General Institutional Requirements, a brief summary of how OU meets the criteria for reaccreditation, a response to the NCA's concerns from 1992, a look at the major challenges and goals that lie ahead as we continue to strive for excellence, a review of the self-study process, and a formal request for reaccreditation for the maximum period.

Requirement of the Commission	*Institutional Response*	*References*
1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.	The current University of Oklahoma (OU) mission statement was adopted in June 1995. The mission statement is published in university documents, reports and catalogs.	General Catalog 1999-2001 p. 5 Profiles of the University of Oklahoma (Profiles), February 2001 p.1 http://www.ou.edu/bulletins/ http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
2. It is a degree-granting institution.	OU awards baccalaureate, master's, doctoral and first professional degrees as authorized by the Oklahoma State Regents for Higher Education (OSRHE). OU Norman Campus (OUNC) current degree programs include 104 baccalaureate, 72 master's, 46 doctoral, one first professional degree program, and 5 graduate certificates. OU Health Science Center (OUHSC) current degree programs include 5 baccalaureate, 26 master's, 16 doctoral, 6 first professional degree programs, and 2 undergraduate certificates.	State Regents Policies and Procedures, Oklahoma State Regents for Higher Education (PP/OSRHE), Part 2, Chapter 2, Section 4, p. II-2-24OUNC www.ou.edu/provost/ir/degreeinventory.html OUHSC www.admissions.ouhsc.edu/application/majors.htm OUNC Profiles, p. 32-35 http://www.ou.edu/provost/ir/Factbook_2001/01_00.html OUHSC Profiles, p. 1
3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.	The University of Oklahoma was authorized as an institution of higher education by the first Oklahoma Territorial Legislature in 1890. Since 1941, when the Oklahoma State Regents for Higher Education was established, all OU degrees are authorized by OSRHE under its constitutional authority.	Oklahoma Constitution, Article XIII, Section 8 and Article XIII-A 70 Oklahoma Statutes, Sections. 3201 et seq. and Sections. 3301 et seq. PP/OSRHE, Part 2, Chapter 2, Section 2, p. II-2-17 to 20.5
4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.	OU's status as a state supported public institution is established by the Oklahoma Constitution and the OSRHE policies and procedures.	PP/OSRHE, Part 2, Chapter 1, p. II-1-1 to 1-2 PP/OSRHE, Part 2, Chapter 2, Section 4, p. II-2-24 to 26
5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern that institution.	OU is governed by the University of Oklahoma Board of Regents as authorized under the state constitution. State wide resource allocation and policies and authorization of new degree programs are controlled by the Oklahoma State Regents for Higher Education.	Oklahoma Constitution, Article XIII, Section 8 and Article XIII-A 70 Oklahoma Statutes, Sections. 3201 et seq. and Sections. 3301 et seq. PP/OSRHE, Part 1, p. I-1 Policy Manual of the Board of Regents (PMBR), Section 1 http://www.ou.edu/regents/policymanual.htm http://okhighered.org/stateregents1.html

Requirement of the Commission	*Institutional Response*	*References*
6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.	The OU Board of Regents is composed of seven public members. The OSRHE is composed of nine public members. Both governing boards are appointed by the governor and confirmed by the state senate.	Oklahoma Constitution, Article XIII, Section 8 and Article XIII-A, Section 2 70 Oklahoma Statutes, Sections. 3201 et seq. and Sections. 3301 et seq. PMBR, Section 1PP/OSRHE, Part 1, p. I-3 http://www.ou.edu/regents/policymanual.htm
7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.	The OU Board of Regents appoints the President. David L. Boren was appointed November 1994.	PMBR, Section 1 http://www.ou.edu/regents/policymanual.htm
8. Its governing board authorizes the institution's affiliation with the Commission.	The University of Oklahoma has been a charter member of the North Central Association of Colleges and Schools since its founding in 1895. It was first accredited in 1913. OSRHE require all member institutions to achieve NCA accreditation.	PP/OSRHE, Part 2, Chapter 2, Section 1, p. II-2-2 to 2-3
9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.	For OU NC: 95.2% percent of the full-time tenure/tenure-track faculty hold a terminal degree appropriate for the subject of instruction.88.6% percent of all full-time instructional faculty hold a terminal degree. For OU HSC: 99.7% percent of the full-time tenure/tenure-track faculty hold a terminal degree appropriate for the subject of instruction.98.1% percent of all full-time instructional faculty hold a terminal degree.	OUNC Profiles, p. 110 for Norman Campus OUHSC, Equal Opportunity and Affirmative Action Office http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
10. A sufficient number of the faculty are full-time employees of the institution.	OU NC has 940 full-time instructional faculty (81%) and 218 part-time instructional faculty (19%). OU HSC has 781 full-time instructional faculty (80%) and 200 part-time instructional faculty (20%).	OUNC Profiles, p. 108, 119 OUHSC Profiles p. 37,38 and OUHSC part-time faculty data http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.	University of Oklahoma faculty members on all campuses are involved in all phases of academic planning, development, and assessment of new and on-going educational programs. This process is carried out through departmental faculty, college level faculty committees, Faculty Senate, Graduate Council, and Academic Programs Council.	OUNC Faculty Handbook, 2-4, 2-7, 2-8 OUHSC Faculty Handbook, 2.7.2, 2.7.3 http://www.ou.edu/provost/pronew/content/fhbmenu.html http://w3.ouhsc.edu/Provost/faculty_handbook/handbook.htm

Requirement of the Commission	*Institutional Response*	*References*
12. It confers degrees.	OU conferred the first degree in 1896. In academic year 1999-2000, 5,644 degrees were conferred.	Profiles NC: AY 99-00, p. 36-39, Trend, p. 40 HSC: Trend, p.6 http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
13. It has degree programs in operation, with students enrolled in them.	For Fall 2000 the university's total enrollment was 27,897. OUNC students are enrolled on the central campus (21,622), at OUNC/Tulsa (513), and through non-traditional programs (2,945). OUHSC students are enrolled on the Oklahoma City main campus (2,446), in Tulsa (219), and 4 other locations around the state (152).	OUNC Profiles, p. 73-81, 100, 103-105OUHSC Profiles, p. 8 http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.	Compatible with the institution's mission as a comprehensive public research university, OU offers an array of degree programs at the undergraduate, professional, and graduate levels.	General Catalog 1999-2001 http://www.ou.edu/bulletins/
15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.	An OSRHE policy defines a hierarchy of nomenclature for degree programs. This nomenclature follows standard practice in higher education in naming degrees and programs. Detailed undergraduate degree requirements are available as printed sheets or on the World Wide Web. By OSRHE policy baccalaureate degree programs must be at least 120 credit hours in length, and include a minimum of 40 credit hours of general education.	PP/OSRHE, Part 2, Chapter 2, p. II-2-18 & 2-19 General Catalog vww.ou.edu/bulletins Undergraduate Degree Requirements www.ou.edu/bulletins/degree-sheets/degrindx.htm PP/OSRHE, Part 2, Chapter 2, p. II-2-85 & 2-86
16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.	OU implemented a university wide general education core curriculum in Fall 1990. A minimum of 40 credit hours in 4 core areas of knowledge is required. The Provost's Advisory Committee for General Education Oversight approves courses for general education credit and provides oversight of the program. OSRHE policy sets a minimum standard for statewide general education.	General Catalog, p. 9 PP/OSRHE, Part 2, Chapter 2, II-2-85 PP/OSRHE, Part 2, Chapter 2, II-2-87 to 2-87.5 http://www.ou.edu/provost/pronew/content/pacgeo.html http://www.ou.edu/bulletins/

Requirement of the Commission	*Institutional Response*	*References*
17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.	OSRHE sets undergraduate admission standards and places a limit on the number of first time entering freshmen who may be admitted without meeting these standards. OU has requested and had approved increasingly higher standards above the minimum 3 times in the past 2 years. Graduate admission requirements are specific to the needs of each discipline within general standards of the Graduate College. Health Sciences Center undergraduate programs and all OU professional programs operate on competitive admission.	PP/OSRHE, Part 2, Chapter 2, II-2-35 to 61.17
18. It provides its students access to those learning resources and support services for its degree programs.	OU provides an extensive array of learning resources and support services. These include a system of libraries, computer networks, career services, advising, counseling, testing, recreation and a variety of other support services. The OU library ranks 27th in the total number of volumes held among the largest research libraries in North America. The Bird Library at the Health Sciences Center is the only health professions library in the state.	General Catalog, p. 9-17Association of Research Libraries Statistics 98-99 http://www.ou.edu/bulletins/
19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.	Financial Statements for the University of Oklahoma are audited annually. KPMG LLP was the auditor for FY2000. FY2000 was the 5th year of a 5 year contract. Cole and Reed, P.C. is contracted for the next 5 year period. The FY2000 audit report was presented to the OU Board of Regents at the December 2000 meeting.	OUNC FY2000 Audited Financial Report OUHSC FY2000 Audited Financial Report
21. Its financial practices, records, and reports demonstrate fiscal viability.	In FY 2000 82.5% was allocated for instruction, research, academic support, public service, scholarships/ fellowships and student services on the Norman Campus. In FY 2000 80.2% was allocated for instruction, research, academic support, public service, scholarships/ fellowships and student services on the Health Sciences Center Campus.	OUNC FY 2000 Audited Financial Report OUHSC FY2000 Audited Financial Report

Requirement of the Commission	*Institutional Response*	*References*
22-1. Its catalog or other official documents include its mission statement along with accurate descriptions of: Its educational programs and degree requirements;	Educational programs are described in the university catalog and on the internet.	General Catalog 1999-2001 http://www.ou.edu/bulletins/
22-2. Its academic calendars;	Academic calendars are in the General Catalog and each semester in the Class Schedule. Current information is available on the OU web site.	General Catalog, p. iv Class Schedule, various semesters http://www.ou.edu/bulletins/
22-3. Its learning resources;	Library, computing and other learning resources are described in the university catalog.	General Catalog, p. 11-17 http://www.ou.edu/bulletins/
22-4. Its admissions policies and practices;	Admission policies are published in the General Catalog and in recruiting materials. Current information is located on the Admissions and Records web site.	General Catalog, p.23-30 http://www.ou.edu/bulletins/
22-5. Its academic and non-academic policies and procedures directly affecting students;	Academic Policies are published in the General Catalog and Faculty Handbook, non-academic policies in the Student Handbook.	General Catalog, p. 23-38, http://www.ou.edu/bulletins/ OU HSC Online Student Handbook, www.admissions.ouhsc.edu/books/STUHAND OU HSC Faculty Handbook, http://w3.ouhsc.edu/Provost/faculty_handbook/handbook.htm OU NC Student Code, http://www.ou.edu/studentcode/ OU NC Faculty Handbook, http://www.ou.edu/provost/pronew/content/fhbmenu.html OU NC GA Handbook, http://gradweb.ou.edu/docs/information/gahandbook/index.htm
22-6. Its academic and non-academic policies and procedures directly affecting students;	Charges and refund policies are published in the General Catalog and each Class Schedule. Current information is located on the Bursar Office web site.	General Catalog, p. 39-41 Spring 2001 Class Schedule, p.9 -12 and p. 117-120 http://www.ou.edu/bulletins/
22-7. and the academic credentials of its faculty and administrators.	The academic credentials of the faculty and administrators are published in the General Catalog.	General Catalog, p. 444-462 http://www.ou.edu/bulletins/
23. It accurately discloses its standing with accrediting bodies with which it is affiliated.	OU accreditation information is published in the General Catalog and annually in the fact book, Profiles of the University of Oklahoma.	General Catalog, p. 6 OUNC Profiles, p. 24-25 OUHSC Profiles, p. 2-3 http://www.ou.edu/bulletins/ http://www.ou.edu/provost/ir/Factbook_2001/01_00.html
24. It makes available upon request information that accurately describes its financial condition.	OU annually prepares its operating budget and audited financial report. These are public documents and are available at several campus locations.	Norman Campus and Health Sciences Center FY 2001 Budget Books Norman Campus and Health Sciences Center FY 2000 Audited Financial Report OUNC Profiles p. 131-137 OUHSC Profiles p. 43-45 http://www.ou.edu/provost/ir/Factbook_2001/01_00.html

CRITERIA

As this self-study has shown, the University of Oklahoma has demonstrated with analysis backed by evidence that it meets the five criteria for accreditation, going beyond these criteria and using these criteria to evaluate the goal of providing a community that cherishes learning. The cross-references below, referring back to earlier chapters, are meant to be illustrative and not exhaustive.

CRITERION ONE: *The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

Consistent with its mission, the University strives to serve the educational, cultural, and economic needs of the state, region, and nation. See http://www.ou.edu/web/academics. As one of two comprehensive public research institutions in the state, it has the dual purposes of providing an undergraduate education for the most academically gifted students attending college within the state and of being at the forefront as a major research institution. In addition to serving the public through its educational and research activities, it also serves the public through direct service provided by faculty, staff, and students. By helping students form community and inculcating the value of public service, the University indirectly serves the public as students graduate and enter the larger community. This self-study has provided a pattern of evidence demonstrating that Criterion One has been met. The evidence is clearly marked throughout the self-study, and the following are meant merely as illustrative examples of the quality and quantity of the evidence presented throughout. OU has shown that it has long and short range institutional goals, see e.g., pages 2.8, 2.10, 4.2, supra; processes involving its constituencies, through which it evaluates its purposes, see e.g., pages 2.2, 2.16, 2.32, 4.2 - 4.6, Chapter 5, supra; decision-making processes that are appropriate to its stated mission and purposes, see e.g., pages 2.8, 4.2, supra; understanding of stated purposes by institutional constituencies, see e.g., pages 2.10, 4.8, supra; efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures, see e.g., pages 2.1, 2.15, supra; support for freedom of inquiry for faculty and students, see e.g., Faculty Handbook, supra; and an

institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students, see e.g., pages 2.4, 2.5, 2.13 supra.

CRITERION TWO: *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

This self-study has provided a pattern of evidence demonstrating that Criterion Two has been met. The evidence is clearly marked throughout the self-study, and the following are meant merely as illustrative examples of the quality and quantity of the evidence presented throughout. OU has shown governance by a board consisting of people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity, see e.g., pages 2.2, 2.10, 4.1, supra; effective administration through well-defined and understood organizational structure, policies, and procedures, see e.g., pages 2.2, 4.2, supra; qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them, see e.g., pages 2.21, 4.1- 4.6, 4.8, supra; systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making process, see e.g., pages 2.2, 2.8, 2.13, 4.1- 4.8, supra; faculty with educational credentials that testify to appropriate preparation for the courses they teach, see e.g., pages 2.2, 2.16, supra; a sufficient number of students enrolled to meet the institution's stated educational purposes, see e.g., page 1.1, supra; provision of services that afford all admitted students the opportunity to succeed, see e.g., pages 3.2, 3.3, 3.5, 4.30, supra; a physical plant that supports effective teaching and learning, see e.g., pages 3.4, 4.15, supra; conscientious efforts to provide students with a safe and healthy environment, see e.g., pages 4.34 - 4.36, supra; academic resources and equipment adequate to support the institution's purposes, see e.g., pages 4.19- 4.28, supra; a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning, see e.g., pages 2.4, 2.5, 3.1, 4.11-4.29 supra; and management of financial resources to maximize the institution's capability to meet its purposes, see e.g., pages 4.11-4.29, supra.

CRITERION THREE: *The institution is accomplishing its educational and other purposes.*

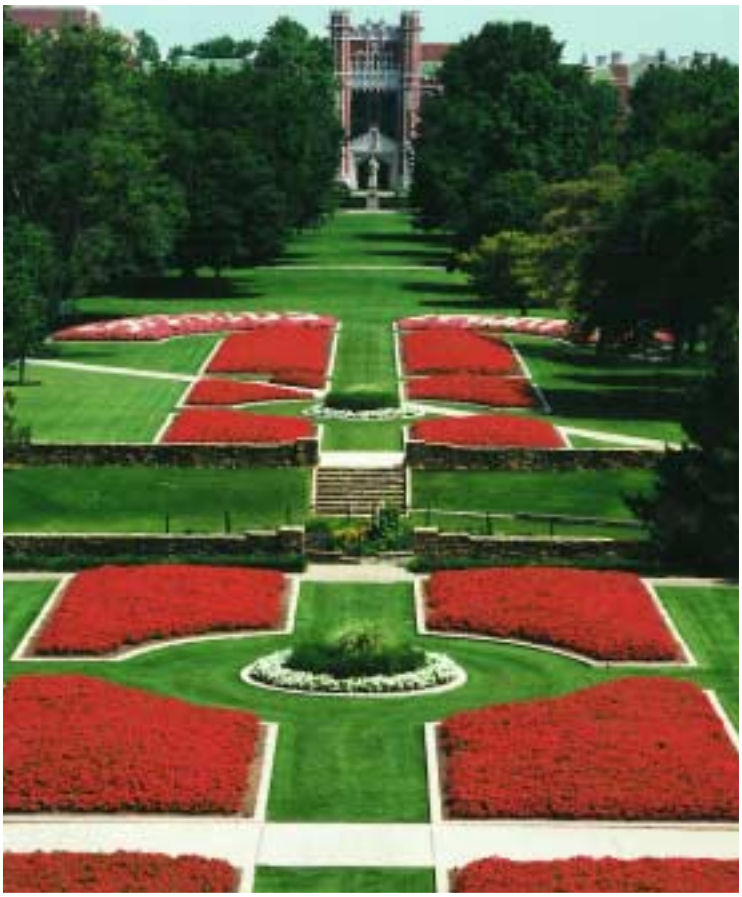
This self-study has provided a pattern of evidence demonstrating that Criterion Three has been met. The evidence is clearly marked throughout the self-study, and the following are meant merely as illustrative examples of the quality and quantity of the evidence presented throughout. OU has shown that it has educational programs appropriate to an institution of higher education, see e.g., pages 2.1, 2.12, supra; assessment of appropriate student academic achievement in all its programs, see e.g., pages 2.13 - 2.15, 2.38-2.46 supra; graduate programs that distinguish clearly graduate from undergraduate offerings; are approved, taught, and evaluated by a graduate faculty that possesses appropriate credentials and experience; expect students and faculty to value and engage in research; restrict graduate academic credit for prior learning; and use results of regular internal and external peer review processes to ensure quality, see e.g., pages 2.15 - 2.18, supra; transcripts that follow commonly accepted practices and accurately reflect student learning, see Resource Room; effective teaching that characterizes its courses and programs, see e.g., pages 2.7, 2.13, supra; ongoing support for professional development for faculty, staff, and administrators, see e.g., pages 2.6, 4.8, supra; student services that effectively support the institution's purposes, see e.g., pages 3.2 - 3.9, supra; staff and faculty service that contribute to the institution's effectiveness, see e.g., pages 3.9, 4.3 supra; support for basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research, see e.g., pages 2.18 - 2.22, 4.18, 4.19 - 4.23, supra; support for the fine and creative arts through the provision of sufficient human, financial, and physical resources to produce creative endeavors and activities, see e.g., pages 2.27, 3.10-3.12, supra; and evidence of effective delivery of educational and other services to its community, see e.g., pages 2.30, 2.36, 3.9, 3.12-3.13, supra.

CRITERION FOUR: *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

This self-study has provided a pattern of evidence demonstrating that Criterion Four has been met. The evidence is clearly marked throughout the self-study, and the following are meant merely as illustrative examples of the quality and quantity of the evidence presented throughout. OU has shown that it has a current resource base - financial, physical, and human - that positions it for the future, see e.g., pages

2.23, 2.27, 2.29, 2.34, 4.11- 4.29, supra; decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution, see e.g., pages 2.8, 2.13, 2.32, 4.1 - 4.8 supra; structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty, and administration, see e.g., pages 2.7, 2.15, 2.46, 4.2-4.8, supra; plans as well as ongoing, effective planning processes necessary for the institution's continuance, see e.g., pages 2.2, 2.10, 2.14, 2.17, 2.34, 2.46, 3.8, 4.2, 4.5, 4.18 supra; and resources organized and allocated to support its plans for strengthening both the institution and its programs, see e.g., pages 2.10, 2.23, 2.27, 2.29, 3.3, 4.11- 4.29, supra.

CRITERION FIVE: *The institution demonstrates integrity in its practices and relationships.*



This self-study has provided a pattern of evidence demonstrating that Criterion Five has been met. The evidence is clearly marked throughout the self-study, and the following are meant merely as illustrative examples of the quality and quantity of the evidence presented throughout. OU has shown that it has student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures, see e.g., pages 2.7, 4.32, supra; policies and practices for the resolution of internal disputes within the institution's constituency, see e.g., pages 2.8, 4.32, supra; policies and practices consistent with its mission related to equity of treatment, non-discrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community, see e.g., pages 2.11, 3.6, 4.29, 4.30, supra; transcripts that follow commonly accepted practices and accurately reflect a student's academic experience, see Resource Room; institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs, see Resource Room; relationships with other institutions of higher education conducted ethically and responsibly, see e.g., pages 2.33, supra; appropriate support for resources shared with other institutions, see e.g., pages 2.33, supra; policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises, see e.g., pages 4.7, 4.31, 4.33, supra; and oversight processes for monitoring contractual arrangements with government, industry, and other organizations, see e.g., pages 2.21, supra.

ADDRESSING NCA'S 1992 CONCERNS

The Commission's specific and general 1992 concerns have been addressed throughout the self-study report. In this section, OU provides a brief response to the Commission's specific concerns.

CRITERION 2

Frequent Changes in key leadership positions have produced frequent changes in institutional direction and goals with the result that understanding and consensus among members of the faculty is often lacking.

David Boren clearly articulated his vision for the University when he became President six and one-half years ago. Throughout his tenure that vision, with its institutional direction and goals, has remained constant. Officers, senior staff, and academic deans are all expected to work toward the implementation of this vision. The organization of this self-study reflects the broad institutional commitment to building a community of learning, emphasizing the dual roles of providing a rigorous undergraduate education and continuing to build a reputation as a world renowned research university. The core of this academic community must be situated on the residential Norman campus coupled with a strong health sciences presence in the state's two largest cities - Oklahoma City and Tulsa. This is supplemented with unique programs at other locations in the state and the world, especially graduate programs in Tulsa and Advanced Programs at military bases throughout the world.

Communication between the central administration and the faculty, staff and students has not been very effective (e.g., the areas chosen for special emphasis by the administration seemed unknown on campus outside the committees that worked on them).

From the onset of his presidency, David Boren established interlocking layers/linkages of communication between the central administration and the faculty, staff, students, alumni, and community. The President meets with the student, staff, and faculty senates on a regular basis. Annual retreats are hosted by the President with the Regents and Deans. The President's Action Line provides a communication link where anyone with a concern about the University may call and be guaranteed a

response. Relocating the President's residence on campus to the Boyd House and teaching two classes a year has made the president more visible around campus. Provosts for the Health Sciences Center and the Norman Campus were selected from among existing OU faculty specifically to facilitate the communication link from the President to the faculty and staff. The Provosts have regular meetings with their Deans and campus administrative officers, including a yearly retreat. They also meet regularly with students, faculty, and staff on their respective campuses. The Campus Connections publication was established as another communication link from the President to all members of the faculty and staff. Campus computer networks were established to use email as a communication link between central administration and the faculty and staff.

The College of Law's building project provides an example of the positive impact of strengthened communication linkage between the faculty and the central administration. One of the President's stated goals when he assumed office was to move the College of Law back to the central part of campus by renovating its original building (vacated by the College of Law in 1976) and building a new addition. After much dialogue between the President's office and the faculty, staff, and students of the College of Law, the decision was made to abandon the original goal and to make the renovations and addition at its present location.

Infrastructural support for departments is limited or inadequate in various ways (e.g., mechanical engineering, physics, and the music auditorium etc.)

As this report documents, the physical infrastructure of the University has been improved greatly during the past decade. Among the building projects have been an addition to the physics building, building Phase II of the Catlett Music Center, completion of the natural history museum, an addition to the Law Center, and an addition for the Honors College. In various stages of planning are a new building for the College of Journalism and Mass Communications, a new building for the School of Meteorology, a new multi-use research building, an addition for the College of Business, renovation of existing buildings for the College of Arts & Sciences administrative and advising offices, renovation of Holmberg Hall, and renovation of existing space for Chemistry/Biochemistry.

A potentially dangerous condition exists in the School of Art's building because proper ventilation may be impeded by alterations that have been made in the building's internal structure.

The Jones Art Center was constructed in 1971. In 1988, an Energy Conservation Project was implemented, which converted the constant volume air system to a variable air volume system. The minimum airflow was set at zero, and the return/relief fans were disabled. The system operated with many complaints concerning the temperature, airflow, and odors. In 1992, the Physical Plant re-commissioned the return/relief fans and began installing minimum air controls for each space. The exhaust ductwork in the existing darkrooms was re-configured, and the volume of air exhausted was increased. Several exhaust hoods were added on the upper floors. Internal renovations by the building occupants have altered air circulation patterns, and building leakage added to indoor air pollutants. In the late 1990's, the Ceramics lab was relocated to space on south campus, reducing pollution within the building. At that time, the exhaust system in the photography lab was upgraded. The roof and skylight system on the academic portion of the building have been replaced. At this time no dangerous condition exists.

CRITERION 3

There are too few women and minorities in key leadership positions at the University.

The University has consciously attempted to recruit women and minorities for key leadership positions at the University. Exhibit 5.1 provides a look at the percentage of women and minorities in these positions at the University of Oklahoma.

Exhibit 5.1

Full-Time Faculty & Staff In Leadership Roles

	Percent of Women		Percent of Minorities	
	Norman Campus	HSC	Norman Campus	HSC
Deans	20.0%	38.5%	7.0%	12.5%
Faculty	27.7%	35.5%	16.0%	14.6%
Exec/Admin/Managerial	47.0%	64.5%	15.0%	13.2%

The absence of strong linkage between the academic review process and the resource and planning process has limited the effectiveness of the review program.

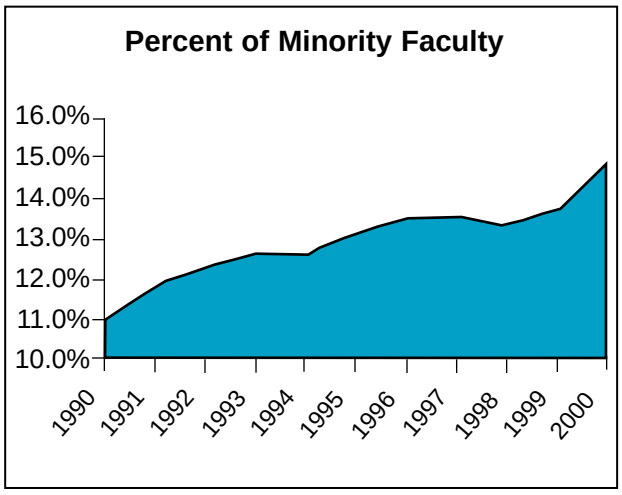
Since the last site evaluation, the University has attempted to strengthen the link between the academic review process and the planning process. In addition to the department's own self-study, external review, and review by the Campus Departmental Review Panel, the academic review process now culminates in a Dean's Action Plan for the department based on the CDRP's recommendation. As discussed in Chapter 2, pages 2.43-2.46, the primary purpose of program review has been to aid departmental development and planning within existing resources. Program review is not meant as a contest between units whereby they compete for scarce resources. With that said, there is an ancillary tie between program review and resource planning as seen in the outcome of the School of Music's Program Review. See Chapter 2, page 2.45.

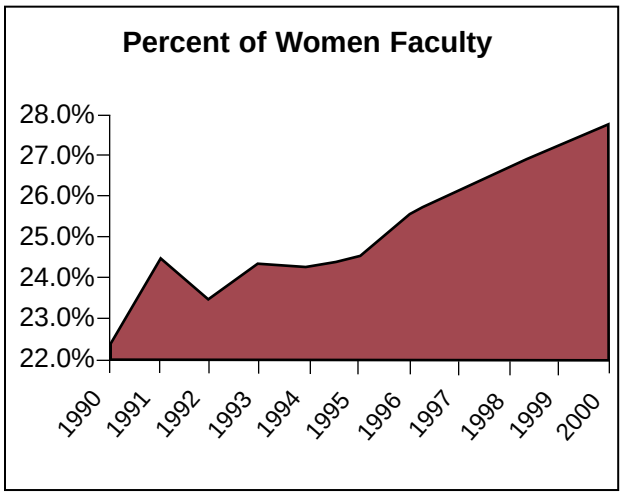
The progress made in the recruitment of minority and women faculty members could rapidly erode if the initiatives started in recent years are not continued.

The University has consciously attempted to recruit women and minority faculty members at the University. See supra, page 2.5 Exhibit 5.2 provides a look at the percentage of women and minorities in faculty positions at the University of Oklahoma.

Exhibit 5.2

Full-Time Faculty Diversity Trends
Fall 1990 to 2000





CRITERION 4

There is widespread confusion and uncertainty about the status of the University's strategic plan.

When David Boren interviewed for the presidency, he presented the Board of Regents with a White Paper outlining his proposed strategic initiatives for the University. In hiring him as President, the Board expressed confidence in his vision and future direction. President Boren consistently uses speeches, print media, broadcast media and his many meetings with faculty, staff, student, alumni and community groups to reiterate the strategic initiatives for the institution and works with various constituent groups to continually sharpen and refine this plan. Within the context of these broad strategic initiatives, planning occurs at every level of the University. Departmental, college, and campus level participation in planning and evaluating are an ongoing process. On the Norman campus, all Provost-Direct Units and Colleges participate in an annual spring planning and goal setting process that provides assessment and progress to achieving goals directly to the Provost and the President. This material is then synthesized into an annual Academic Plan and is available on the Provost's website for any interested party. Strategic plans of the colleges at the HSC are similarly developed and readily available for any interested party. Clearly, elimination of communication disconnects with the faculty, staff, and students, regarding the current and future direction of the University of Oklahoma was and remains a high priority of President Boren and his academic and administrative leadership team.

Progress toward institutional goals will be slowed significantly if additional space is not provided soon at the Health Sciences Center.

Since the last site visit, the Health Sciences Center has added a $5 million student center, a $10 million family medicine clinic, a $26 million biomedical research center, and a $26 million OU Physicians Clinic Building. Existing teaching and learning space has been updated and upgraded with enhanced seating and multimedia technology, and student computer labs have been established throughout the campus. Student governance offices have been established within the colleges and the student center. Additions are planned for Phase I of a College of Allied Health, Phase II of the Biomedical Research Center, student housing, and student center expansion.

MAJOR CHALLENGES AND GOALS

With the tremendous progress made over the last decade, especially in the last five or six years, the greatest challenge will be to continue to harness the rich resources in ways that maximize the University's ability to excel in its mission. As this report reflects, we believe that the institution is organized and equipped to meet this challenge. University growth has come at a time of growth in the state economy. A future challenge, which the University is planning for now, will be to sustain University growth when the state economy slows as it will inevitably do at some point. The tremendous increase in the endowment will allow the University to weather future economic storms better than it has in the past. Additionally, the University is proactively engaged in an effort to link the University's research growth with state economic development to the mutual benefit of both.

Listed below are specific challenges and goals facing the University of Oklahoma within the foreseeable future.

1. Stabilize first-time freshman enrollment within the range of 3,000 to 3,200 with an average ACT of 25 or higher, stabilize the total number of undergraduates at 18,000, and sustain a 20% minority student population.

2. Continue to increase the quality, size, and diversity of the faculty by adding additional lines in areas of strategic interest or enrollment pressure; raise faculty salaries to more competitive levels; and continue to increase the number of funded chairs and professorships.

3. Continue to increase library funding by $1 million a year according to the ten year plan with the expectation that the University Libraries will be ranked, by the Association of Research Libraries, among the top three in the Big 12.

4. Utilize the new position of Chief Information Officer to better coordinate all aspects of telecommunications and computing systems for teaching, research, student services and records, including creating better coordination between the Norman and HSC campuses while meeting the diverse and sometimes unique needs of the individual departments.

5. Build a Research Park on Norman's south campus with private incubator space, to be funded with a combination of private funds, public bond funds, and commercial partners.

6. Secure funding and complete a new National Weather Center. This Center will house the School of Meteorology; be an anchor tenant of the new Research Park; foster economic development; and ease the facility shortage on Norman's main campus.

7. Secure funding and complete a new Multi-purpose Research and Technology Facility as the other anchor tenant of the new Research Park. This project will also foster economic development and ease the facility shortage on Norman's main campus.

8. Secure funding for Phase II of the Biomedical Research Center multidisciplinary research facility on the HSC campus.

9. Continue to decrease administrative costs by reducing duplication wherever possible between the Norman and HSC campuses. Norman and HSC have largely separate administrative systems, somewhat different business processes, and redundant staffs. While many of these differences are justifiable and appropriate on the basis of geography and academic mission, others are not, especially in administrative and support areas. With the support of the President and the two Provosts, the respective Vice Presidents for Administrative Affairs have embarked on a deliberate effort to eliminate unnecessary redundancies and to create a more efficient organization. Any and all savings achieved as a result of this two or three-year project will accrue to the University's academic mission.

10. Continue to implement the Campus Master Plan to create a campus environment at the Health Sciences Center in Oklahoma City.

11. Continue to make improvements in retention and graduation rates.

12. Continue to expand student opportunities for exposure to world-renowned faculty by funding outstanding visiting professors to come to teach for up to a semester.

13. Understand and respond appropriately to the implications for higher learning of the vast changes in technology at the dawn of the 21st century:

    A. Faculty and staff development in use and integration of technology across the curriculum;
    B. Faculty and staff development in the understanding of changes in student learning in a technologically advanced environment;
    C. Acquisition of sufficient budget resources to support continuing evolution of teaching-learning technology to keep pace with learner proficiency in the evolving technology.

14. Meet increasing needs of students at all levels (undergraduate, graduate, and professional) for financial assistance.

15. Assess and address the institutional impact of projected faculty retirements in larger proportion than any other time in the history of American higher education.

16. Acquire sufficient funds to maintain or replace aging structures, teaching and learning equipment, and research equipment.

17. Sustain the University as a unique intellectual community, rich in history, diverse in peoples, and enhanced by the arts, providing students with a model for communities that they will create in future generations.

18. Revisit the undergraduate general education requirements to ensure that all students receive a truly broad based liberal arts education and to make sure that students are not fulfilling their core requirements with courses that are too narrow in focus.

19. Use the University and its resources wisely to enhance the state culturally and economically by:

    A. Exporting to the broader state community the love for and importance of education and learning;
    B. Working with state officials to keep more of OU's talented graduates in the state after graduation;

C. Working in collaboration with state and private industry to attract business to the state, provide a welcoming environment complete with an educated work force for both corporate relocations and start-up firms.

SELF-STUDY PROCESS

President Boren appointed Professor Michael Scaperlanda, the Gene and Elaine Edwards Family Chair in Law, as the Self-Study Coordinator in 2000. In April of 2000, Scaperlanda and Norman Campus Senior Vice President and Provost Nancy Mergler attended the North Central Association's Commission on Higher Education's Annual Meeting and Self-Study Workshop in Chicago. During the spring of 2000, Scaperlanda met with various groups on campus to help formulate an appropriate committee structure, develop a list of potential committee members, and ascertain whether the University should engage in a general self-study or seek a special emphasis self-study. During the summer of 2000, dialogue continued on these issues, and the steering committee membership and overall committee structure took form.

After reviewing the proposed Plan for Institutional Self-Study and Committee Structure, the Steering Committee formally met on August 30, 2000. The Plan was approved by the Steering Committee and submitted to Ms. Karen Kietzman, our NCA liaison, for review and comment.

From the end of August 2000 through much of March 2001 the Academic Affairs and Curriculum Committee; the Physical Resources, Human Resources, and Fiscal Resources Committee; and the Student Affairs Committee met several times, formulating plans for proceeding, gathering documents, analyzing the information gathered, and drafting subcommittee reports. Throughout this period, the Self-Study Coordinator and at least one member of the Data Coordination and Resource Room Management Committee were in continuous contact with the reporting committees.

During this same time frame, the Data Coordination and Resource Room Management Committee began gathering data for the resource room and established a web site for the self-study (http://www.ou.edu/ncaselfstudy). The Communication and Third Party Comment Committee utilized various campus media outlets to begin to inform the University public about the self-study process and the upcoming site visit from the Commission on Higher Learning. The Hospitality Committee began laying the groundwork for the logistics of providing adequate housing and workspace for Consultant Evaluators. In January of 2001, Ms. Kietzman visited

Oklahoma, meeting with the Steering Committee and all of the subcommittees. Her insights were extremely valuable and helped keep the committees moving in the right direction.

Throughout the Self-Study process, the Self-Study coordinator made presentations about the Self-Study process to various campus groups, including, the Faculty Senate Executive Committees on both the Norman and Health Science Center campuses, the Norman and Health Sciences Center Faculty Senates, the Norman and Health Science Center Staff Senates, Student Congress, Graduate Student Senate, the weekly Vice Presidents meeting, the Dean's Council, a University wide Assessment Workshop, and the College of Business faculty. The Faculty and Staff Senates were instrumental in providing names for faculty and staff representation on the various committees. The Faculty Senates and the Staff Senates, through their executive committees also agreed to serve an oversight function, reviewing and commenting on the draft self-study.

From the three subcommittee reports, the Self-Study Coordinator drafted the initial Self-Study report. The draft was read by the Steering Committee, discussed in a Steering Committee Meeting, revised by the Coordinator, and then read, discussed, and approved by the Steering Committee. The approved draft was sent to the Subcommittees, Faculty Senates, Staff Senates, the various student organizations, various other campus constituents, and OU's Higher Learning Commission liaison for review and comment. The draft was put on the web, and the Communication and Third Party Comment Committee used local media to invite comments on the draft. An e-mail announcing the draft and providing a web link to the draft was sent to 49,396 people who have an interest in OU. After revisions in response to comments, the Steering Committee met and adopted the final version of the Self-Study Report.

REQUEST FOR REACCREDITATION

As has been shown throughout this self-study, the University of Oklahoma meets and/or exceeds the criteria of eligibility for accreditation, satisfies the General Institutional Requirements, and fulfills the obligations for membership in the Association. The University therefore formally requests reaccreditation for the maximum period from the Higher Learning Commission of the North Central Association.

Appendix A

NCA Committee Structure

STEERING COMMITTEE

Michael Scaperlanda, NCA Coordinator, Edwards Family Chair in Law, Professor of Law & Faculty Fellow, Provost Office
Nancy Mergler, Senior Vice President & Provost - Norman
Joseph Ferretti, Senior Vice President & Provost - HSC
Paul Bell, Chair, Academic Affairs & Curriculum Committee
Bill Henwood, Chair, Physical Resources, Human Resources & Fiscal Resources Committee
Clarke Stroud, Chair, Student Affairs Committee
Cheryl Jorgenson, Chair, Data Coordination & Resource Room Management
Catherine Bishop, Chair, Communication & 3rd Party Comment Committee
Nanette Hathaway, Chair, Hospitality Committee
Ray Kling, HSC Rep/Vice Provost, Acad/Student Affairs & Dean, Graduate College
Gerald Gurney, Assoc Athletic Director, Academic Affairs
Carole Sullivan, HSC Rep/Dean, Allied Health

REPORTING COMMITTEES

Academic Affairs & Curriculum Committee

Paul Bell, Chair, Vice Provost for Instruction & Dean, College of Arts & Sciences
Greg Heiser, Assistant Provost, Director of Academic Program Review
Rosa Cintron, Dean, University College
Lee Williams, Vice President for Research & Dean, Graduate Colllege
William Ray, Dean, Graduate College - Tulsa
James Pappas, Vice President for University Outreach & Dean, Liberal Studies
Pat Lynch, Director, Admissions
Paul Gilje, Professor of History & Faculty Senate Representative
Edward Perkins, Director, International Programs Center
Joseph Harroz, Vice President and General Counsel
Richard Gipson, Professor, School of Music and Faculty Senate Representative
William Beasley, Professor, School of Meteorology and Faculty Senate Representative
Ray Kling, HSC Rep/Vice Provost, Acad/Student Affairs & Dean, Graduate College
Willie Bryan, HSC Rep/Vice Provost, Education Svcs and Registrar
Jane Sarber, DC Liaison, Director, Assessment & Learning Center

Physical Resources, Human Resources & Fiscal Resources Committee

Bill Henwood, Chair, Associate Vice President for Administrative Affairs
Gary Ward, Director, Physical Plant
Chris Kuwitzky, Controller
Dennis Aebersold, Chief Information Officer
Matt Hamilton, Associate Vice President, Admissions, Records and Financial Aid
Melinda Hall, Assistant Equal Opportunity/Affirmative Action Officer

Physical Resources, Human Resources & Fiscal Resources Committee (continued)
- Anthony Barrens, Staff Senate Representative & Sr. Academic Counselor
- Richard Little, Associate Vice President for Continuing Education & Academic Programs
- Pat Weaver-Meyers, Director, Info. Management & Delivery, University Libraries and Fac Sen Rep
- Nancy Lewis, Assistant Vice President, OU-Tulsa
- Cindy Cash, Manager, Academic Personnel & Budget Records
- Simin Pulat, Professor, Industrial Engineering, College of Engineering and Fac Sen Rep
- Marcia Bennett, Vice President for Health Sciences & Interim Chief Information Officer
- Ken Rowe, Vice President for Administrative Affairs, Health Sciences Center
- Anita Mann, DC Liaison, Assistant to the Vice President, Continuing Education

Student Affairs Committee
- Clarke Stroud, Chair, Vice President for Student Affairs
- Nanette Hathaway, Coordinator, Volunteer Programs, Student Affairs
- Millie Audas, Director, International Exchange Program
- Karen Renfro, Executive Director, Prospective Student Services
- Amelia Adams, Assistant Dean, Graduate College
- Dave Schrage, Director, Student Housing
- Chris Kannady, 2000-01 UOSA President
- Chris Grossman, Chair, Graduate Student Senate (GSS rep)
- Heather Lehman, Secretary, Student Congress (Student Congress rep)
- Sophia Morren, Assessment Specialist for Student Satisfaction, University College
- Becky Barker, Director, Center for Leadership Development, Student Affairs
- Robbie Wahnee, Former Assistant to the Vice President, Student Affairs
- Jack Kasulis, Associate Professor, Marketing, Price College of Business and Fac Sen Rep
- Trent Gabert, Assoc Dean, Liberal Studies, Prof. Health/Sports Sciences and Fac Sen Rep
- Molly Tovar, Assoc Vice Provost for Student Affairs and HSC Representative
- Robie Herman, President, OUHSC Student Association
- Terri Turkington, DC Liaison, Assistant Controller & Director, Financial Support Services

SERVICE COMMITTEES

Data Coordination & Resource Room Management Committee
- Cheryl Jorgenson, Chair, Assistant Provost & Director, Institutional Research & Reporting
- Robert Kelly, Information Technology Specialist II, Provost Office
- Jane Sarber, Director, Assessment & Learning Center
- Terri Turkington, Assistant Controller & Director, Financial Support Services
- Anita Mann, Assistant to the Vice President, Continuing Education
- Tom Hardy, Vice-Provost for Educ Svcs, Asst to VP Educ Systems Sppt & HSC Rep
- Judy Cain, Editor, Catalog, Admissions & Records
- Carole Call, Asst. Equal Opportunity/Affirmative Action Officer & Dir., Institutional Research, HSC

Appendix A

Communication & 3rd Party Comment Committee

- Catherine Bishop, Chair, Vice President for Public Affairs
- Stanton Nelson, Special Assistant to the President, State & Legislative Affairs
- Jeff Hickman, Press Secretary
- Jim Hall III, Assistant Vice President & Director, OU Association
- Marian Brown, Associate Director, Alumni Affairs
- Jack Willis, Editorial Advisor, Oklahoma Daily
- Linda Morton, Professor, Journalism/Mass Communication and Fac Sen Rep

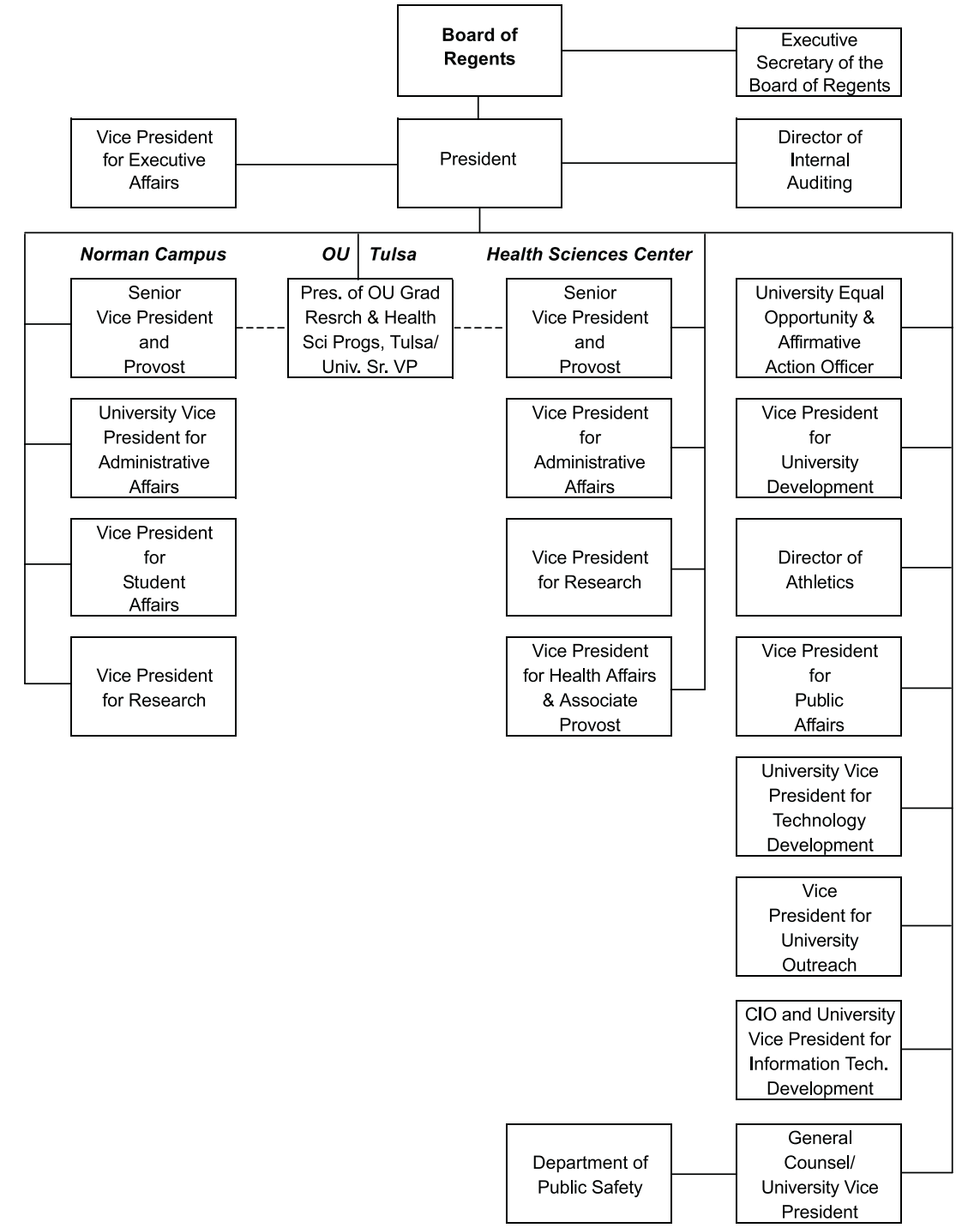
Hospitality Committee

- Nanette Hathaway, Chair, Coordinator, Volunteer Programs, Student Affairs
- Jeff Penner, Manager, Sooner Hotel & Suites
- Lee Ann Bratten, Special Events Coordinator

Appendix B

UNIVERSITY OF OKLAHOMA

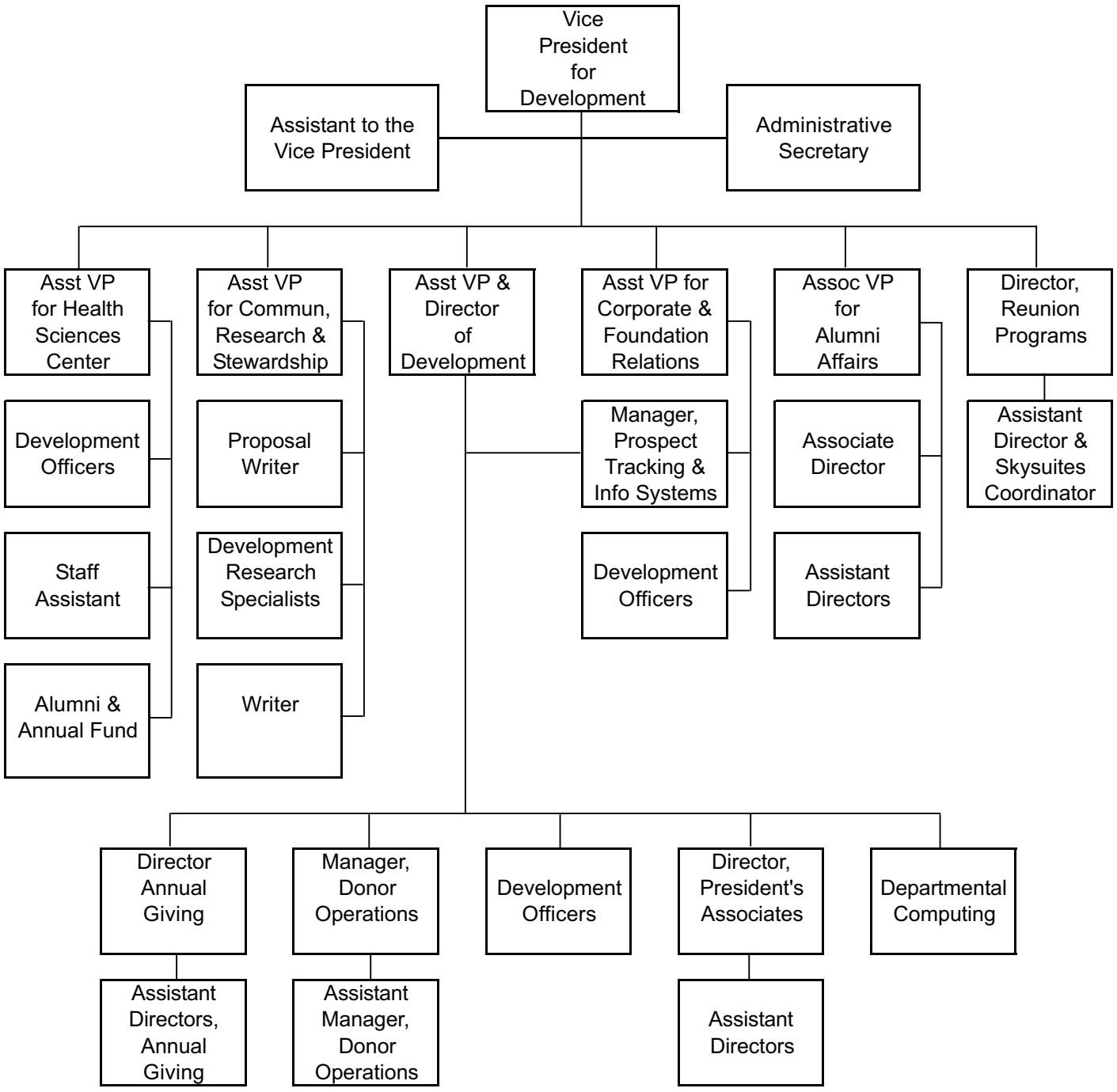
Administrative Organizational Chart - Fall 2000



Appendix B

UNIVERSITY OF OKLAHOMA

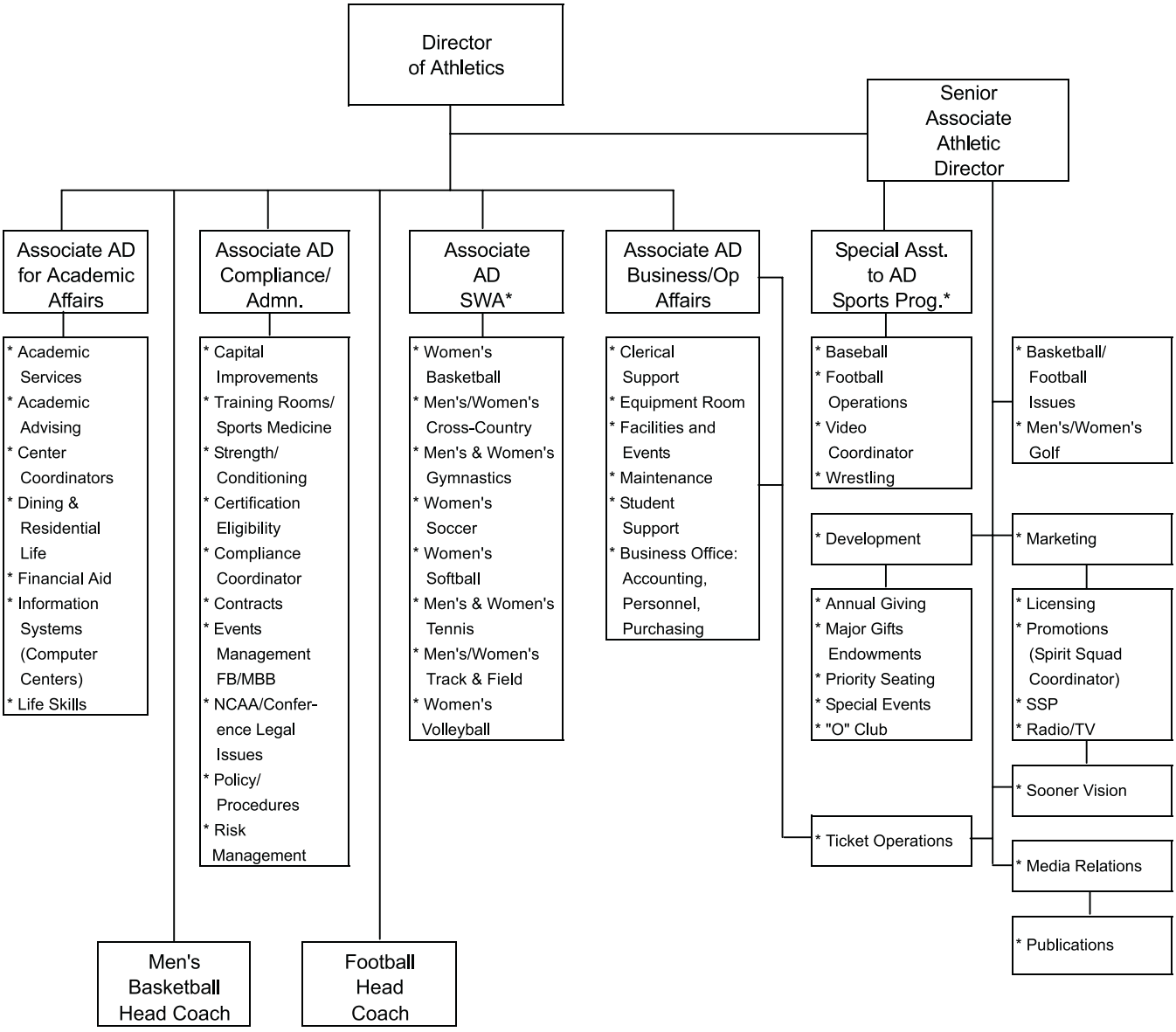
University Development Organizational Chart - Fall 2000



Appendix B

UNIVERSITY OF OKLAHOMA

University Athletic Department Organizational Chart - Fall 2000



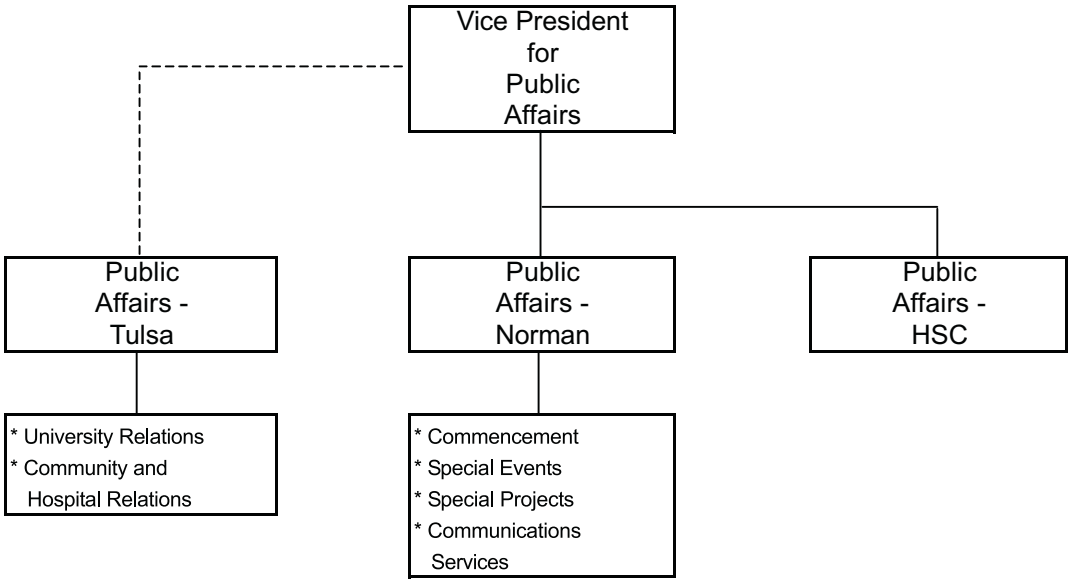
*Event Management (Sports Assigned)

Appendix B

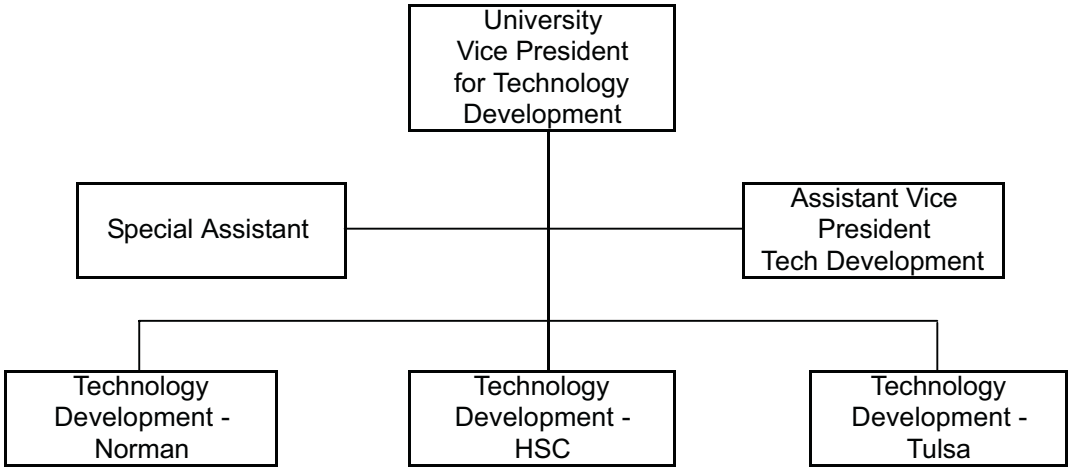
UNIVERSITY OF OKLAHOMA

Public Affairs and Technology Development Organizational Charts - Fall 2000

Public Affairs



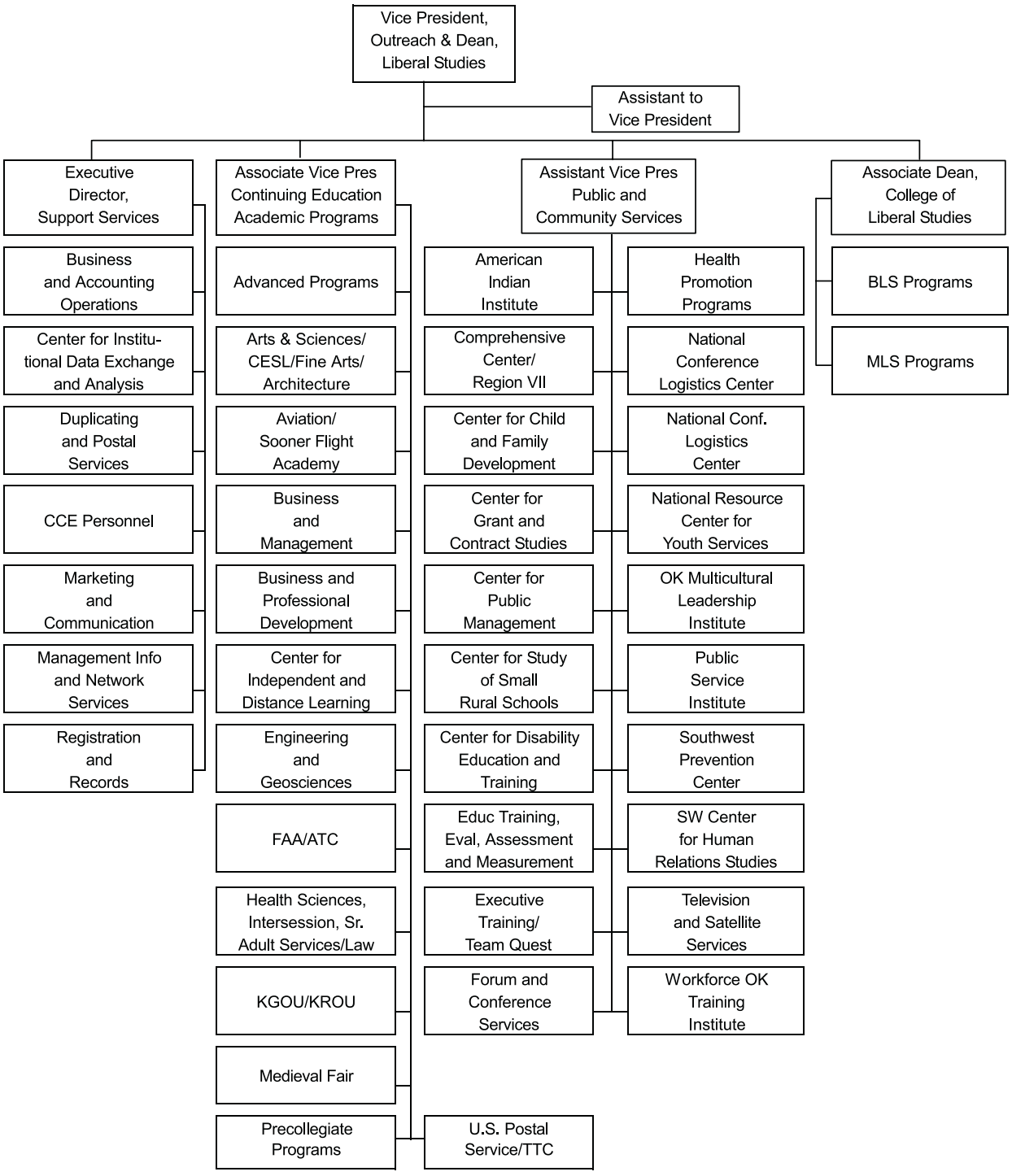
Technology Development



Appendix B

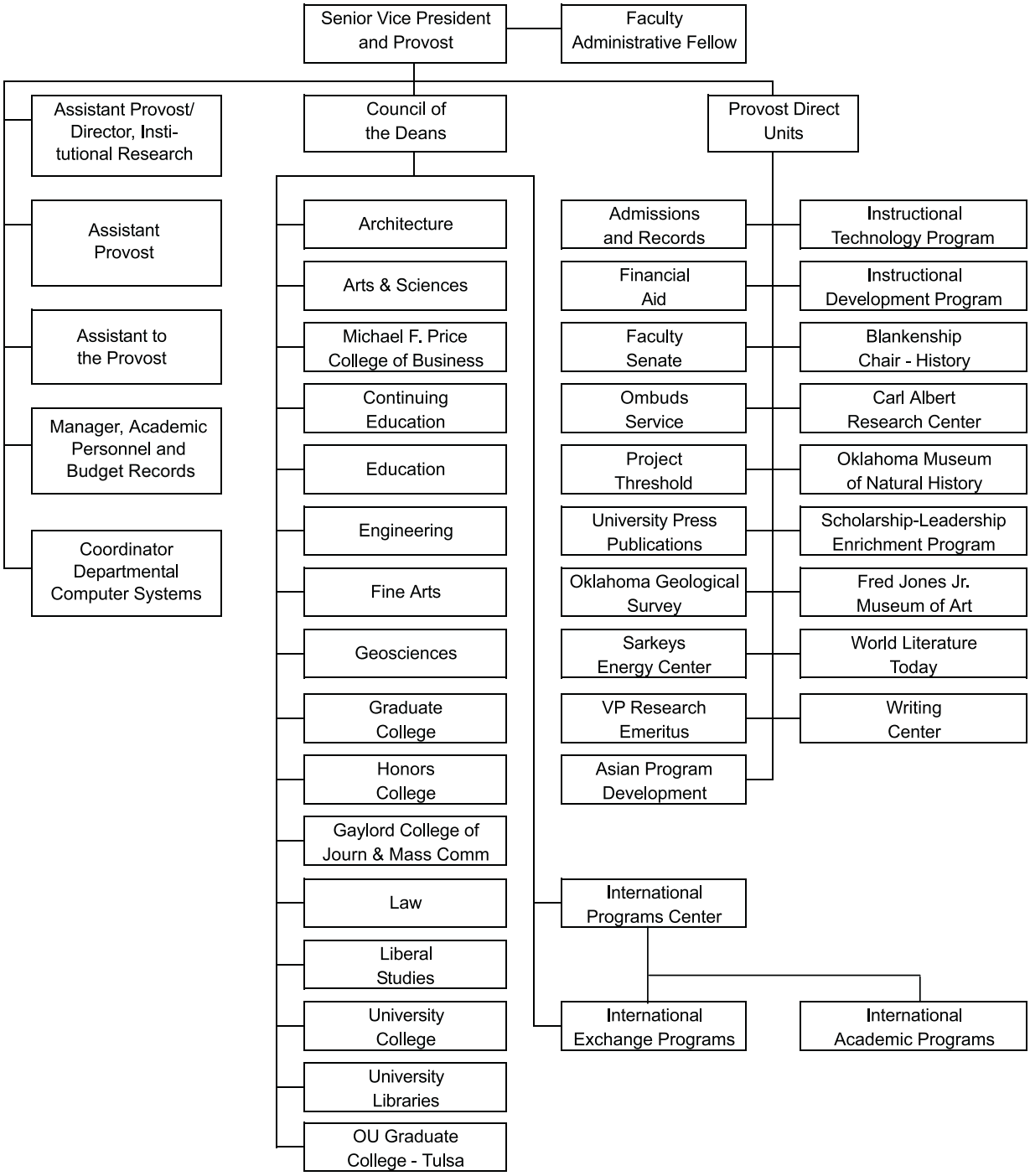
UNIVERSITY OF OKLAHOMA

University Outreach Organizational Chart - Fall 2000



Appendix B

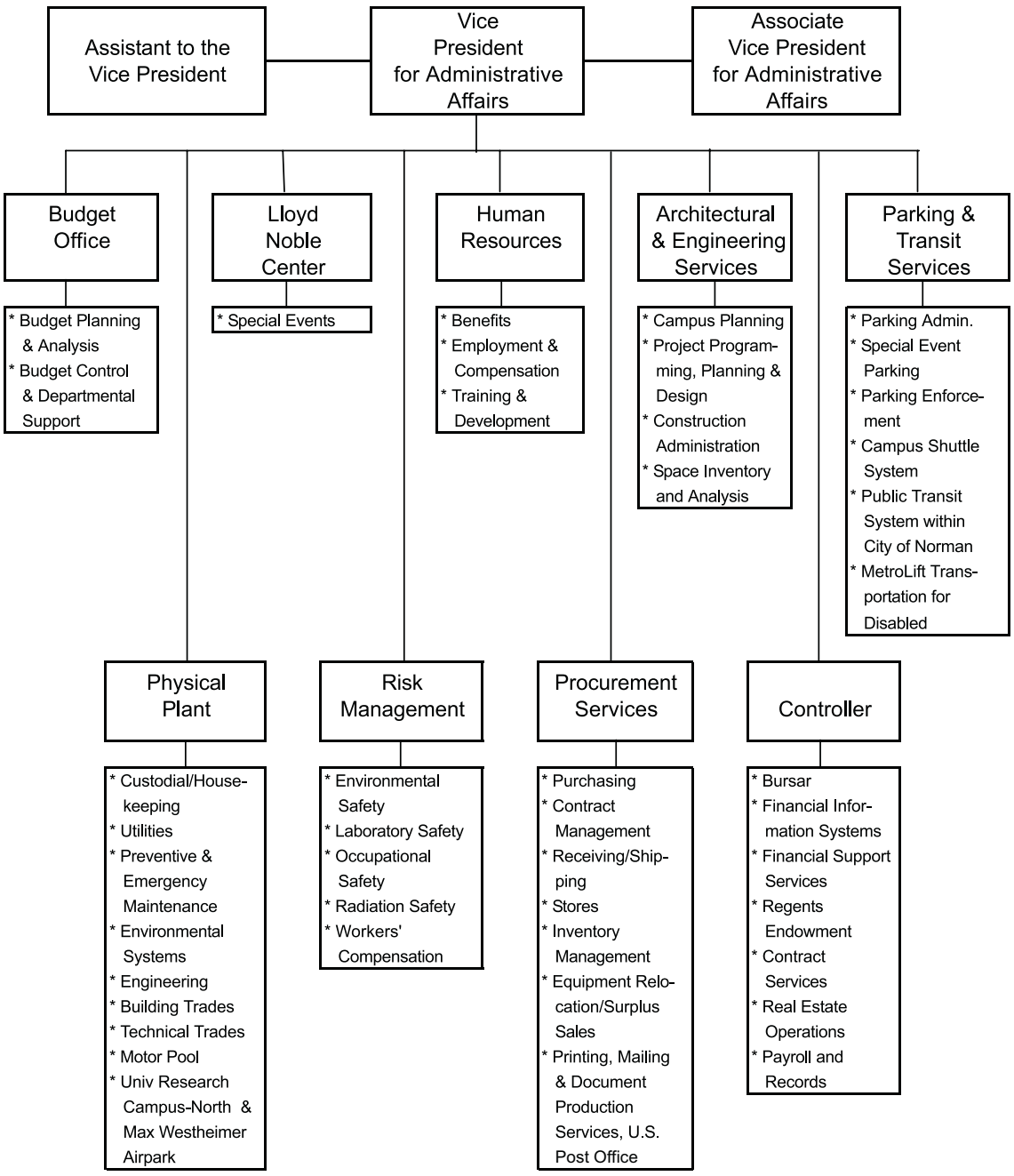
UNIVERSITY OF OKLAHOMA
Norman Campus
Provost Organizational Chart - Fall 2000



Appendix B

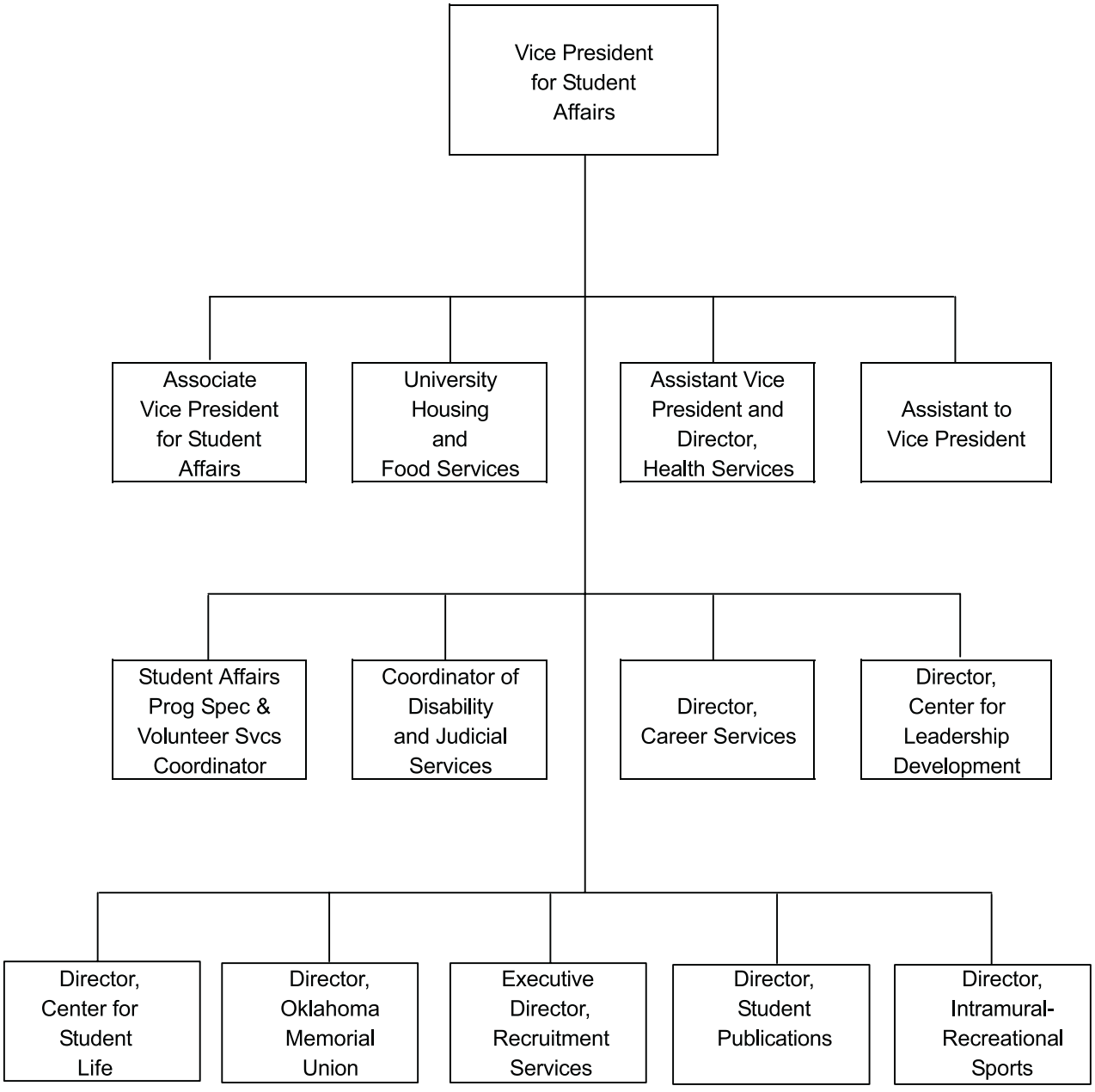
UNIVERSITY OF OKLAHOMA
Norman Campus

Administrative Affairs Organizational Chart - Fall 2000



Appendix B

UNIVERSITY OF OKLAHOMA
Norman Campus
Student Affairs Organizational Chart - Fall 2000

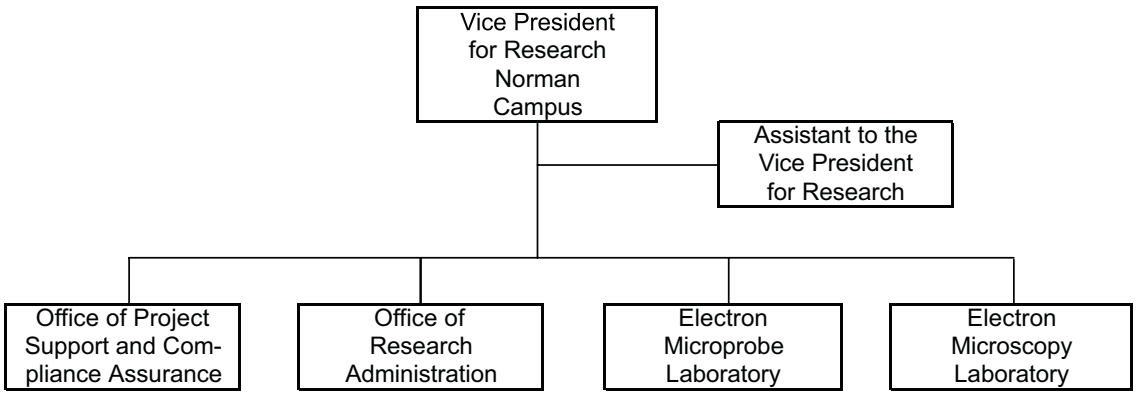


Appendix B

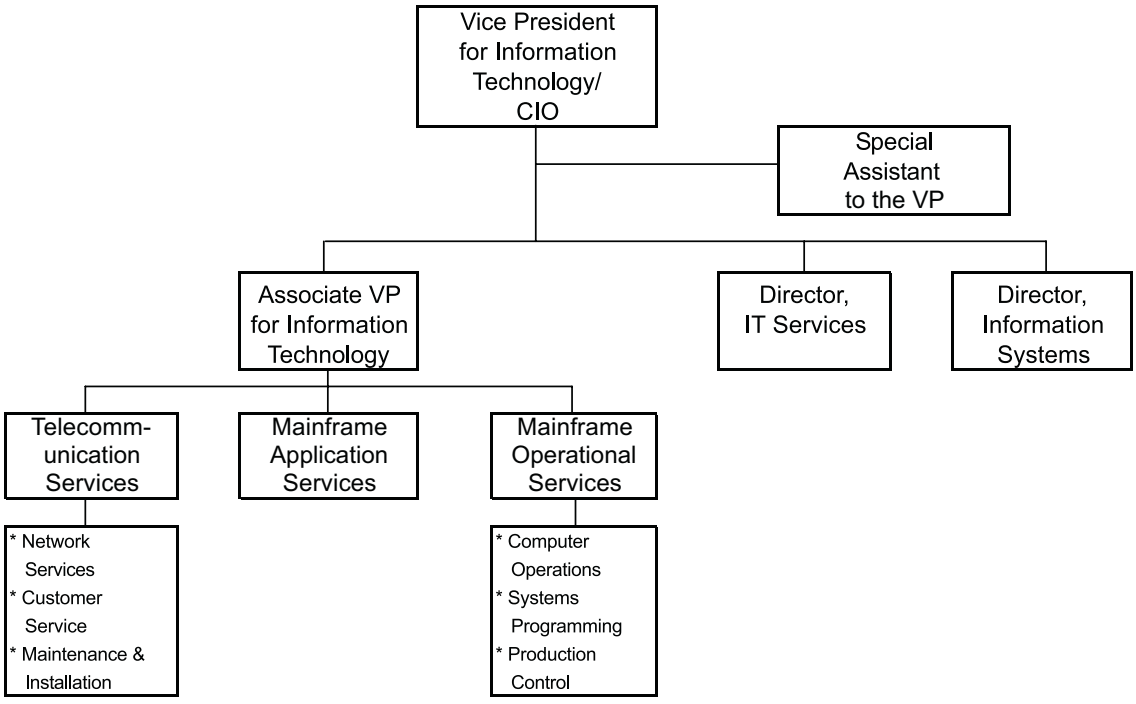
UNIVERSITY OF OKLAHOMA
Norman Campus

Research and Information Technology Organizational Charts - Fall 2000

Research



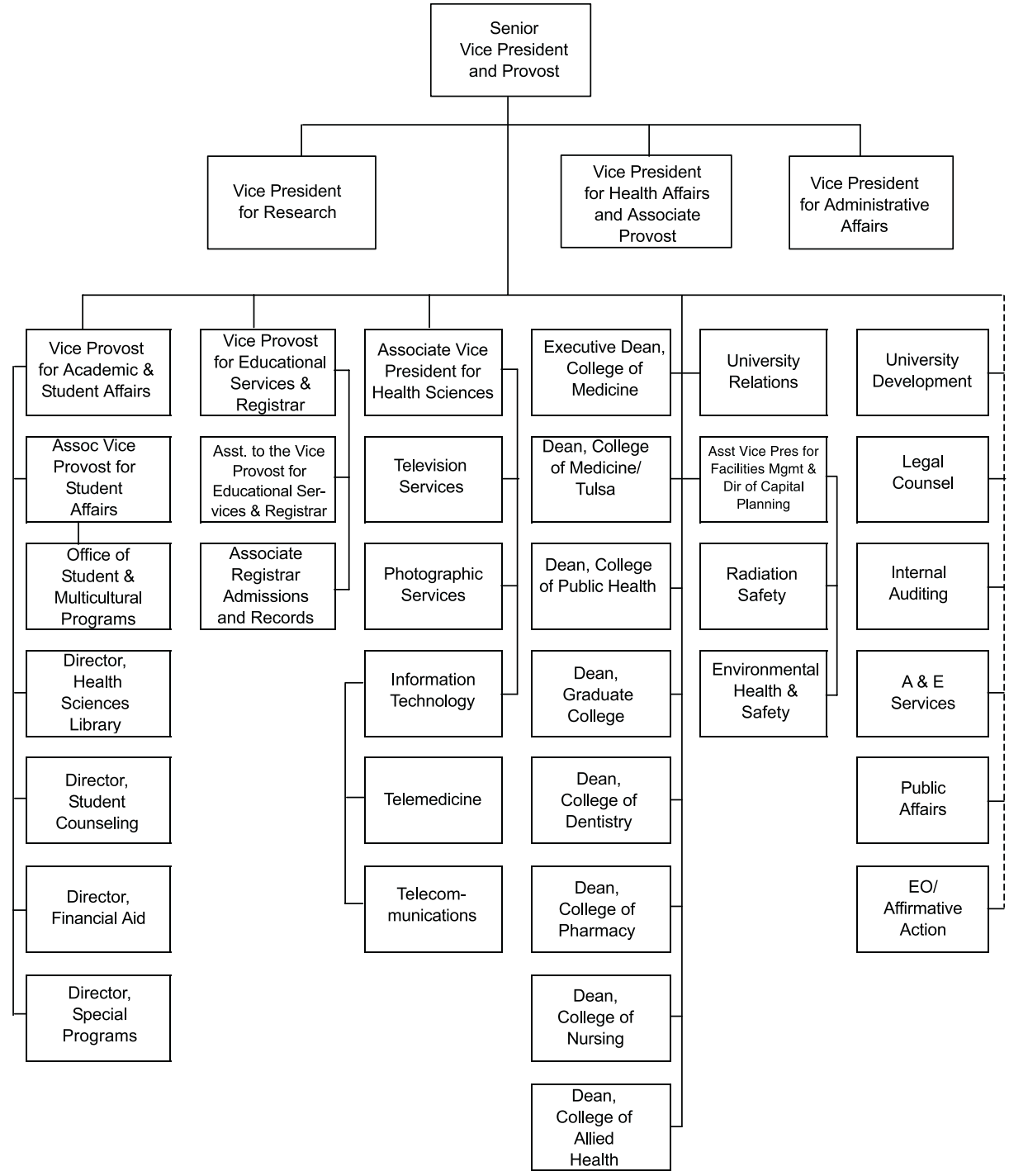
Information Technology



Appendix B

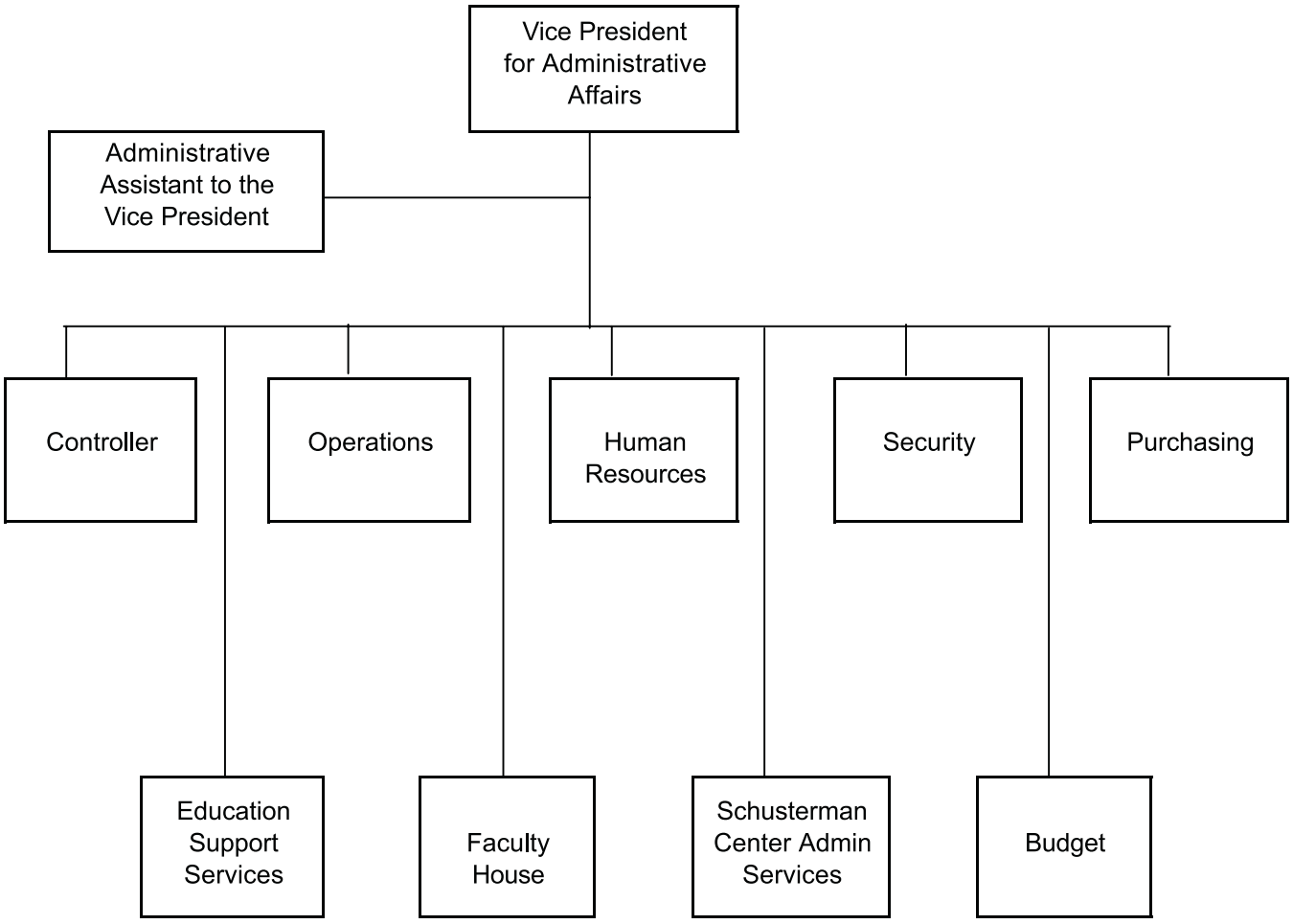
UNIVERSITY OF OKLAHOMA
Health Sciences Center Campus

Provost Organizational Chart - Fall 2000



Appendix B

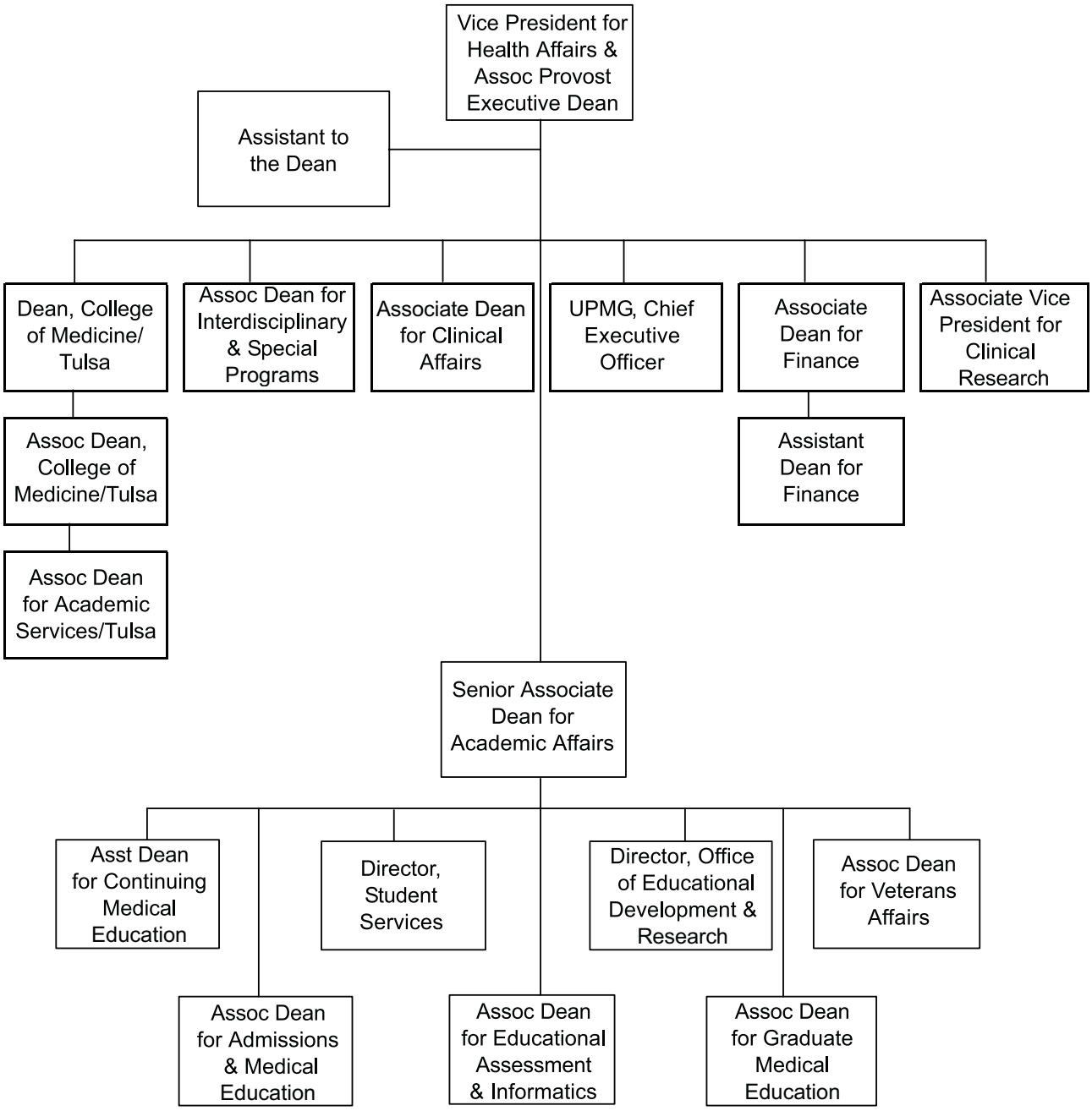
UNIVERSITY OF OKLAHOMA
Health Sciences Center Campus
Administrative Affairs Organizational Chart - Fall 2000



Appendix B

UNIVERSITY OF OKLAHOMA
Health Sciences Center Campus

Health Affairs - College of Medicine Organizational Chart - Fall 2000



Appendix C

Institutional and Program Accreditation Status

FALL 2000

	UG/G	ACCREDITING AGENCY	DATE OF LAST REVIEW
ARCHITECTURE			
Architecture	UG/G	National Architectural Accrediting Board	2000
Construction Science	UG/G	American Council for Construction Education	1995
Interior Design	UG	Foundation for Interior Design Education Research	1997
Landscape Architecture	G	Landscape Architectural Accreditation Board	1995
Regional and City Planning	G	American Planning Association	1996
ALLIED HEALTH			
Nutritional Sciences	UG	American Dietetic Association (CP)	1991
	Internship(G)	American Dietetic Association	1998
	G	American Dietetic Association (DPD)	1998
Speech Pathology & Audiology	G	American Speech-Language-Hearing Association Educational Standards Board	1993
Occupational Therapy	UG/G	Accreditation Council for Occupational Therapy Education (ACOTE)	1993
Physical Therapy	UG	Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association	1996-97
	G		1998-99

Appendix C

Institutional and Program Accreditation Status

FALL 2000

	UG/G	ACCREDITING AGENCY	DATE OF LAST REVIEW
ALLIED HEALTH			
Nuclear Medicine Technology	UG	Joint Review Committee on Education in Nuclear Medicine Technology	1996
Radiation Therapy Technology	UG	Joint Review Committee on Education in Radiologic Technology	1996-97
Radiography	UG	Joint Review Committee on Education in Radiologic Technology	1996-97
Ultrasound	UG	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	1996-97
ARTS AND SCIENCES			
Library and Information Studies	G	American Library Association	2000
Social Work	UG/G	Council on Social Work Education	1997
MICHAEL F. PRICE COLLEGE OF BUSINESS			
Accounting	UG/G	American Assembly of Collegiate Schools of Business	1995
Business Administration (Includes academic divisions of college)	UG/G	American Assembly of Collegiate Schools of Business	1995
DENTISTRY	G	American Dental Association Committee On Accreditation of Dental and Dental Auxiliary Education Program	1994

Appendix C

Institutional and Program Accreditation Status

FALL 2000

	UG/G	ACCREDITING AGENCY	DATE OF LAST REVIEW
EDUCATION			
Counseling Psychology	G	American Psychological Association	2000
Educational Administration	G	National Council for the Accreditation of Teacher Education (NCATE)/Okla. Commission for Teacher Education	1998
Library Science	G	NCATE/Okla. Comm. for Teacher Educ.	1998
Reading Education	G	NCATE/Okla. Comm. for Teacher Educ.	1998
School Counseling	G	NCATE/Okla. Comm. for Teacher Educ.	1998
Early Childhood Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Elementary Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Language Arts	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Math Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Modern Language	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Music Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Science Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Social Studies Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Special Education	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Speech Pathology	UG	NCATE/Okla. Comm. for Teacher Educ.	1998
Institute for Child Development	-	National Academy of Early Childhood Programs	1997
ENGINEERING		Engineering Accreditation Commission (EAC) and Accreditation Board for Engineering and Technology (ABET)	
Aerospace Engineering	UG	EAC/ABET	2000
Chemical Engineering	UG	EAC/ABET	2000
Civil Engineering	UG	EAC/ABET	2000
Computer Engineering	UG	EAC/ABET	2000
Computer Science	UG	Computer Science Accreditation Board	1997
Electrical Engineering	UG	EAC/ABET	2000
Engineering	UG	EAC/ABET	2000
Engineering Physics	UG	EAC/ABET	2000

Appendix C

Institutional and Program Accreditation Status

FALL 2000

	UG/G	ACCREDITING AGENCY	DATE OF LAST REVIEW
ENGINEERING			
Environmental Engineering	UG	EAC/ABET	2000
Industrial Engineering	UG	EAC/ABET	2000
Mechanical Engineering	UG	EAC/ABET	2000
Petroleum Engineering	UG	EAC/ABET	2000
FINE ARTS			
Music	UG/G	National Association of Schools of Music	1990
GAYLORD COLLEGE OF JOURNALISM AND MASS COMMUNICATION			
Journalism and Mass Communication	UG/G	Accrediting Council on Education in Journalism and Mass Communication	1996
LAW			
Law	G	American Bar Association and the Association of American Law Schools	1995
Legal Assistant Training Program	CERT	American Bar Association	1992
MEDICINE			
M.D. Program	UG/G	Liaison Committee on Medical Education	1996
P.A. Program	UG/G	Commission on Accreditation of Allied Health Education Programs (Sponsored by AMA)	1997

Appendix C

Institutional and Program Accreditation Status

FALL 2000

	UG/G	ACCREDITING AGENCY	DATE OF LAST REVIEW
MUSEUM OF ART	-	American Association of Museums	2000
NURSING	UG/G	National League for Nursing	1993
OKLAHOMA MUSEUM OF NATURAL HISTORY			
	-	American Association of Museums	1987
	-	Association of Systematics Collections	-
		American Society of Mammologists	1985
PHARMACY	UG/G	American Council on Pharmaceutical Education	2000
PUBLIC HEALTH	G	Council on Education for Public Health	1999
UNIVERSITY OF OKLAHOMA	**UG/G**	**HIGHER LEARNING COMMISSION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS**	**1992**

Appendix D

University of Oklahoma

DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D
0200	**Architecture and Related Programs**					
0202	Architecture - B Arch; M Arch	1	1			
0203	Interior Design - B Int Des	1				
0204	Landscape Architecture - M Land Arch		1			
0205	Architectural Urban Studies - MS in Arch Urb St	1				
0206	Regional and City Planning - MRCP		1			
0207	Environmental Design - BS in Env Des	1				
0208	Construction Science - BS in CNS; MS in Const Admin	1	1			
0300	**Area Studies**					
0315	International and Area Studies - BA in Intl & Area Studies	1				
0316	International Regional Studies - Graduate Certificate			1		
0316	International Policy Studies - Graduate Certificate			1		
0400	**Biological Sciences**					
0402	Botany - BS in Bot; MS; PhD	1	1			1
0407	Zoology - BS; BS in Zool; MS; PhD	2	1			1
0408	Pathology - MS; PhD		1			1
0410	Physiology - MS; PhD		1			1
0411	Microbiology - BS; BS in Micro; MS; PhD	2	1			1
0411	Microbiology & Immunology - MS; PhD		1			1
0412	Cell Biology - MS; PhD		1			1
0414	Biochemistry & Molecular Biology - MS; PhD		1			1
0425	Neurosciences - MS; PhD		1			1
0500	**Business and Management**					
0502	Accounting - B Acct; BBA; M Acct	2	1			
0504	Finance - BBA	1				
0506	Management/Energy Management - BBA	1				
0506	Business Administration - MBA; PhD		1			1
0506	Management Information Systems - BBA	1				
0509	Marketing - BBA	1				
0511	Real Estate - BBA	1				
0513	International Business - BBA	1				
0517	Economics - BBA	1				
0521	Management Information Systems - MS in MIS		1			
0591	Aviation/Professional Studies - BS	1				

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University of Oklahoma

DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D
0600	**Communications**					
0601	Communication - BA; MA; PhD	1	1			1
0602	Journalism - BA in Jour; MA	1	1			
0603	Journalism - Broadcasting and Electronic Media - BA in Jour	1				
0604	Journalism - Advertising - BA in Jour	1				
0606	Film and Video Studies - BA	1				
0700	**Computer and Information Sciences**					
0701	Computer Science - BS in CS; MS; PhD	1	1			1
0800	**Education**					
0800	College Teaching Certificate - Graduate Certificate			1		
0802	Elementary Education - BS in Educ	1				
0806	Adult and Higher Education - M Ed; PhD		1			1
0808	Special Education - BS in Educ; M Ed; PhD	1	1			1
0821	History, Philosophy & Social Fnds. of Educ.- M Ed; PhD		1			1
0823	Early Childhood Education - BS in Educ	1				
0826	Community Counseling/School Counseling - M Ed		2			
0827	Educational Administration - M Ed; PhD; Ed D		1			2
0829	Instructional Leadership & Academic Curriculum - M Ed; PhD		1			1
0833	Mathematics Education - BS in Educ	1				
0834	Science Education - BS in Educ	1				
0835	Health and Sport Sciences - BS in HSS; MS	1	1			
0840	Social Studies Education - General - BS in Educ	1				
0842	Language Arts Education - BS in Educ	1				
0844	Foreign Language Education - BS in Educ	1				
0845	Instructional Psychology & Technology - M Ed; PhD		1			1
0865	Counseling Psychology - PhD					1

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DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D	
0900	**Engineering**						
0901	Engineering - BS in Engr; MS; PhD; D Engr	1	1			2	
0902	Aerospace Engineering - BS in Aero E; MS; PhD	1	1			1	
0906	Chemical Engineering - BS in Chem E; MS; PhD	1	1			1	
0907	Petroleum Engineering - BS in PE; MS; PhD;	1	1			1	
0908	Civil Engineering - BS in CE; MS; PhD		1	1			1
0909	Telecomputing - MS in Telecomp		1				
0909	Computer Engineering - BS in Comp Engr	1					
0909	Electrical Engineering - BS in EE; MS; PhD	1	1			1	
0910	Mechanical Engineering - BS in ME; MS; PhD	1	1			1	
0911	Geological Engineering - BS in Geol E; MS; PhD	1	1			1	
0913	Industrial Engineering - BS in IE; MS; PhD	1	1			1	
0919	Engineering Physics - BS in Engr Phys; MS; PhD	1	1			1	
0922	Environmental Science - BS in Env Sci; M Env Sci; PhD	1	1			1	
0922	Environmental Engineering - BS in Env E	1					
1000	**Fine and Applied Arts**						
1002	Art - BFA in Art; MFA in Art	1	1				
1003	Art History - BA in Art Hist; BFA in Art; MA in Art	2	1				
1004	Music - BFA; B Music; MM; DMA	2	1			1	
1007	Drama - BFA; BFA in Drama; MA; MFA in Drama	2	2				
1008	Dance - BFA in Dance; MFA in Dance	1	1				
1045	Music - Piano Pedagogy - B Music	1					
1046	Music - B Mus Arts	1					
1050	Music Education - B Mus Educ; MME	1	1				
1053	Music Education - PhD						1
1100	**Foreign Languages**						
1102	French - BA; MA; PhD	1	1			1	
1103	German - BA; MA	1	1				
1105	Spanish - BA; MA; PhD	1	1			1	
1106	Russian - BA	1					
1199	Classics - BA	1					

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University of Oklahoma

DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D
1200	**Health Professions**					
1201	Allied Health Sciences - MS; PhD		1			1
1203	Nursing - BS; MS	1	1			
1203	Nurse Practitioner - Graduate Certificate			1		
1204	Dentistry - DDS				1	
1204	Orthodontics - MS		1			
1205	Periodontics - MS		1			
1206	Medicine - MD				1	
1208	Occupational Therapy - MOT				1	
1211	Pharmacy - PharmD				1	
1211	Pharmaceutical Sciences - MS; PhD		1			1
1212	Physical Therapy - MPT				1	
1212	Rehabilitation Sciences - MS		1			
1213	Dental Hygiene - BS	1				
1214	Biostatistics & Epidemiology - MS; MPH; PhD		2			1
1214	Occupational & Environmental Health - MS; MPH; PhD		2			1
1214	Public Health - Dr PH					1
1214	Health Administration & Policy - MS; MHA; MPH; PhD		3			1
1214	Health Promotion Sciences - MS; MPH; PhD		2			1
1220	Communication Sciences & Disorders - BS; MS; PhD	1	1			1
1225	Radiologic Technology - BS	1				
1225	Radiological Sciences - MS; PhD		1			1
1234	Physician Associate - MHS				1	
1250	Laboratory Technology - BS in Lab Tech	1				
1299	Medical Sciences - MS		1			
1300	**Home Economics**					
1306	Nutritional Sciences - BS; MS	1	1			
1306	Dietetic Internship - Certificate			1		
1400	**Law**					
1401	Law - JD				1	

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University of Oklahoma

DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D
1500	**Letters**					
1501	English - BA; MA; PhD	1	1			1
1505	Linguistics - BA	1				
1509	Philosophy - BA; MA; PhD	1	1			1
1510	Ethics and Religion - BA	1				
1512	Letters - BA; BA in Letters	2				
1600	**Library Science**					
1601	Library and Information Studies - M LIS		1			
1699	Library Information Studies - Graduate Certificate			1		
1700	**Mathematics**					
1701	Mathematics - BA; BA in Math; BS; BS in Math; MA; MS; PhD	4	2			1
1900	**Physical Sciences**					
1901	Natural Science - M Nat Sci		1			
1902	Physics - BS; BS in Phys; MS; PhD	2	1			1
1905	Chemistry - BS; BS in Biochem; BS in Chem; MS; PhD	3	1			1
1911	Astronomy - BS	1				
1912	Astrophysics - BS in Astro	1				
1913	Meteorology - BS in Met; MS in Met; MS in Prof Met; PhD	1	2			1
1914	Geology - BS in Geol; MS; PhD	1	1			1
1916	Geophysics - BS in Geophys; MS	1	1			
1921	Geosciences - BS in Geosci	1				
2000	**Psychology**					
2001	Psychology - BA; BS in Psych; MS; PhD	2	1			1
2010	Biological Psychology - MS; PhD		1			1
2100	**Public Affairs and Services**					
2102	Public Administration - M Pub Adm		1			
2104	Social Work - BA; M Soc Wk	1	1			

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University of Oklahoma

DEGREES OFFERED - FALL 2000

HEGIS Code	Program Name	Degree* B	M	C	P	D
2200	**Social Sciences**					
2202	Anthropology - BA; MA; PhD	1	1			1
2204	Economics - BA; MA; PhD	1	1			1
2205	History - BA; MA; PhD	1	1			1
2206	Geography - BA	1				
2206	Geography - BA in Geog; BS in Geog; MA; PhD	2	1			1
2207	Political Science - BA; MA; PhD	1	1			1
2208	Sociology - BA; MA; PhD	1	1			1
2210	International Relations - MA in Intl Relations		1			
2211	African and African-American Studies - BA	1				
2212	Native American Studies - BA	1				
2216	History of Science - MA; PhD		1			1
2217	Public Affairs and Administration - BA	1				
2220	Women's Studies - BA	1				
4900	**Interdisciplinary Studies**					
4901	Arts and Sciences Planned Program - BA; BS	2				
4901	Liberal Studies - B Lib Studies; M Lib Studies	1	1			
4903	Human Relations - MHR		1			
4903	Human Resource Development			1		
4999	Interdisciplinary Program/Special Programs - MA; MS; PhD		2			1
	Grand Total	109	98	7	7	62

*Degree Type: B - Baccalaureate; M - Master's; C - Graduate Certificate; P - First Professional; D - Doctorate