The UNIVERSITY of OKLAHOMA

**HIGHER LEARNING COMMISSION
SELF-STUDY REPORT**

2012

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2012

HLC Self-Study Report Executive Summary

Introduction

Like a sturdy tree anchored by deep roots, the University of Oklahoma continues to grow into its vision of forming leaders with a global view concerned for the common good in a changing and uncertain world. This opportunity to comprehensively evaluate the institution and collaborate with Consultant-Evaluators from the Higher Learning Commission will provide us with greater clarity as we aggressively and creatively move forward, fulfilling our mission with integrity in an era of fewer financial resources.

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 opened its doors that year with a mere four faculty members and 119 students. By 2010, OU, which has been accredited by the North Central Association since 1913, had grown to 1,162 full-time instructional faculty and 30,315 students, organized into 24 colleges across three campuses, offering 163 baccalaureate, 166 master's, 108 doctoral, seven professional degree programs, and 26 graduate certificates.

OU's campuses in Norman, Oklahoma City and Tulsa today have wonderful outdoor enclaves with benches, fountains and foliage inviting people to sit, visit and even read together. Warm and inviting lounges await students and faculty within many of the university's buildings. Aesthetically pleasing, these spaces intentionally extend learning beyond the classroom as genuine communities of learning organically develop.

Like the droughts and high winds that continue to test the resilience of Oklahomans, tough economic circumstances have challenged the university over the years, at times severely stunting growth. During the Great Depression, for instance, the university's revenue remained relatively flat, dipping slightly from $1.58 million in 1931-32 and $1.55 million in 1941-42. The budgetary pruning process resulted in the loss of many faculty members, including Alfred B. Thomas, a promising historian of the American Southwest who reluctantly left OU for a much better-paying job in 1937. Despite the Dust Bowl economic conditions, the university library managed to increase its holdings during the 1930s, experiencing a very slight increase in staff during this period.

Acutely aware of how cyclical economic contractions adversely impacted OU's mission in the past, President David Boren and the University of Oklahoma continue working diligently to ensure that OU has the public and private resources necessary to continue to grow even when beset by economic drought.

A 2009 Board of Regents' resolution and a 2011 letter from President Boren to the university community summarize the progress made while also providing a bird's eye view of the health of OU, demonstrating that OU's roots reach deeply into Oklahoma's hearty spirit, its trunk remains sturdy, and its branches contain the flexibility to bend without breaking as it continues to grow innovatively, moving forward to meet expected and unexpected challenges. In short order, these two documents show that OU satisfies the HLC's five Criteria for Accreditation.

During President Boren's first 15 years in office, the university received over $1.6 billion in gifts, the donor base increased to almost 113,000, more than $1.5 billion was spent on construction, endowed faculty positions increased more than five-fold to 544, the number of students receiving scholarships doubled as a result of a successful Campaign for Scholarships, the campuses were beautified with dedicated space set aside to encourage community, and 20 major new programs were initiated (Board of Regents Minutes 31707-08, June 22-24, 2009). Despite the fact that OU absorbed over $80 million in cuts in state appropriations and uncompensated increases in uncontrollable fixed costs since the beginning of this recent recession, the university continues to make great strides, as noted by President Boren in his June 2011 letter to the university community:

- OU's Norman campus realized a goal set over 40 years ago to rank in the top tier of Carnegie-scored research institutions.

- OU's 2010 freshman class broke many academic records and for the first time ranked number one in the nation among public universities in National Merit Scholars enrolled in absolute numbers.

- Sarah Swenson became OU's 28th Rhodes Scholar, two OU students won Truman Scholarships, and another student received a Goldwater Scholarship in math and science.

Budget Trends - Total OU
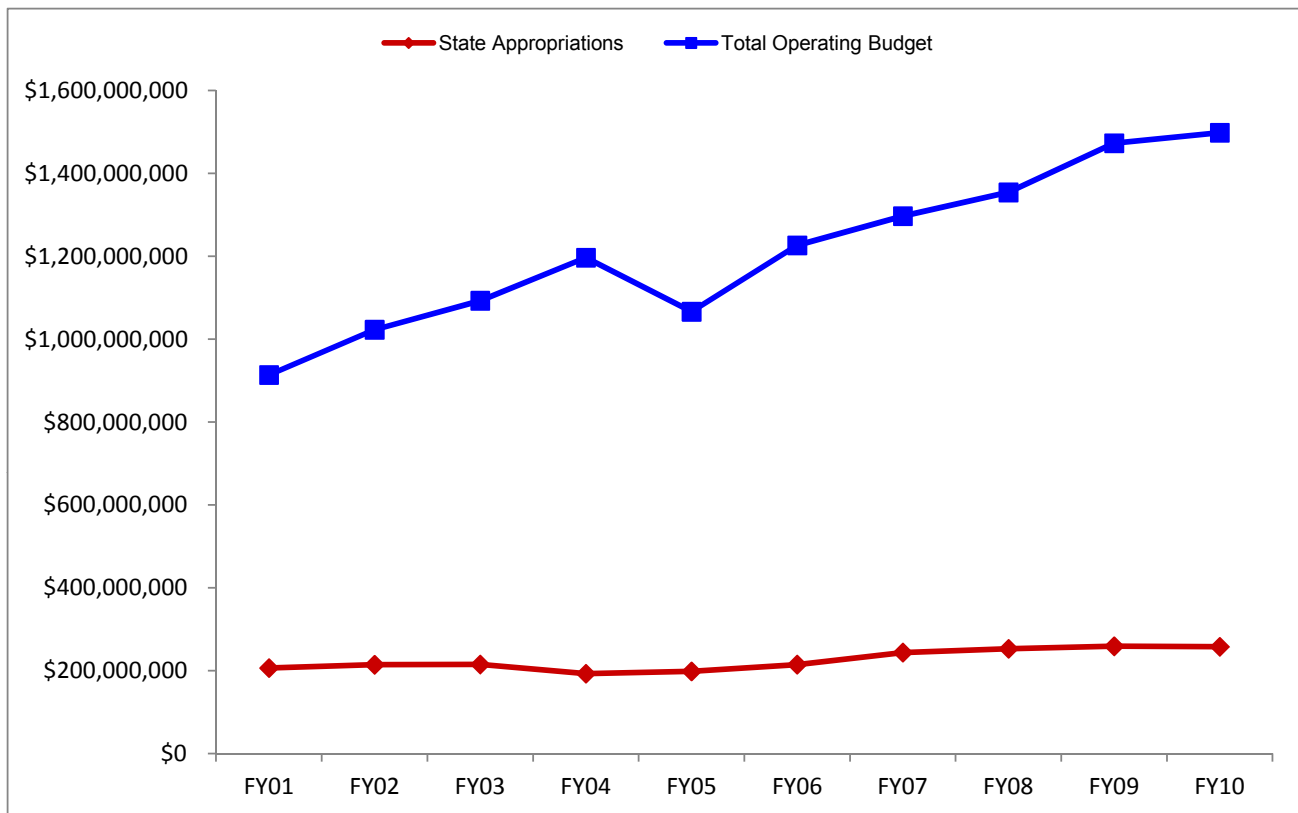
FY 12 Total Operating Budget Revenue: Norman Campus (includes Law Center)

- Auxiliary/Agency
- Tuition & Fees
- State Appropriations
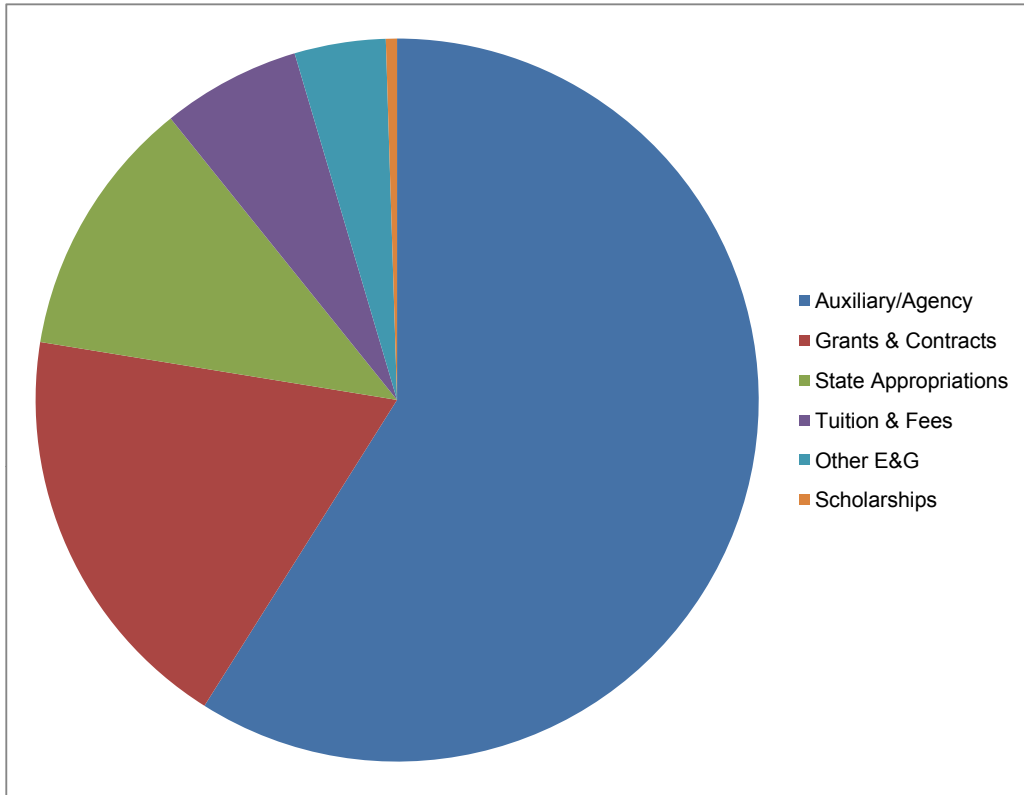- Grants & Contracts
- Other E&G
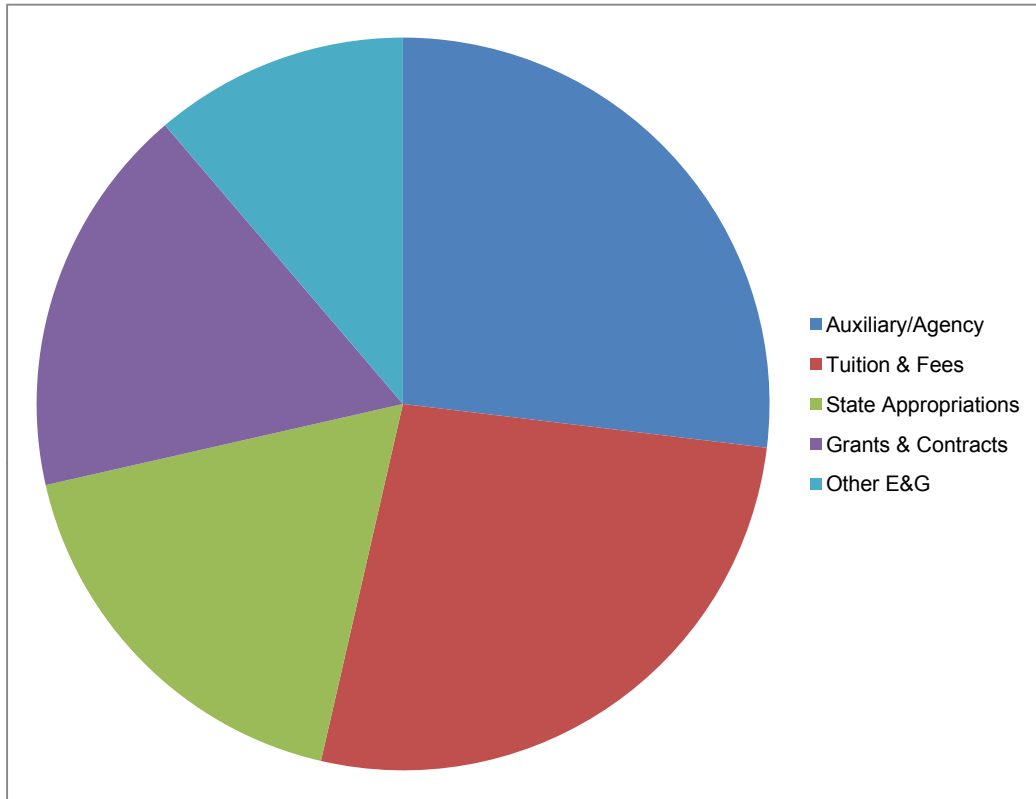
- OU's debaters won the Henry Clay tournament and have won national championships for three of the past five years; OU petroleum engineers won the national Petro-Bowl championship; OU drama students swept the Kennedy Center Honors; and OU business entrepreneurship and city planning teams won national honors.

- The Honors College organized over 30 informal book clubs.

- The university launched the new College of International Studies.

- Despite trying economic times, private giving to the university totaled over $144 million in 2010-11, and OU reached a total of more than $180 million in gifts to its ongoing scholarships campaign.

(Letter from President Boren to various campus constituencies, June 22, 2011) (paraphrased with quotation marks omitted). Effective stewardship in the form of careful pruning throughout the university provided the flexibility to hold tuition increases to a minimum – "Oklahoma was one of only two states in the nation" with no tuition increase in 2009 – and allowed for a modest faculty and staff pay increase for 2011 (*Ibid*.). Recognizing the dignity of all OU employees, lowest-paid staff members "who are struggling to keep up with increased costs for necessities like gasoline and food" received a minimum of a $1,000 pay increase (*Ibid*).

The Self-Study Process

In preparation for the HLC's March 2012 site visit, the University of Oklahoma undertook a comprehensive study using the Five Criteria and their Core Components as a framework. This self-study report reflects the active involvement of the entire OU community – including members of the Board of Regents, the university's executive officers, faculty, staff, students and alumni. Planning for the Self-Study began in the spring of 2009 when Senior Vice President and Norman Campus Provost Nancy

FY 12 Total Operating Budget Revenue: HSC (excludes OU-Tulsa)

- ■ Auxiliary/Agency
- ■ Grants & Contracts
- ■ State Appropriations
- ■ Tuition & Fees
- ■ Other E&G
- ■ Scholarships

Mergler established a Pre-Planning Committee to review all aspects of the university's assessment and accountability processes. A year later, that committee concluded its work with the appointment of Michael Scaperlanda as the Self-Study coordinator. In the summer of 2010, the president appointed the Steering Committee. At its August 2010 meeting, the Steering Committee approved the Self-Study Design and established five criterion committees: the Data Coordination and Resource Room Management Committee, a Communication and Third Party Comment Committee, and a Hospitality Committee (see Committee Structure, supra page 153). The Steering Committee chose "forming leaders with a global view concerned for the common good in a changing and uncertain world" as the theme for the Self-Study. Within the framework of forming leaders with a global view concerned for the common good, the Self-Study contributes to the university's ongoing effort to aggressively and creatively move forward with fewer financial resources.

The criterion committees met throughout the 2010-2011 academic year, with each committee gathering evidence and generating reports responding to the relevant criterion and its corresponding core components. During the summer and early fall of 2011, the Self-Study coordinator used the criteria committee reports to draft the self-study, continuing to gather evidence as needed. The OU community received the self-study coordinator's draft in the fall of 2011 and had a month to review and comment on the draft. The president received the Self-Study in early December and the Self-Study was finalized by the end of the year. During the fall of 2011 and spring of 2012, the Self-Study coordinator spoke to the Board of Regents, the university vice presidents, deans and Deans' Council, Faculty Senates, Staff Senates, student governments and others to provide them with updates on the self-study process.

FY 12 Total Operating Budget Revenue: OU-Tulsa

- Auxiliary/Agency
- State Appropriations
- Other E&G
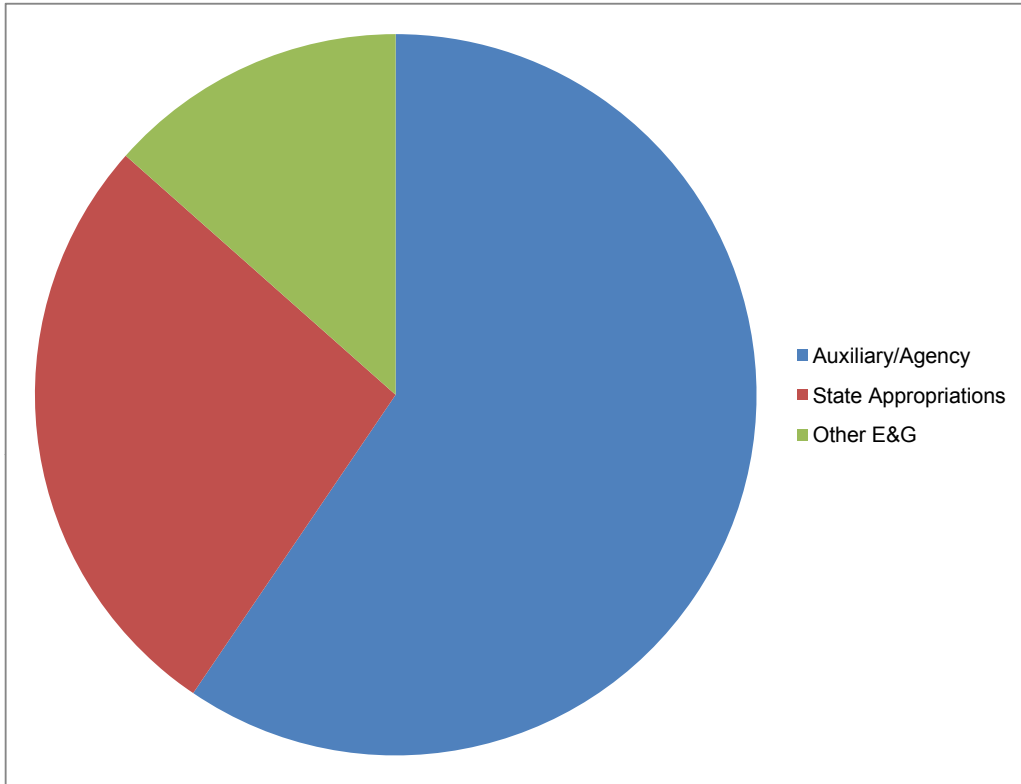
About This Report

This Self-Study contains five chapters written to the Five Criteria and corresponding Core Components, followed by the University of Oklahoma's responses to the 2001 HLC site team's areas of concern, the self-study timeline, and self-study committee structure. Appendix B addresses federal compliance. Although the study itself is comprehensive, the report's narrative and citations contain, per the HLC's instructions, only examples of evidence. The virtual and physical Resource Rooms serve as a repository for the full body of evidence. Designed to provide assurance to the HLC that the university satisfies the Five Criteria for continued accreditation, the OU community hopes that this report will serve as a vehicle for institutional advancement as we benefit from the insight offered by the team of Consultant-Evaluators. Specifically, we hope to engage the site team in dialogue in four areas that we would like to strengthen in the immediate future: increasing oral and written communication proficiency among undergraduates,

developing more consistency and accountability in assessment, more effectively engaging academic program review, and increasing environmental sustainability. The university excels in some of these areas, but we hope to do even better and look forward to the insights offered during the upcoming site visit.

Conclusion

Dedicated to the thousands of women and men who have served OU as a labor of love during its 120-year existence, the university proudly submits this Self-Study Report to the Higher Learning Commission in support of its request for continued accreditation. The progress today would not have been possible without their vision and perseverance.

Chapter One
Mission and Integrity: **The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

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.

Ten years ago, in the early years of a university-wide renaissance, OU's HLC Self-Study, *Realizing the Possibilities: Reaccreditation in a Time of Renewal*, revolved around the theme of building a community of learning. During a decade of stability in executive leadership, this renaissance has continued as intentional communities of learning develop and strengthen throughout the University. This learning community strives to form leaders with a global view and a concern for the common good. This vision provides the theme for this Self-Study.   Financially, however, future fiscal years' prospects look bleaker today than they did 10 years ago. The Self-Study will contribute to the University's ongoing determination to move forward with creativity and energy even in the face of scarcer financial resources.[1] Fortunately, OU's leadership has worked tirelessly to protect against the worst of the economic recession by strategically pruning and structuring the University to survive and thrive despite drought conditions. We do not want to sound naively optimistic here; even the hardiest of trees wither eventually without nourishment. As OU continues to innovatively develop multiple revenue streams, the people and the State of Oklahoma remain indispensable to the continued success of OU's educational mission.

Mission Statement

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.

Core Component 1a: **The organization's mission documents are clear and publicly articulate the organization's commitments.**

The Board's adopted statements of mission, vision, values, goals, and organizational priorities, which are readily available to the public, clearly and broadly define OU's mission. The University of Oklahoma's Mission Statement clearly articulates its commitments to its students, teaching, scholarship, and service. OU publicly articulates its Mission Statement in several formats, making it easily accessible to all constituencies, including prospective and currently enrolled students. OU prominently links to the University's Mission Statement in its webpage footers. Prospective students, current OU students, OU employees, alumni and friends, and parents and visitors each have easy access to OU's Mission Statement, which is linked at the bottom of the corresponding pages on all three campuses.

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1   Note that the University's examples of evidence for Core Component's 1a and 1b consist of the Mission Documents themselves as called for by these two Core Components. Evidence of mission implementation fills the rest of the document and where relevant Core Components 1a and 1b contain cross references to that evidence.

The [Norman Campus Provost](#) and the [Health Sciences Center Provost](#) also prominently link to the University's mission statement. These links contain further links to the mission statements of each college, central academic units, and other academically oriented administrative areas reporting to the provost on the respective campuses. Additionally, the Mission Statement can be found on OU's Public Affairs [homepage](#), in the [General Catalog](#), on the back of the business cards of many university faculty and staff, and many other places.

In addition to the Mission Statement, several other documents coalesce to constitute the University's mission documents, expressing the University's mission, values, goals, and organizational priorities. These include several vision and policy documents: The Oklahoma State Regents for Higher Education [Policy and Procedures Manual](#); the University of Oklahoma Board of Regents' [Policy Manual](#), [Equal Opportunity Policy](#), [Statement of Commitment to Affirmative Action](#), [Non-Discrimination Policy](#), [Sexual Assault, Discrimination, and Harassment Policy](#); OU's [Staff Handbook](#); and [Student Rights and Responsibilities Code 2011-2012](#) The Norman Campus' [Faculty Handbook](#) and the Health Sciences Center [Faculty Handbook](#).

The University of Oklahoma's mission documents define the constituencies served by the University in a series of concentric and sometimes overlapping circles and spheres. In effect, these constituencies move outward from the heart of the University – its dedicated faculty and staff – to its students, the various academic and co-curricular communities within the University; to the local communities hosting the three campuses, the people and State of Oklahoma, and the national and global communities; to alumni, donors, friends, and patrons; and to the various scholarly communities. OU's Mission Statement, for example, recognizes this movement from students to the wider society by placing the emphasis for providing "the best possible educational experience for our students" within the context of teaching, research, and "service to the state and society."

The mission documents view internal and external constituencies individually and communally. The Health Sciences Center Faculty [Handbook,](#) for example, envisions four types of faculty: tenure track, tenured, consecutive term, and temporary (Section 3.3.3). At the Health Sciences Center, individual faculty have membership in one of seven

colleges (HSC Faculty Handbook 2.8 and Appendix N), which are further subdivided into departments. Faculty Senate and various councils and committees cut across academic disciplines, forming another constituency layer (*Ibid.* at 2.4 & 2.7). These documents also recognize several types of staff employees – executive officers, administrative officers, administrative staff, managerial staff, professional staff, supervisory staff, and service and operations staff ([Staff Handbook](#) Section 3.1). In addition to participating in their respective administrative or academic units, university staff employees play a part in university governance through membership in various councils and committees (*Ibid.* at 2.5-6).

The Regents' [Policy Manual](#) contemplates the University of Oklahoma enrolling lower- and upper-division undergraduate students, graduate students pursuing master's and doctoral degrees, professional students, and students pursuing continuing education opportunities. The manual promotes student opportunities to participate in various cross-disciplinary internal student communities, including fraternities/sororities and a student association (*see e.g.,* sections 1.1, 2.1.6, 2.10.4, 5.2). The student codes intend further campus communities through membership in [Registered Student Organizations](#).

Moving beyond the campus, OU serves the common good of the broader community through research, service, and forging strategic partnerships, as well as sponsoring museums, a press, and the arts. Research includes "systematic, original investigation directed toward" either "the enlargement of human knowledge" or "the solution of contemporary problems" ([Regents' Policy Manual](#) 2.1.6). The University recognizes that as scholars, a faculty member's obligations "derive from common membership in the community of scholars" (*Ibid.* 2.1.2, para. 4) and, as members of the broader society, "faculty members have the rights and obligations of other citizens" (*Ibid.* para. 5). OU's tenure and promotion standards reflect the institution's commitment to scholarship and service. To obtain tenure, for example, a faculty member must "have displayed a record of substantial accomplishment" in teaching, research, and service (*Ibid.* at 2.3.3).

"[S]ervice and public outreach" encompass "work done or duties performed by a faculty member to advance the interests and capabilities of various communities, either inside
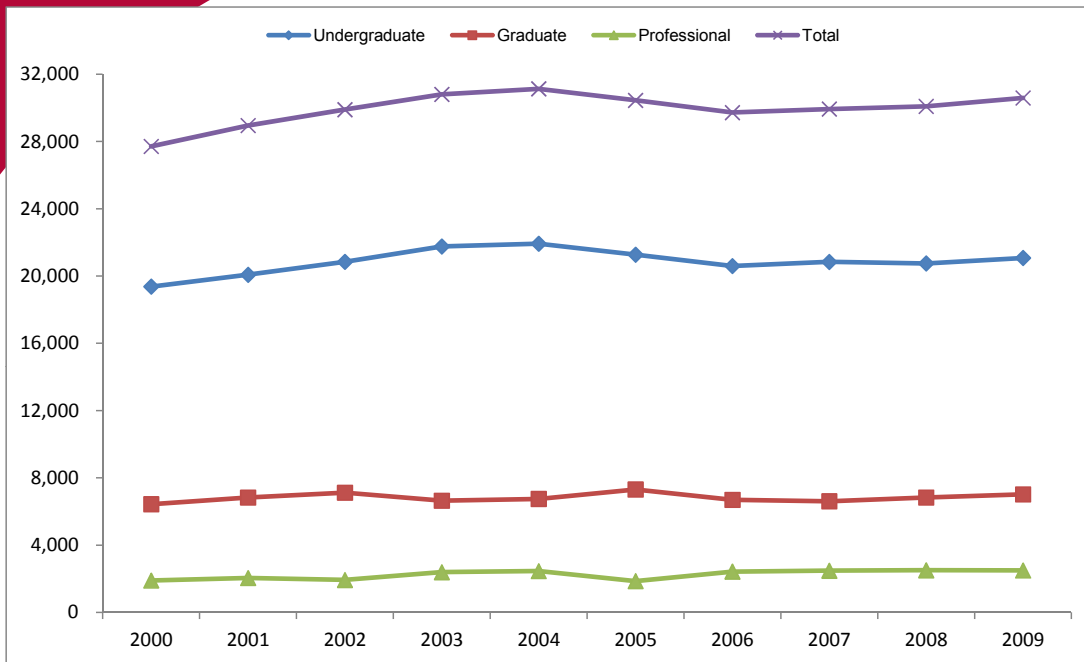
Total OU Fall Enrollment by Level

or outside the University" (*Ibid.*). Service takes "place within three primary communities: the community of the scholarly discipline of the faculty member, the University community, and the community of the public-at-large" (Norman Campus Faculty Handbook, section 3.6.3). Service to one's academic discipline includes a range of activities, such as "official service in relevant professional societies; service on state, national, or international commissions, advisory boards, or agencies …" (*Ibid.* at 3.6.3(A)). Faculty members might serve the broader public through "artistic or humanistic presentations; health care delivery; professional consultation; service on local, state, national, or international commissions, advisory boards, or agencies (public or private); participation in a professional capacity in programs sponsored by student, faculty, or community groups . . . and appearances as a University representative before government bodies or citizen groups" (*Ibid.* at 3.6.3 (C)).

The Regents' financial conflicts of interest policy for the Norman Campus provides further evidence of the constituencies served by the University, citing the importance of "facilitating the transfer of information and technology for the benefit of the public," as well as the importance of serving "as a prudent steward of public and private resources entrusted to it" (Regents' Policy Manual, Section 3.1.7 (II)). It also acknowledges the importance of employee participation "in outside professional, commercial, or *pro bono publico* activities," in order to render "contributions to the larger society of which the University is a part" (*Ibid.*). Acknowledging the State of Oklahoma and its citizens as important constituents, the Regents' policy on outside

employment and extra compensation for the Norman Campus establishes that "[t]he professional expertise of the Norman Campus faculty is normally available to the state and its citizens for incidental and minor services without remuneration" (*Ibid.* at 3.1.9).

OU's mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. Faculty policies for annual evaluation, tenure and promotion, sabbatical leaves, and awards and honors reflect this commitment to academic excellence. In identifying the professional expectations of the faculty, the Regents' Policy Manual points out that "the University exists for learning and scholarship of a breadth and depth that results in excellence in all of the University's major missions," including teaching as well as research and creative/scholarly activity (Section 2.1.6). The University's statements on academic responsibility, accountability, and ethics all commit to high academic standards: "Faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them." Accordingly, they "practice intellectual honesty" as "[t]hey accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge" (Regents' Policy Manual, Section 2.1.2 (Academic Responsibility)).

Although "[t]he evaluation of faculty performance is a continuous process, both prior to and following the grant of tenure" (HSC Faculty Handbook, Section 3.7), the formal process consists of annual evaluations, the tenure process, the promotion process, and, on the Norman Campus, periodic

post-tenure review. Student evaluation of teaching provides a key component in the annual evaluation process by providing "information to chairs, directors, and Committee A in order to assess the quality of instruction with the academic unit and allow appropriate recognition of excellent instruction" ([Norman Campus Faculty Handbook,](#) Section 3.30.1). To enhance teaching effectiveness, the University maintains a Program for Instructional Innovation, providing faculty with individualized consulting, including classroom visits, student interviews, videotaping, specialized and confidential teaching evaluations, faculty discussion groups, professional development seminars, and a teaching assistant training program. (Norman Campus Faculty Handbook, section 3.12).

The University emphasizes peer review and public dissemination as standards for judging the quality of scholarly and creative activity: "Creative/scholarly activity is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions . . . To qualify as research or creative/scholarly activity, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question" (Regents' Policy Manual, section 2.1.6). The University's commitment to ethics in research further reflects its attention to high academic standards. "Research and other scholarly activity . . . must be above reproach. Each member of the University community has the responsibility to ensure the integrity and ethical standards in any activity with which he or she is associated directly" (Regents' Policy Manual, section 3.5.4).

Promotion and tenure at the University demand "attainment of high standards in teaching, research and creative/scholarly activity" (Regents' Policy Manual, p. 31). Promotion "is not a routine reward for satisfactory service"; rather, promotion is based on "a positive appraisal of high professional competence and accomplishment as judged and evaluated by individuals in the faculty member's profession" (*Ibid.* at 33). Tenure is "never regarded as a routine award," since "[t]he choices that the University makes in granting tenure are critical to its endeavors toward academic excellence" (*Ibid.* 38 & 43). The record for promotion to associate professor "must document an emerging reputation of regional or national scope in the candidate's academic field," while promotion to professor remains "a high honor" requiring "demonstration of superior achievements and continued excellence in . . . academic endeavors." As stated in the Regents' Policy Manual, "Faculty at this rank should have fully achieved national or international recognition for work in their respective disciplines" (p. 33). Supplementing the annual evaluation process, Norman Campus faculty engage in post-tenure review every five years, providing "(1) a retrospective review of faculty performance in teaching; research and creative/scholarly activity; and professional and University service and public outreach …, and (2) a formative evaluation for future professional growth" (Regents' Policy Manual, section 2.3.4). To assist underperforming faculty members "to raise his or her level of performance," the post-tenure review for such faculty "leads to the formulation of a professional development plan" (*Ibid.*).

OU's sabbatical policy emerges from a commitment to academic and scholarly excellence providing an "important means by which [OU's] academic program is strengthened, a faculty member's teaching effectiveness enhanced, and scholarly usefulness enlarged" (Regents' Policy Manual p. 17). In addition to the sabbatical program, the University encourages excellence by maintaining a policy of supporting faculty who win highly competitive national fellowships by offsetting any loss in salary or benefits associated with accepting such awards (Norman Campus Faculty Handbook, section 3.22; Health Sciences Center Faculty Handbook, section 3.12 (d)).

The University encourages and recognizes excellence in the form of various faculty awards and professorships on both the [Norman](#) and [HSC](#) campuses, including the Regents' Professorships; Regents' Awards for Superior Teaching, Superior Research and Creative Activity, and Superior Professional and University Service and Public Outreach; the Provost's Outstanding Advising Award; the Good Teaching Award; the Henry Daniel Rinsland Memorial Award for Excellence in Educational Research; the General Education Teaching Award; the Merrick Foundation Teaching Award; the Gateway to College Learning Outstanding Instructor Award; the Freshman Seminar Outstanding Instructor Award; the Outstanding Mentor Award; the OU Foundation Excellence in Teaching Award; the President's Distinguished Faculty Mentoring Program Outstanding Mentor Award; the David Ross Boyd Professorship; the George Lynn Cross Research Professorship; and the Presidential Professorships. See generally Regent's Policy Manual, 2.5, Norman Campus Faculty Handbook, 3.16, and Health Sciences Center Faculty Handbook, 3.13. *See also infra* pages 66 & 95.

To ensure a continuing commitment to excellence throughout the University's academic core, all degree-granting units engage in the extensive process of academic program review every seven years (Oklahoma State Regents for Higher Education Policy and Procedures Manual, section 3.7) in order to "[i]mprove the quality and effectiveness of instruction, research/creative activity, and service, as well as the efficiency of administration of the academic unit" (Norman Campus Faculty Handbook, section 5.37). *See also infra* page 54 (evaluation of academic program review).

The University of Oklahoma's Mission Statement offers a broad expression of learning goals for OU students by charting a course for the university to provide "the best possible educational experience . . . through excellence in teaching, research and creative activity . . ." This broad objective finds resonance in the "General Policies" section of the Regents' Policy Manual, which notes that "[t]he accumulation and exchange of knowledge are among the preeminent purposes of the University" (p. 11). In their capacity as teachers, faculty members "encourage the free pursuit of learning in their students" and "hold before them the best scholarly and ethical standards of their discipline" (Norman Campus Faculty Handbook, section 3.2.2 (B)) and Health Sciences Center Faculty Handbook, section 3.4.3). Faculty members should "make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit" (Regents' Policy Manual, pp. 13-14). Out of respect for students and the academic enterprise, the University requires that instructors post course syllabi identifying course goals and assignments on the University's course management system by the first day of each semester (Norman Campus Faculty Handbook, section 4.25) and recommends that faculty members return written work to students within a two-week period after receipt by the faculty member (Norman Campus Faculty Handbook, section 4.11).

On their part, "[s]tudents attend the University in order to learn and grow intellectually" and are expected "to observe the highest standards of honesty" (Regents Policy Manual pp. 59- 60). "A student's academic work and grades should result from the student's own effort to learn and grow." (*Ibid.*, p. 59). As stated in the Norman Campus Faculty Handbook, the University expects students to attend class regularly, and "are responsible for the content of the courses in which they are enrolled" (Norman Campus Faculty Handbook, section 4.19). Student learning goals may also be gleaned from the skills encouraged by the numerous awards for teaching excellence given by the University,

such as the David Ross Boyd Professorships, which recognize, among other things, the ability of faculty members to "stimulat(e) an intellectual inquisitiveness" and communicate "methods of pursuing that inquiry" as well as bringing about "change in students' knowledge, motives, attitudes" (Regents' Policy Manual, p. 51). Additionally, "it is educationally desirable that students be confronted with diverse opinions of all kinds" (Regents' Policy Manual, p. 13).

The Board of Regents, together with the University's executive leadership, regularly evaluates and, when appropriate, revises the University of Oklahoma's mission documents.   Imparting on students a concern for the common good requires walking the talk by University leadership. Toward that end, OU has recently evaluated and revised its mission documents relating to academic integrity and sexual harassment. The Regents voted to amend the Regents' Policy Manual and the Norman Campus Academic Misconduct Code "to increase student participation in the Norman Campus integrity system, centralize reporting and adjudication procedures and, consistent with due process, decrease the adversarial aspects

of the current hearing procedures" ([Board of Regent Minutes](#) 32433, Jan. 26, 2011). The new [Academic Integrity Code](#) became effective in the fall of 2011.

Since the late 1970s, the University had employed an adversarial model for student academic discipline, providing students with due process but also encouraging formal hearings, requiring faculty to act as prosecutors, and creating a highly developed motions practice. Beginning in the mid-2000s, with the rise of the Internet, the University started noticing three things: an increase in the number of students genuinely unclear on the appropriate use of citations; increased parental involvement, including the hiring of attorneys, which increased the adversarial nature of the proceedings; and faculty reluctance to file charges. In 2004, OU created an [Integrity Council](#), which is now an independent student organization advised by the Office of Academic Integrity Programs. Beginning that year, the University began permitting faculty to admonish students for more minor infractions with a report to the Provost's office. Students guilty of more grievous infractions were often assigned community service as part of their punishment. Although this served as a good for both the student and the community, it did not address the need for a pedagogical response instead of or in addition to the disciplinary response. To address the pedagogical issue, the University has an online [tutorial](#) on plagiarism, has a one-credit-hour course titled Perspectives on Academic Integrity for offenders, and is developing another remedial class to specifically address plagiarism. *See* Core Component 1e, *infra*, for more details on Student Academic Integrity.

In response to a student complaint about the timing (180 days to file) and process for filing a sexual assault grievance under the University's old policy, the President appointed a committee composed of students, staff, and legal counsel to revise the policy. As a result, in 2011, the Regents consolidated several discrimination policies into two: a [Sexual Assault, Discrimination and Harassment Policy](#) and a [Non-Discrimination Policy](#). Written in plain English, the new Sexual Assault, Discrimination and Harassment Policy eases the filing process and provides a year to file. The University also created a new position – Sexual Misconduct Officer – which is responsible for receiving and conducting the administrative investigation of reports of sexual assault, discrimination and harassment filed on campus by students and employees and is available to discuss options, provide

support, explain University policies and procedures, and provide education on relevant issues.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The University's Mission Documents address diversity within the community values and common purposes fundamental to its mission; situates the University's function in the context of a multicultural society; and affirms the University's commitment to honor the dignity and worth of persons it engages. Recognition of diversity begins with the University's commitment to the principles of academic freedom for faculty members as well as students. Adopting the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Comments, the University respects each faculty member's freedom in research, publication, and teaching ([Regents' Policy Manual](#), p. 12). The University endorses the 1957 declaration of the American Association of University Professors, which upholds

> the right of college and university students to listen to anyone whom they wish to hear … affirms its own belief that it is educationally desirable that students be confronted with diverse opinions of all kinds, (and) therefore, holds that any person who is presented by a recognized student or faculty organization should be allowed to speak on a college or university campus.

(*Ibid.* at 13). This academic freedom comes with corresponding duties. In pursuing free inquiry, members of the academic community, including "students, faculty members, administrators, and trustees," are expected "to respect the dignity of others, to acknowledge their right to express different opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus" (*Ibid.*). Faculty members are admonished to "demonstrate respect for students as individuals" and respect for their colleagues (*Ibid.* at 13-14).

Beyond intellectual diversity, the University of Oklahoma's mission documents recognize the diversity of its learners, others constituencies, and the greater society it serves in multiple ways. Within the campus community, the
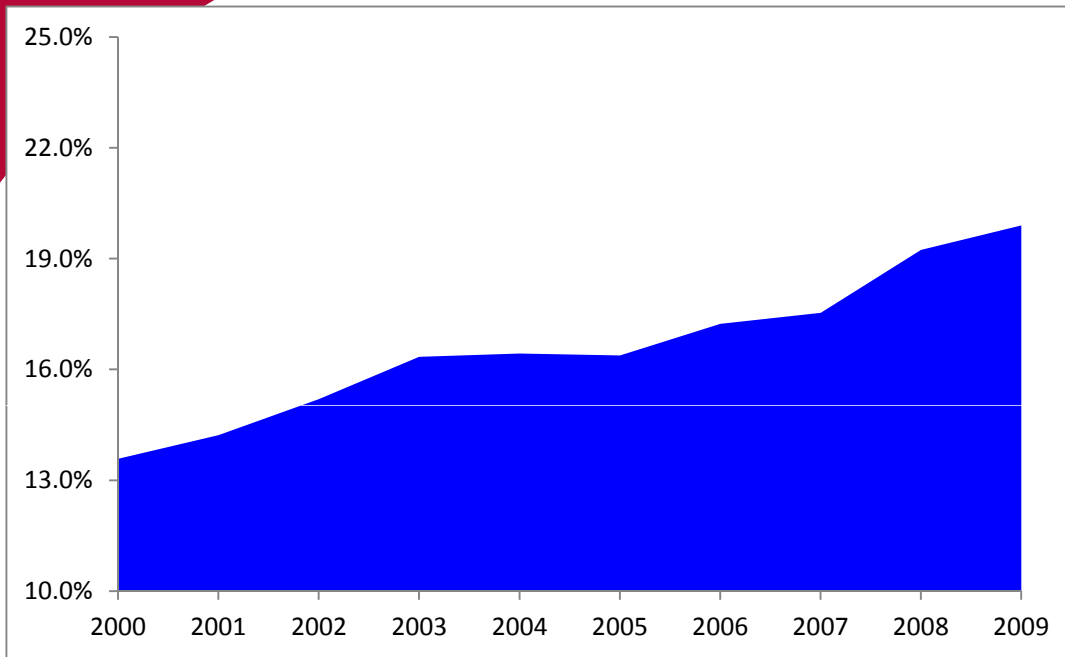
Full-Time Faculty:
% Minority

Total OU

See also charts on
pages 13 & 14

University serves students, faculty, and staff from a broad array of backgrounds and experience as reflected in the University Board of Regents' Equal Opportunity Policy, which states that the University "does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, age (40 or older), religion, disability, political beliefs, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, housing, financial aid, and educational services."

Supplementing the Board's stated commitment to affirmative action, the President's Statement of Commitment to Affirmative Action acknowledges the University's obligation "to guarantee equal opportunity to all persons in all segments of University life." This commitment emerges not only from legal obligations, but especially "from a desire to ensure social justice and promote campus diversity." The University's Non-Discrimination Policy echoes this perspective by confirming that "Diversity is one of the strengths of our society as well as one of the hallmarks of a great university. The University supports diversity and is committed to maintaining employment and educational settings that are multicultural, multiracial, multiethnic, and all-inclusive. Respecting differences is one of the University's missions." *See* Chapters 2a and 5a, *infra*, for examples of how this commitment is applied.

The University of Oklahoma's required codes of belief or expected behavior are congruent with and further the mission of providing "the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society." In balancing

the rights and duties of expressive behavior the University facilitates the goal of providing "the best possible educational experience." To accomplish this, it prohibits several types of behavior that detract from its educational mission. For example, the University's Students Rights and Responsibilities Code prohibits, among other things, dishonesty, intentional disruption of university activities, and abuse of persons.

The success of the University's mission depends upon faculty or staff acting ethically and lawfully, especially in conjunction with their professional duties. To promote high standards of ethical behavior as well as compliance with applicable legal obligations, the Board of Regents created an Office of Compliance, established a Compliance Advisory Committee, and initiated a Compliance and Quality Improvement Program (Regents' Policy Manual, Section 3.5). Specifically designed to "(1) protect research subjects, patients and employees; and (2) assist faculty and staff with the myriad of complicated laws and regulations to which they are subject in a way that facilitates the University's missions" (Standards of Conduct Policy, p. 2), the Program is overseen by a Director of Compliance who reports to the University's General Counsel (Office of Compliance Organizational Chart). All university employees are required to read the associated *Standards of Conduct Policy* and sign the Certification and Agreement of Compliance. The Conduct Policy and the Compliance Program address a broad array of legal and ethical issues, including compliance with federal procurement guidelines, internal financial protocols, use of confidential information, sexual relationships with students or employees, protection of human and animal subjects in research, health care billing, and environmental health and radiation safety.

Full-Time Staff: % Minority

Total OU
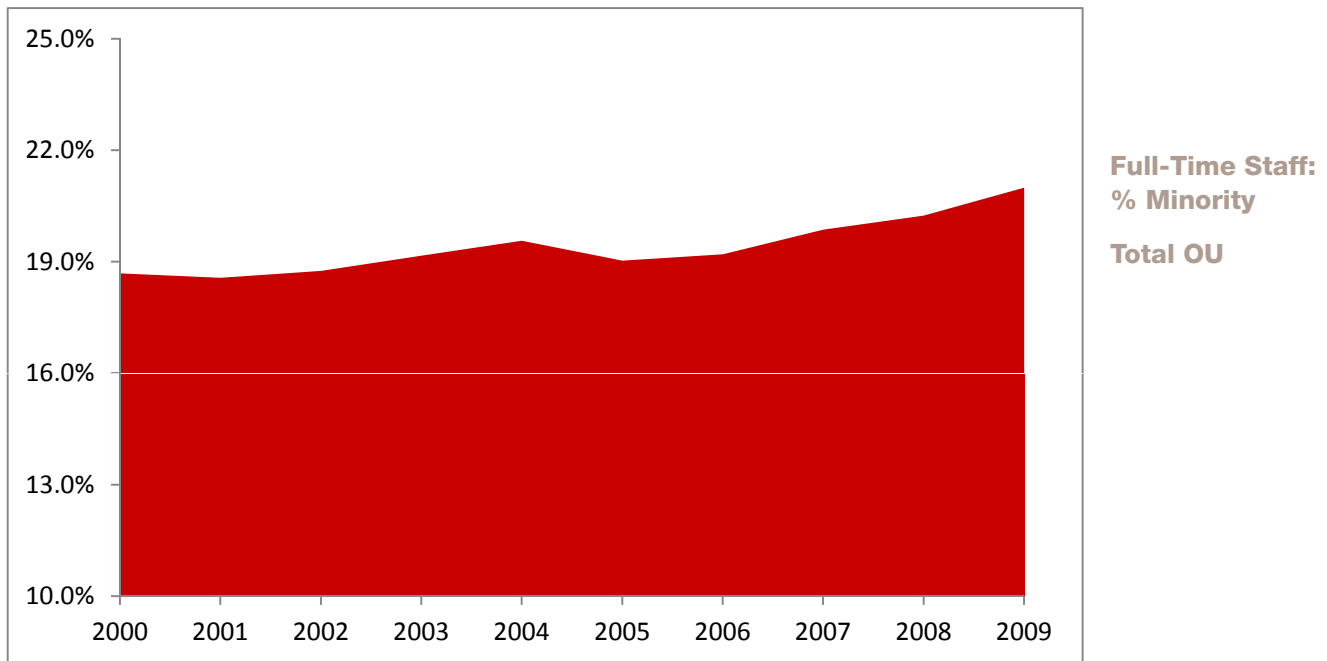
The Regents' "Financial Conflicts of Interest Policy" for the Norman Campus furthers the University's mission by balancing

> an assortment of principles: maintaining an atmosphere that promotes free and open scholarly inquiry; facilitating the transfer of information and technology for the benefit of the public; and serving as a prudent steward of public and private resources entrusted to it. Faculty and staff have a primary commitment to their basic University duties of teaching, research and creative/scholarly activity, and professional and University service and public outreach. These basic duties often limit outside activities. As a result, professional and personal activities may present financial conflict of interest situations which should be evaluated under the auspices of this and other applicable University policies.

(Regents' Policy Manual, Section 3.1.7. See also HSC-VPR Homepage for link to HSC policy). The Regent's *Outside Employment and Extra Compensation Policy* further ensures that full-time employees of the University fulfill their primary professional obligations to the University by limiting outside employment opportunities (Regents' Policy Manual, Section 3.1.9).

The Regent's policies on the *Prevention of Alcohol Abuse and Drug Use on Campus and in the Workplace* (*Ibid.*, 3.1.11), *Firearms Policy* (*Ibid.*, 3.1.12), *Racial and Ethnic Harassment Policy* (*Ibid.*, 3.2.4) and the *Sexual Harassment/Sexual Assault Policy* (*Ibid.*, 3.2.5) each foster an environment in which members of the academic community can pursue teaching, learning, research, and service free from the impediments that the individual policy proscribes.

The mission documents provide a basis for the University's strategies to address diversity. Revised annually, the "Affirmative Action Plan serves to supplement the Board of Regents' policy on equal opportunity … [t]o assure all persons equal opportunity for employment and advancement regardless of race, color, national origin, sex, religion, age, disability, political beliefs, or status as a veteran" (Regents' Policy Manual, section 3.2.2). Distributed to all directors, deans, and administrators, and available in the Resource Room, the Affirmative Action Plan contains a detailed compensation analysis by job category broken down between males and females, minorities and non-minorities. It also contains a detailed workforce analysis consisting of utilization, availability, incumbency, and goals. Among other actions, the Office of Provost and the Equal Opportunity Officer monitor the filling of faculty vacancies, including an evaluation of the affirmative action efforts. When a vacancy occurs, the department's search committee is informed of underutilization of women or minorities in the college and charged with the responsibility for taking affirmative steps to recruit minorities and women.

Annually, OU students register nearly 450 student organizations. Of these, approximately 100 classify themselves as cultural or religious organizations, clearly representing the diverse background and interests of the student body. The University's Office of Student Affairs provides programming and support specifically geared toward the
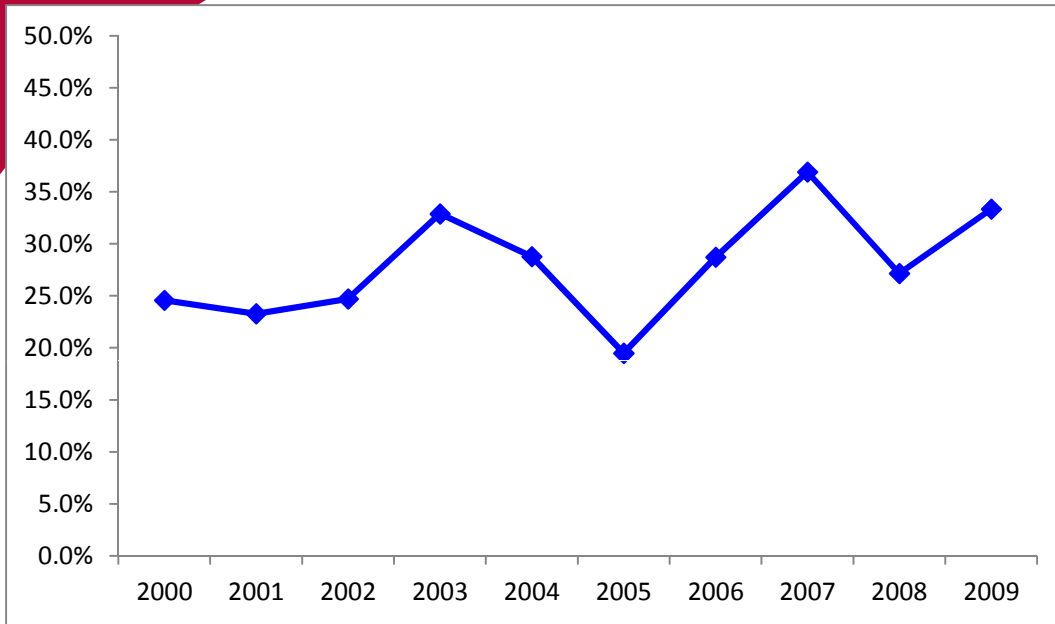
Newly Hired Assistant Professors: % Minority

Total OU
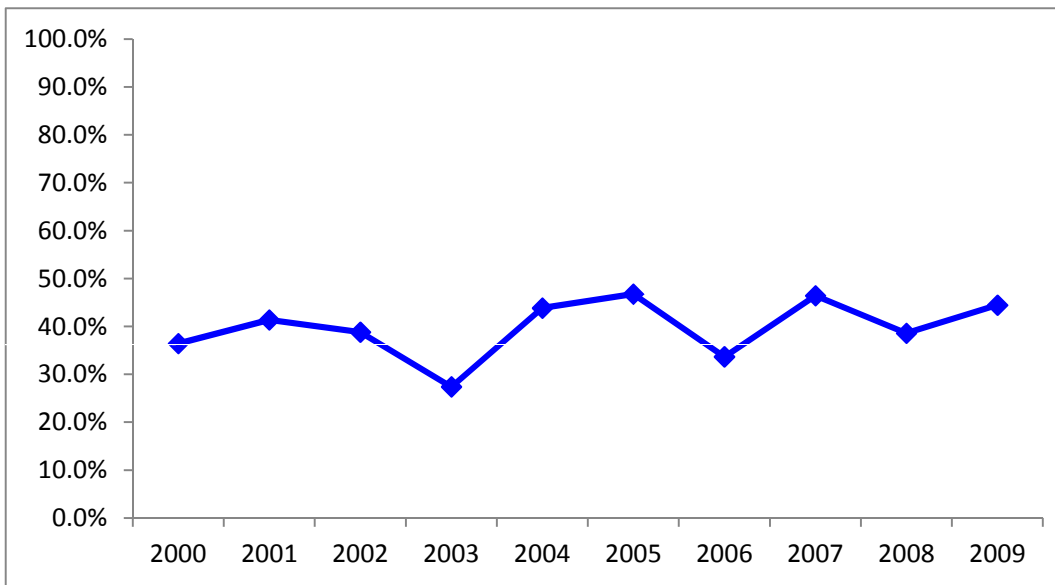
Newly Hired Assistant Professors: % Women

Total OU

student population's diverse needs. For example, the division for Student Life spends $63,000 to provide academic, cultural, and social support to specific diverse communities throughout the division. This includes such areas as American Indian Student Life and OU Cousins, which integrates international and foreign exchange students into the university's life. Additionally, at an annual expense of $242,000, the Sooner Upward Bound Program works annually to prepare 50 eligible students from targeted inner-city high schools for college entry and success. HSC also has a vibrant student life.

Core Component 1c: Understanding of and support for the mission pervade the organization.

The board, administration, faculty, staff, and students understand and support OU's mission. Minutes from any Board of Regents meeting show that the Board and the President understand and support the University's mission and that their *strategic decisions, planning, and budgeting priorities flow from and support the mission.* Three examples from the January 2011 Regents meeting should suffice. First, desiring to prepare "students for the globalized world of the 21st century," the University, under David Boren's leadership, created the International Programs Center in 1996 (Board of Regents Minutes 32417, January 26, 2011). Recognizing that Center's growth and planning for future growth in
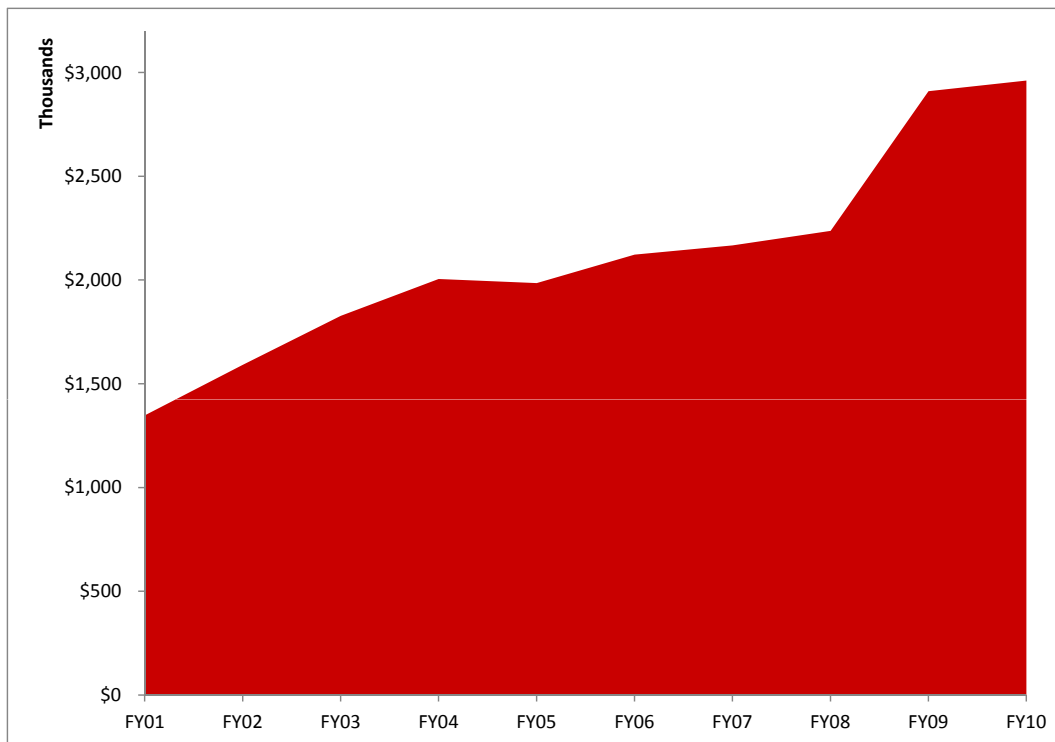
College of International Studies

Total E&G Budget in July 2010 Constant Dollars

international programs at OU in order to provide students with "the best educational experience" as they prepare for lives of service to "the state and society" (*See* Mission Statement), the Regents, on President Boren's recommendation, established "the College of International Studies" in 2011 (*Ibid.* at 32417-18). Second, reinforcing OU's longstanding commitment to the environment (see Civil Engineering and Environmental Science), the Regents also changed the name of the Department of Geography to the Department of Geography and Environmental Sustainability to reflect the fact that "environmental sustainability has become a major strategic teaching and research focus within the Department of Geography and the College of Atmospheric and Geographic Sciences." (*Ibid.* at 32418). Third, effective the spring of 2011, the Regents amended their Policy Manual to raise the cash award for the University-funded annual Regents' Awards for teaching, research and creative/scholarly activity, and to increase professional and University service and public outreach from $2,000 to $10,000 (*Ibid.* at 32434-35).

The administration, faculty, staff, and students also understand and support OU's mission with strategic decisions, planning, and budgeting priorities flowing from and supporting the mission. For example, with an annual budget of $1,153,103, the Learning, Teaching and Writing Center on the Norman Campus coordinates efforts "to provide support for students and faculty as they learn, teach, and write" (Learning Teaching Writing statement of Mission and Purpose). In FY2011, the University of Oklahoma Writing Center hosted 5,676 individual writing consulting sessions with writers from nearly all colleges and majors. It also connected with over 2,000 students through class visits and specialized workshop. First-year students visited the Writing Center most often

(2,122 sessions), while sophomores visited the writing center least (353 sessions), indicating a need to investigate why this is and develop strategies for maintaining connections with individual students from their first to second years. The Center works with academic units on campus to develop discipline-specific curricula with a writing emphasis. For example, in consultation with faculty members and employers, the Price College of Business decided to restructure its Business Communication Course to improve its students writing skills. Working with the Writing Center, the College recently implemented a new model for delivering Business Communication 2813, developing a hybrid large lecture, small break-out session model, providing a consistent emphasis on developing strong writing skills, and providing a setting where students can receive constructive feedback, engage in honest self-criticism, and actively engage in revision of written work.

Among other programs offered through this Center, the semester-long New Faculty Seminar acclimates both junior and senior new faculty to the campus, providing information on research and teaching support, campus policies and culture, professional development, and the surrounding community. The Early Tenure Workshop provides untenured faculty an early look into the tenure and promotion process at OU. The Center also offers confidential, individual, and tailored consultation with anyone who teaches at OU on course design and evaluation, effective communication, specific teaching techniques, and test design.

At the Health Sciences Center, the Office of the Vice Provost for Academic Affairs and Faculty Development dedicates $25,000 annually to faculty development programs designed to provide "faculty opportunities for knowledge and

skill development for essential areas of faculty responsibility" through "[s]eminars, workshops, simulation and applied practice [among other programs] and include tools for self-assessment and peer-feedback." In 2011, 491 faculty members participated in HSC-wide sponsored faculty development offerings. Among these programs, the longitudinal Faculty Leadership Program has an annual cohort of up to 16 early career faculty. Also, the monthly Education Grand Rounds (EGR) programs focus on teaching skills and practical teaching strategies. EGR offerings are available to faculty as a "live" session eight months of the year, and archived programs are available "on-demand" from the faculty member's desktop. The Health Sciences Center also sponsors "Preparing Future Faculty," a teaching skills program designed for graduate students and postdoctoral research fellows interested in gaining the basic theory and skills necessary to be an effective communicator and educator and to have a mentored teaching experience.

For other evidence that the administration, faculty, staff, and students understand and support OU's mission, *see infra* throughout the Self-Study including Chapter 4 (Undergraduate Research) and Chapter 5 (outreach).

The goals of OU's administrative and academic subunits are congruent with its mission. The goals of the University's Mission Statement, coupled with the President's vision, provide the direction, creating the foundation for the particular goals and priorities of the various branches – organizational units – within the University's broad canopy. The strategic planning documents for the Norman Campus, the Health Sciences Center, and the Tulsa Campus are reviewed and modified each year during the June Retreat and meeting of the University of Oklahoma Regents, OU President, OU-Tulsa President, and all University Vice Presidents.

The Norman Campus Strategic Plan 2011-12, for example, identified four major challenges as it seeks to recruit and educate "the next generation of citizen leaders who understand how to grow and sustain robust human communities in a global and technologically sophisticated environment": (1) an anticipated decline in state funding, (2) a projected decline in Oklahoma high school graduates over the next four years, (3) continued implementation of student information system, and (4) a changing and increasingly competitive environment for federal research support. The

plan also mentioned two significant opportunities: the identification of one-time "bridging funds" to diminish the impact of anticipated revenue reduction and the opportunity provided by the University-wide HLC self-study process "to review the OU-NC academic strategic plan within the broader context of the University strategic plan and to compare planning against assessment and evaluation processes on the Norman Campus."

This strategic plan focuses on five areas: research and creative activity, undergraduate education, graduate education, the service mission, and cross-cutting academic strategic initiatives. This section of the self-study will highlight two of those five. First, Aspire 2020, a major strategic initiative on the Norman Campus, "represents a total review and reframing of research strategies and initiatives for the OU-NC campus strategically aligned with opportunities at the OU-HSC … and the Schusterman Center at OU Tulsa" (NC Strategic Plan 2011-12). Aspire 2020, "through the *active involvement* of faculty and administrative leadership in a structured planning process," will "create a decadal strategic plan for research and creative activity." (*See infra* pages 33 & 55. for more on how this goal is being implemented.) Second, strategic goals for undergraduate education include sustaining the quality and size of the undergraduate student body, continuing the Scholarship Campaign to assist students with the cost, continuing to improve the graduation rate, doubling the number of undergraduates who study abroad, growing the new Institute for the American Constitutional Heritage, increasing the Honors College curriculum, creating cross-cutting interdisciplinary degrees that capitalize on the unique research expertise of faculty, continuing to build writing and oral communication skills, and continuing to build interactions of student, faculty, and staff governing groups in ways that model collegial and thoughtful discussion." (*See e.g., infra* pages 29-32, 60, 72 for examples of how this goal is being implemented.)

The University of Oklahoma School of Community Medicine in Tulsa's Strategic Plan 2010-2014 describes how the school plans to "make Tulsa one of the healthiest communities in the country." The plan builds "from three strategic pillars: education, service and innovation erected on a foundation of community collaboration, positive institutional culture and financial and organizational security." Within education, for example, the institution will create the "nation's first four-year School of Community

Medicine," expand focused graduate medical education and fellowship programs, conduct transdisciplinary education for community medicine teamwork, and attract students who "are driven by virtues of altruism, patient-centeredness and social justice" and committed "to practicing highest-quality evidence-based medicine for underserved and vulnerable populations." *See infra* 23, 51, & 57 for more on how this goals is being implemented.

Two sets of evaluative processes help ensure that goals, strategic decision-making, planning, and budgeting priorities of academic subunits flow from and support the mission. First, each spring, the academic units on the Norman Campus engage in annual planning and goal setting (Memorandum to Deans/Directors/Chairs from Senior Vice President and Provost). Second, every degree-granting unit on the Norman Campus engages in academic program review, a form of institutional self-study, every seven years. The reviews, which should be forward-looking and directed toward program improvement, "are meant to be comprehensive in that they view the programs in terms of how they are connected to the University and to the intellectual discipline at large" (Academic Program Review – University of Oklahoma). The Graduate College at HSC undergoes periodic program review, but the Regents exempt HSC programs accredited by professional accrediting bodies.

The mission statements of the administrative and academic subunits reveal that the University of Oklahoma's internal constituencies articulate the mission in a consistent manner. The mission statements of the various academic-related units of the University can be found here for the Norman Campus and here for the Health Sciences Center. The College of Architecture "emphasizes excellence in education, research and service to the community" in its Mission Statement and "aspires to provide the world with leaders who are prepared to advance their professions, improve their communities, and contribute to a global society." The Mewbourne College of Earth and Energy is committed to Oklahoma while open to the world. Its Mission Statement recognizes that it plays a key role in investigating "the State of Oklahoma's land, water, mineral and energy resources." Its "vision is to offer an intellectual atmosphere combining scholarship, research

and teaching that leads to the creativity needed to address the issues of tomorrow, and prepare our students for the global competition they will experience during their professional careers." Similarly, the Weitzenhoffer Family College of Fine Arts' mission is to provide "excellence in arts education, scholarship, and creative activities, and the nurture of its students by maintaining a university environment in which the highest professional standards are exemplified through its faculty." Recognizing its ties to the community, "it promotes the Arts through statewide community-based outreach programs [and] is dedicated to bringing recognition to the state within the national community." The mission of the College of Pharmacy "is to educate and empower professional, graduate, and post-graduate students to be highly qualified pharmacy practitioners, scientists and educators." Its "mission is sustained by an environment of creativity and innovation that fosters collaboration with external communities, respects diversity, and demonstrates commitment to collective endeavors that advance our purposes and positively influence the health and well-being of the public."

Administrative subunits similarly articulate the mission in a consistent manner. The mission of the Division of Student Affairs, for example, "is to enhance students' academic success by developing student skills, cultivating diverse, campus life experiences and enriching the university community through programs and services." Expressing the core values of integrity; passion for excellence; commitment; respect and responsibility for self and others; and appreciation for and encouragement of gender and cultural diversity, OU's Athletic Department's mission "is to inspire champions today and prepare leaders for tomorrow by providing an excellent environment to enable student-athletes to achieve their highest academic, athletic and personal aspirations." And, the mission of OU's Human Resources is "to deliver effective services and strategies that attract and engage a diverse workforce that contributes to and sustains OU's reputation for excellence."

Core Component 1d: **The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**
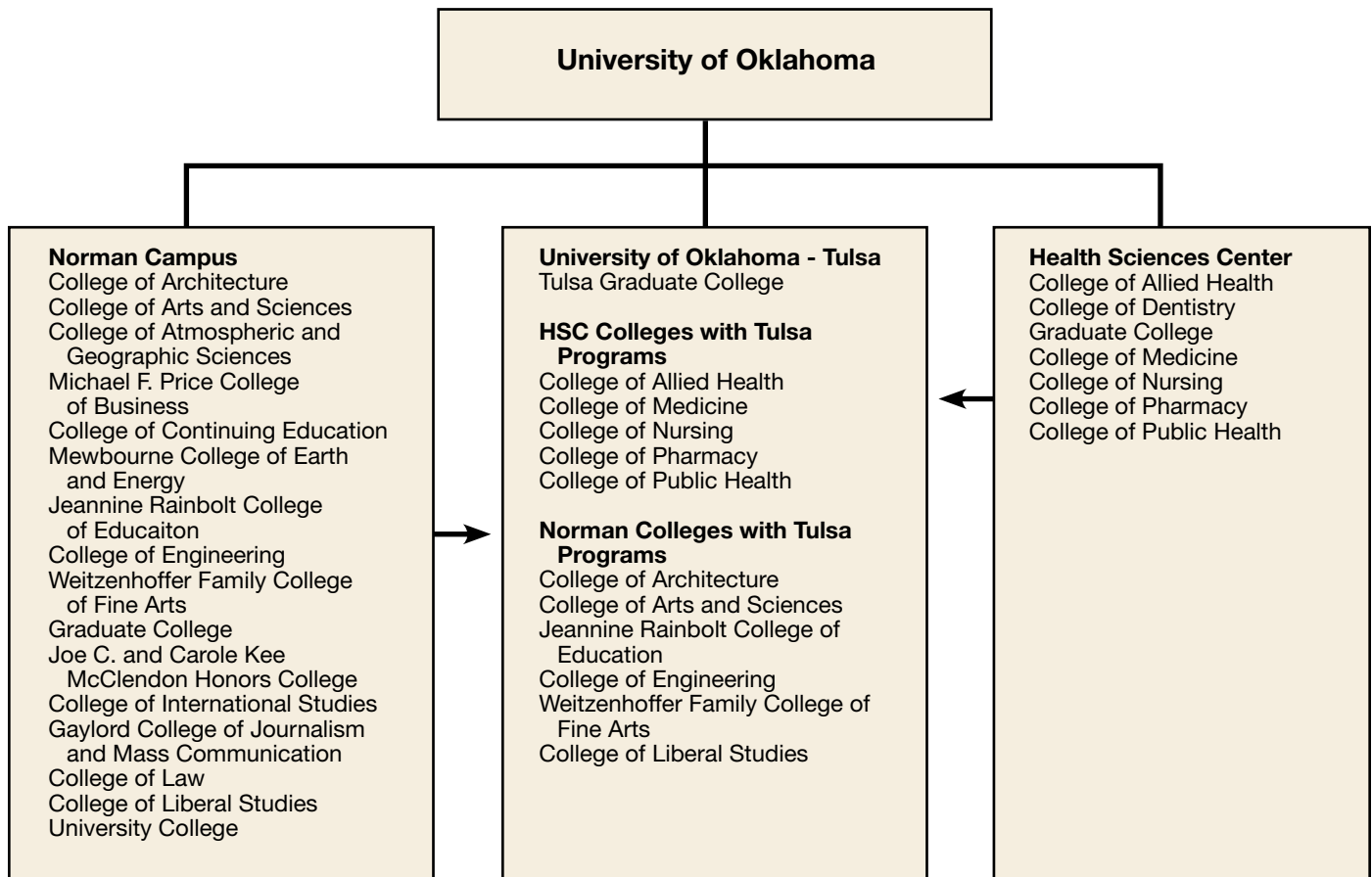
The University of Oklahoma is one of 25 state-supported colleges and universities governed by the Oklahoma State Regents for Higher Education. Created in 1941 to eliminate the need for each institution to lobby the state Legislature, the nine-member board prescribes academic standards of higher education, determines functions and courses of study at state colleges and universities, grants degrees, approves allocations to the institutions, and sets each public college's and university's tuition and fees within the limits set by the Oklahoma Legislature.

The seven-member University of Oklahoma Board of Regents oversees the operations and management of the University of Oklahoma as well as Cameron University and Rogers State University. The State Regents and the Board derive their respective authority from the Oklahoma Constitution and Oklahoma Statutes. 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 as well as private donors. The Board meets in regularly scheduled meetings, in special meetings when necessary, and in an annual retreat. It currently has the following committees: Finance & Audit, Norman Campus, Health Sciences Center, and Athletics.

The Board of Regents' policies and practices document the board's focus on the University of Oklahoma's mission. The self-study narrative addressing Core Components 1a and 1c *supra* amply demonstrates that the Board of Regents' policies and practices focus on OU's mission. *See e.g. supra* pages 9 (faculty awards), 10 (academic program review), 11 (academic integrity council), and 15 (College of International Studies).

The Board enables the University's President and executive officers to exercise effective leadership. The executive powers of the University are delegated by the Board to the President who operates as the Chief Executive Officer. A Board resolution summarizing the President's accomplishments during his first 15 years in office demonstrates that the Board enables the University's chief administrative personnel to exercise effective leadership. These accomplishments included more than $1.6 billion in gifts to OU; a donor base increased to almost 113,000; more than $1.5 billion in construction; a more than a five-fold increase in the number of endowed faculty positions, to 544; a successful Campaign for Scholarships, which has doubled the number of students receiving scholarship support; major campus beautification, setting aside space to encourage community; and the establishment of 20 major

University of Oklahoma

Norman Campus
College of Architecture
College of Arts and Sciences
College of Atmospheric and
   Geographic Sciences
Michael F. Price College
   of Business
College of Continuing Education
Mewbourne College of Earth
   and Energy
Jeannine Rainbolt College
   of Educaiton
College of Engineering
Weitzenhoffer Family College
   of Fine Arts
Graduate College
Joe C. and Carole Kee
   McClendon Honors College
College of International Studies
Gaylord College of Journalism
   and Mass Communication
College of Law
College of Liberal Studies
University College

University of Oklahoma - Tulsa
Tulsa Graduate College

**HSC Colleges with Tulsa
   Programs**
College of Allied Health
College of Medicine
College of Nursing
College of Pharmacy
College of Public Health

**Norman Colleges with Tulsa
   Programs**
College of Architecture
College of Arts and Sciences
Jeannine Rainbolt College of
   Education
College of Engineering
Weitzenhoffer Family College of
   Fine Arts
College of Liberal Studies

Health Sciences Center
College of Allied Health
College of Dentistry
Graduate College
College of Medicine
College of Nursing
College of Pharmacy
College of Public Health

new programs (Board of Regents Minutes 31707-08, June 22-24, 2009).

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. The organizational charts for the University can be found in the 2011 Factbook. Provosts for the Norman Campus and the Health Sciences Center operate as chief academic officers of their respective campuses and their campus' programs on the Tulsa Campus. The President of OU-Tulsa works with the two provosts on academic issues and reports to the President of the University of Oklahoma regarding operations generally. See page 20.

The creation of the John B. Turner LL.M. Program in International Energy, Natural Resources, and Indigenous Peoples serves as an example of implementation through delegated authority. Looking for opportunities to extend its expertise in law relating to domestic and international energy, natural resources law, American Indian Law, and indigenous peoples law as well as creating new revenue streams, some faculty members at the College of Law asked the dean to appoint a committee to study to the feasibility of offering an LL.M. Based upon the committee's report and recommendation, the faculty voted to offer the LL.M., and the College of Law sought and received the relevant approvals in the university hierarchy and started offering the degree program in the fall of 2011.
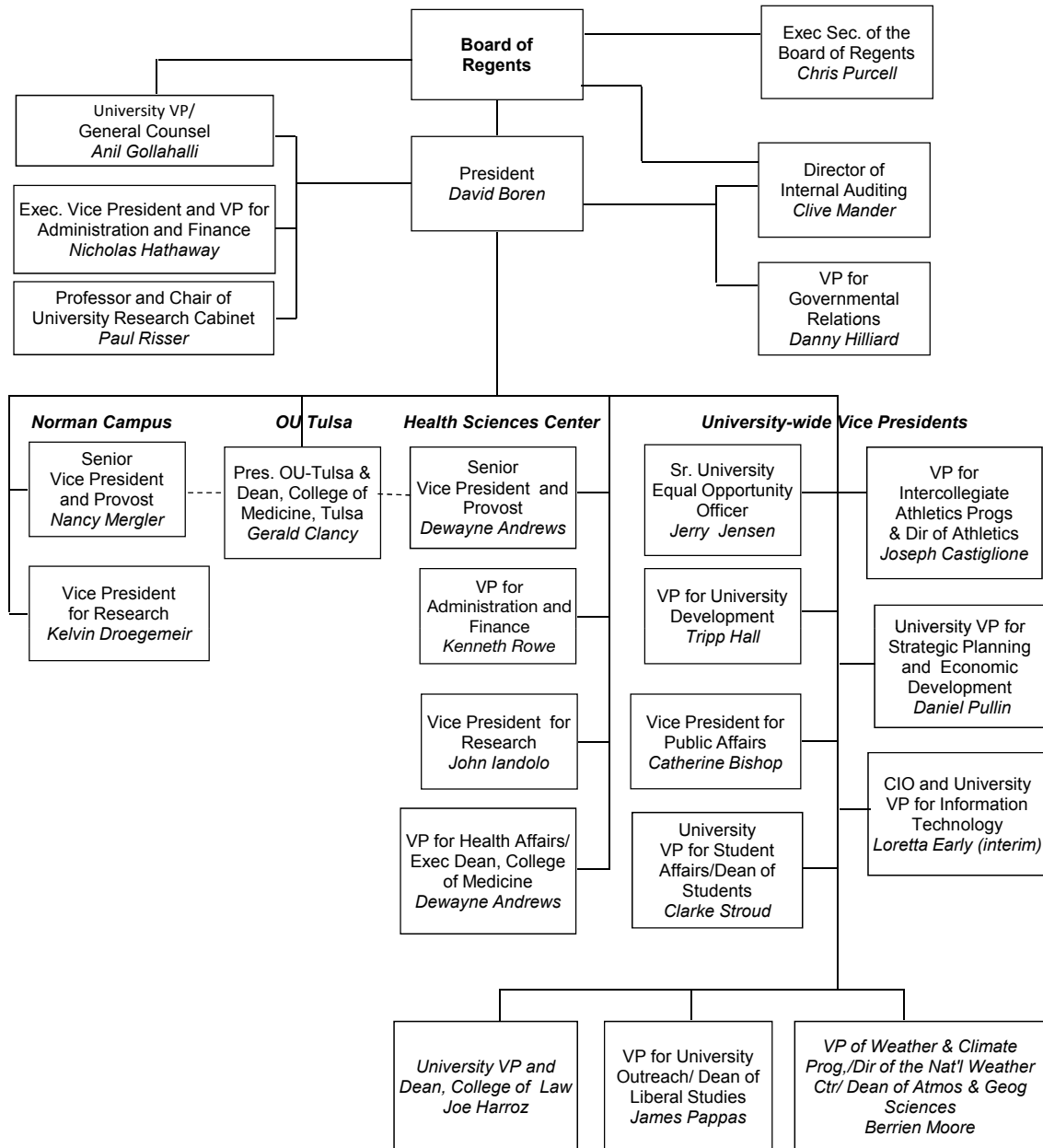
Those within OU's governance structure are committed to

the mission and appropriately qualified to carry out their responsibilities. The CVs of senior leadership, which are available in the virtual Resource Room, serve as evidence that they are well-qualified to carry out their defined responsibilities. The tremendous progress and success at OU over the past decade, as evidenced throughout this self-study, demonstrate that the people within the governance and administrative structures of the University of Oklahoma are committed to the University's mission.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic processes and activities through participation in departmental and college governance, councils, faculty senates (NC and HSC), and committees overseeing faculty and student academic integrity and research ethics. Faculty members on the Tulsa campus participate in the faculty governance through the elected bodies, committees, and councils in Norman or the Health Sciences Center.

The Health Sciences Center committee structure includes four Faculty Senate committees (Bylaws Committee, Committee on Committees, Faculty Compensation Committee, and IT Advisory Committee); six HSC committees (Academic Programs Council, Campus Tenure Committee, Faculty Appeals Board, Library Advisory Committee, Research Council, and Shared Leave Committee); and 11 university committees (including the Athletics Council, Continuing Education Public Service Council, Copyright Committee, and

University Administrative Organizational Chart

Board of Regents

Exec Sec. of the Board of Regents
Chris Purcell

University VP/ General Counsel
Anil Gollahalli

President
David Boren

Director of Internal Auditing
Clive Mander

Exec. Vice President and VP for Administration and Finance
Nicholas Hathaway

VP for Governmental Relations
Danny Hilliard

Professor and Chair of University Research Cabinet
Paul Risser

Norman Campus

Senior Vice President and Provost
Nancy Mergler

Vice President for Research
Kelvin Droegemeir

OU Tulsa

Pres. OU-Tulsa & Dean, College of Medicine, Tulsa
Gerald Clancy

Health Sciences Center

Senior Vice President and Provost
Dewayne Andrews

VP for Administration and Finance
Kenneth Rowe

Vice President for Research
John Iandolo

VP for Health Affairs/ Exec Dean, College of Medicine
Dewayne Andrews

University-wide Vice Presidents

Sr. University Equal Opportunity Officer
Jerry Jensen

VP for University Development
Tripp Hall

Vice President for Public Affairs
Catherine Bishop

University VP for Student Affairs/Dean of Students
Clarke Stroud

VP for Intercollegiate Athletics Progs & Dir of Athletics
Joseph Castiglione

University VP for Strategic Planning and Economic Development
Daniel Pullin

CIO and University VP for Information Technology
Loretta Early (interim)

University VP and Dean, College of Law
Joe Harroz

VP for University Outreach/ Dean of Liberal Studies
James Pappas

VP of Weather & Climate Prog,/Dir of the Nat'l Weather Ctr/ Dean of Atmos & Geog Sciences
Berrien Moore

Employee Benefits Committee).

On the Norman Campus, faculty members serve on a number of committees, including the PACGEO, the Provost's Advisory Committee on General Education, which "is charged with assessing the OU general education program and determining if it is serving its intended function, i.e., to ensure that each of our students receives a broad, liberal education, regardless of area of specialization; to advise the Provost of our findings; and to provide the day-to-day support necessary to maintain the official general education course

listings" (*See* PACGEO Policies, Procedures, and Guidelines.) (Note: the NC Provost also appoints HSC faculty involved in general education.)

The NC Academic Programs Council serves "as an advisor to the President, Provost, and the Faculty Senate on matters concerned with the instructional programs and curricula of the University of Oklahoma, Norman Campus. Its responsibilities include the formulation of general education policy, the evaluation of existing or proposed programs with regard to their educational value, and the

planning and development of the future educational programs of the Norman Campus." The Health Sciences Center's Academic Programs Council reports to the Faculty Senate and makes recommendations to the President through the Provost "on matters concerned with the instructional program and curricula of the HSC. This includes evaluation of new programs with respect to their feasibility, potential stability, and potential for excellence; monitoring and evaluating proposed and existing programs for the purpose of making recommendations for improvement; and evaluating proposed and existing programs for evidence of duplication."

The Norman Campus Graduate Council serves as "the instrument of the graduate faculty," with authority to "establish policies and standards governing development and changes in graduate curricula, including new courses or degree programs; make recommendations on all new proposed graduate programs, or substantially modified graduate programs as well as proposed deletions of graduate programs, [and] monitor graduate course offerings . . ." (Faculty Handbook, Charter of the Graduate Council University of Oklahoma Norman Campus) (*See also* Operating Procedures of the Faculty of the Graduate College University of Oklahoma Health Sciences Center, Article III).

The University maintains committees and boards that contribute to shared responsibility for integrity of academic processes. Investigation of allegations of scholarly misconduct by faculty involves an elaborate multi-step process with responsibility shared by senior administration – Provost, Vice President for Research, Legal Counsel, and President – and faculty members who serve on Inquiry Committees, Investigating Committees, and the Faculty Appeals Board (Norman Campus Faculty Handbook, sections 3.24.2 and 3.9.1).

In the administration of academic units, Chairs or Directors bear responsibility for "determining teaching assignments and class schedules for the department" (Norman Campus Faculty Handbook, section 2.8.1 (C)). On the Norman Campus, faculty members are evaluated by their chair or director and by their elected executive committee, "Committee A." (Norman Campus Faculty Handbook, 2.8.2(a)). Tenure-track faculty members also receive an annual "progress toward tenure letter" from their Chair or Director. 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 for vote), the unit's Chair or Director (with written justification), the relevant Dean (with written justification), a campus tenure committee composed of faculty members from across the Norman Campus, the Provost, the President, and the Regents. (Norman Campus Faculty Handbook, 3.7). The Health Sciences Center has similar processes, except the HSC does not have college- or departmental-elected executive committees.

Effective communication facilitates governance processes and activities. The President is briefed on any emerging areas of concern and ongoing business discussed at the weekly meetings of the University's Vice Presidents. Vice Presidents conduct regular meetings with those persons reporting to them. The Provosts conduct weekly staff meetings, twice-monthly deans' meetings, and monthly meetings with their respective Dean's Council. Deans meet regularly with their staffs and department chairs. Departments and units hold regular faculty meetings. Both the President and OU-NC Senior Vice President and Provost meet regularly with the OU-NC Faculty Senate Executive Committee. These face-to-face encounters provide an invaluable means of communication. Links on the Internet, the telephone, intra-office mail, and email communication provide other effective means of communication.

The collaborative process used in planning the OU-Tulsa Schusterman Learning Center provides evidence of effective use of communication and delegated authority. OU-Tulsa leadership conducted focus groups that brought together students, faculty, and staff from all three campuses to help program the new building to ensure that it met the need of the entire community. Opened in August of 2009, the Learning Center provides state-of-the-art classrooms for distance learning, team learning, and student socialization. OU-Tulsa also has a campus-wide Academic Council that meets monthly, bringing together local leadership and staff from all colleges, as well as support staff from IT, Human Resources, the Library, and facilities.

The University of Oklahoma regularly evaluates its structures and processes and strengthens them as needed. This takes place at all levels, from the Board and President to all colleges, departments, programs, and operating units. Through honest self-evaluation and willingness to change, the University's structures and processes undergo continued renewal and

improvement. The changes to the Academic Integrity Code and the Sexual Assault, Discrimination and Harassment Policy (*See supra* 11) evidence OU's evaluation and strengthening of its processes. The creation of an Integrity Council and the planned hiring of a Sexual Misconduct Officer (See id.) evidence evaluation and strengthening of OU's structures. The creation of the College of International Studies, the development of a Research Campus, the reorganization of the office and vision of the Norman Campus Vice President for Research, and the creation of the Office of Vice President for Strategic Planning and Economic Development provide further evidence of evaluation and strengthening of structures and processes.

Core Component 1e: **The organization upholds and protects its integrity.**

The activities of the University of Oklahoma are congruent with its mission "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." Known for teaching excellence, OU has twice been honored with the Templeton Foundation Award as a "Character Building College" for stressing the value of community. The Norman Campus offers 109 different bachelor degrees, 82 master's degrees, nine certificate programs, a professional degree, and 53 doctoral degrees (*See* OU 2011 Factbook, Section 2.1). The Health Sciences Center offers 16 bachelor degrees, 51 master's degrees, 18 certificate programs, 19 doctoral degrees, and 27 professional degrees. The annual OU Community Impact Report provides an excellent summary of how the University of Oklahoma is fulfilling its mission. As noted in the 2011 Community Impact Report, OU consistently ranks as one of America's 100 Best College Buys by Institutional Research & Evaluation, an independent higher education research and consulting organization. The multipurpose Bartell Field Camp in southern Colorado will enable the ConocoPhillips School of Geology and Geophysics to enhance students' educational experience with programs including an annual six-week geology camp and a three-week geophysics capstone

course. The Peggy and Charles Stephenson Cancer Center is on track to become Oklahoma's first National Cancer Institute-designated comprehensive cancer center.

OU enhances its course offerings further by providing up to $20,000 in one-time funds per selected course, on a competitive basis, to faculty members to bring in three to five experts during the semester to interact with students in the course and to give a public lecture. These Dream Courses often cover important topics for concerned and engaged citizens in the 21st century. For example, one of the 11 Dream Courses approved for the 2011-12 academic year, "Revitalization: Knitting Society Together," emphasizes "the importance of preserving the culture, ethnicity, and geographies of moderate to high-density urban communities undergoing redevelopment." (*See* Summary of Approved 2011-2012 Dream Courses). Designated as a 4000/5000-level cross-listed course, it will be team taught by professors from Interior Design, Architecture, and Art. They propose to bring in several speakers, including an architect involved in the award-winning renovation of St. Louis' warehouse district. "Water and Society: Water in the 21st Century," another Dream Course, serves as the "core course in the new Environmental Sustainability degree and addresses the contentious issue of water, and particularly clean water, as a finite resource. Topics include the history, challenges, impacts, conflict potential, and innovations in water resources globally for the 21st century" (*Ibid.*). For more on Dream Courses see this historical summary. For more on the OU activities congruent with its teaching mission, *see* the Criterion Three Chapter, *infra*.

In 2011, OU achieved a significant milestone and met an important goal with the Norman Campus receiving a Very High Research Classification from the Carnegie Foundation. Arriving at this milestone required a dedicated, focused effort by faculty, administration, and staff. Research expenditures for Norman Campus increased from $49,795,876 in 2001 to $85,761,619 in 2010 and the Health Sciences Center research expenditures increased from $40,157,120 to $71,908,975 during that same time period. See Chart, page 24. For more on the OU activities congruent with its research and creative activity mission, *see* the Criterion Four Chapter, *infra*.

Learning and *service* go hand-in-hand at the University of Oklahoma. Whether for credit or as a co-curricular activity, service opportunities allow students to gain a global perspective while forming habits of acting out of concern for the common good. For example, the OU School of Community Medicine in Tulsa operates OU Physicians Community Health, an innovative, collaborative program, which provides affordable health care to the indigent and underserved in Tulsa County. Its interactive clinics are medical homes to nearly 16,000 at-risk school children, residents of public housing, isolated elderly, single parents, and the working poor each year. The College of Law also offers several clinical and pro bono opportunities for its students. The Criminal Defense Clinic provides law students the opportunity to represent indigent defendants in criminal matters, while the Civil Clinic provides students the opportunity to represent low-income individuals in a variety of civil matters. The Students for Access to Justice at the law school promotes a culture of public service commitment by matching interested law students with pro bono opportunities with such organizations as Catholic Charities Immigration Assistance Program, Legal Aid, the Oklahoma Department of Agriculture, Food, and Forestry, and the Oklahoma Indian Legal Services, among others. OU's chapter of Engineers Without Borders partners "with disadvantaged communities to improve their quality of life through implementation of environmentally, equitable, and economically sustainable engineering projects, while developing internationally responsible engineering students." Recent projects include water purification in Potosi, Bolivia, and water distribution in Bravo, Guatemala. The Norman Campus operates a Leadership Development and Volunteerism Office, which connects students to projects serving the greater community, and annually organizes The Big Event, OU's official day of community service. Approximately $43,000 was raised and spent on the 2011 event. For more on the OU activities congruent with its service mission, *see* the Criterion Five Chapter, *infra*.

The Board of Regents exercises its responsibility to the public to ensure that the University operates legally, responsibly, and with fiscal honesty, understanding and abiding by applicable local, state, and federal laws and regulations. Composed of seven citizens appointed by the Governor with the advice and consent of the State Senate, the Board serves staggered seven-year terms. Operating legally, responsibly, and with fiscal integrity begins at the top. A conflict of interest policy prohibits Board members from engaging in financial transactions, including employment, with governed

**Total OU Research Expenditures
Excluding Outreach & Instructional Activities**
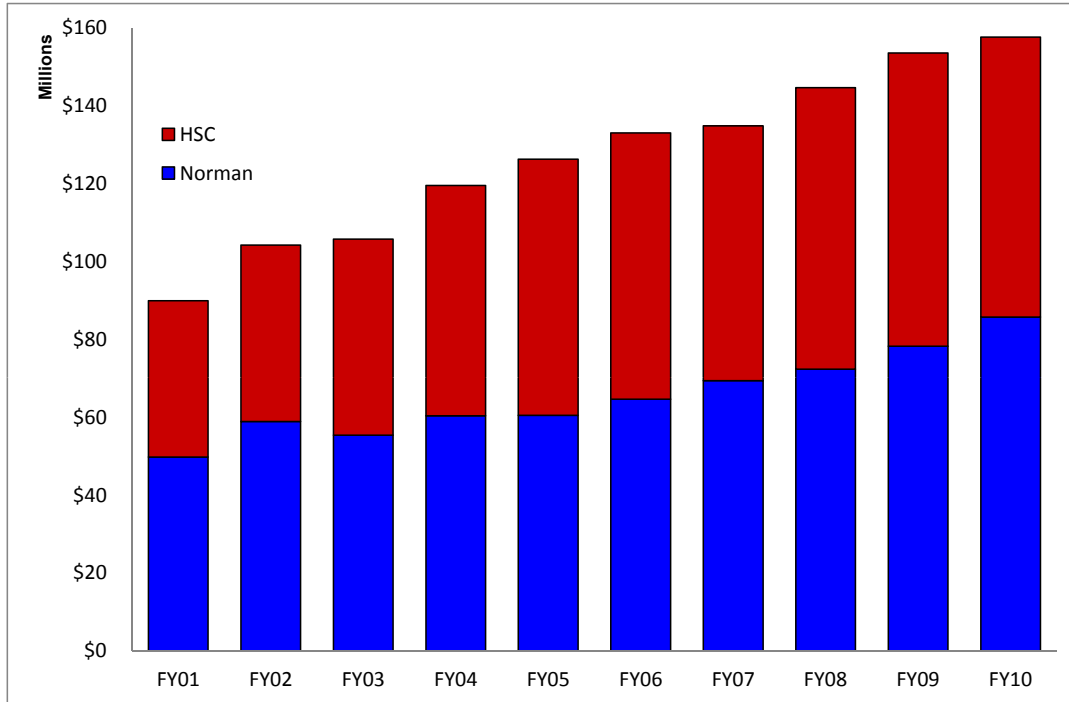
universities (Regents' Policy Manual, p. 4). And, during their first two years in office, each Board member is required to take at least 15 hours of continuing education, including a minimum of two hours of ethics (*Ibid*. at 3). During orientation for new members and annually as part of the Regents' Retreat, it is emphasized that, as fiduciaries, board members are held to the highest standards of integrity when discharging their duties to the University and the state.

The Board receives, evaluates, and acts on reports and data presented by the President at Board meetings. The Board Minutes document well the extent of the Board's involvement in University oversight. Examples include approval of a motion to exclude physicians and other health care professionals from compliance with the Federal Trade Commission's Red Flag Rules pursuant to the Red Flag Program Clarification Act of 2010 and the award of a contract to upgrade practice management and billing system software to improve "management of fee schedules and payor contracts, [provide] additional reporting functions, more effective collection tools, and license expansion as needed." (*See* Board of Regents Minutes 32483-484, March 23-24, 2011).

To further ensure the University's integrity, its General Counsel and Director of Internal Auditing report both to the Board and to the President and the Director of Compliance reports to the General Counsel. *See infra* pages 106-108, 110 for more on the Office of Compliance.

Compliance procedures are built into virtually every facet of OU's operations. For example, the University's standard Agreement for Architectural Services requires that the design of facilities comply with all applicable laws and ordinances and the orders, rules, regulations, and requirements of all federal, state, and municipal governments and appropriate departments, commissions, boards and officers thereof having jurisdiction, including but not limited to, Executive Order 11246, the Vocational Rehabilitation Act of 1973 (§ 503), the Vietnam Era Veterans Readjustment Assistance Act of 1974 (38 U.S.C.S. § 4212 [formerly 2012]), and the Americans with Disabilities Act."

The Disability Resource Center (DRC) reviews and comments on accessibility compliance for all university facilities from the initiation of the design phase through the completion of the project. After the passage of the ADA

Act of 1990, the University completed a 504 Self-Evaluation to evaluate all programs, policies, services, and facilities for accessibility compliance. The University, as required, also completed an ADA Transition Plan that addressed correction of any deficiencies. A Campus Access Map Task Force was created in the fall of 2009 to comply with Higher Education Opportunity Act requirements for disability access. The Task Force documented facility accessibility through surveys and developed an online accessibility map. This map identifies accessible parking, routes, entrances, elevators, and restrooms. The link to this map is on the University's main web page. A print version of the accessibility map is currently in production.

The University consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. The Regents' Manual, faculty handbooks, staff handbooks, and student handbooks or codes establish fair policies regarding the rights and responsibilities of each of OU's internal constituencies.

The Norman Campus implemented a new student Academic Integrity Code in the fall of 2011. The changes reflect a trend over the past few years to decrease the adversarial nature of the proceedings, increase teaching of ethics and integrity, and increase peer involvement in both the hearing process and as peer educators. *See* Chapter 1, Criterion 1a, *supra*. Under this Code, instructors can admonish students for less serious violations and students have the right to contest an admonishment. For more serious violations, the student is given notice, and opportunity to be heard, and the right to determination by an impartial panel consisting of two faculty members and three students, including the chair. The Provost, in consultation with the Integrity Counsel, determines the appropriate institutional remediation, which could include censure, service and instructional alternatives, suspension, and expulsion. The Provost also hears appeals, which "must be based on procedural irregularities so substantial as to deny the student a fair hearing; or on new and significant evidence that could not have been discovered by a reasonably diligent student" (Academic Integrity Code, Section 8.) *See* pages 8, 13, 52, and 108-109 for discussion of policies relating to Tenure and Promotion, Conflicts of Interest, External Employment, and Institutional Review Boards.

The University's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities, and the University deals fairly with external constituents and accurately and honestly presents itself to the public. The University undertakes its core instructional, student life, and research functions in-house pursuant to structures and policies discussed throughout this chapter. See also The University of Oklahoma Internal Audit. The University also retains direct control over key community functions such as campus policing, student housing and food service, and on-campus health services for student, faculty and staff. Information technology, including record systems and campus email, are also administered in-house via the Office of Information Technology. IT also administers licensed software and online services – Oracle PeopleSoft for Human Resources and Financial Systems and SunGard Banner for the student suite of systems.

For example, Student Affairs is a collection of people, programs, activities and services that help complete the university experience for OU students. Three primary goals direct the activities of the 1,500 people within the division's 12 departments:
1. Provide programs, activities and services that strengthen the educational environment for learning.
2. Support and encourage students in the achievement of their educational and career goals and objectives.
3. Enhance the sense of community and the overall quality of campus life.

In spite of shrinking budgets, the division has seen significant growth in the programs and services provided by each department. This was accomplished through strong teamwork, collaboration, creative leadership and a commitment to providing the best possible university experience for OU students. Additionally, assessment determines effectiveness of these activities and departments continued to align the investment of resources appropriately. See infra page 53 for link to Student Affairs' Annual Report and Assessment Workbook.

Outsourcing has been selectively utilized in a handful of areas that support the University's main mission. The University Bookstore is managed through an arrangement with a private company, Follett. Credit card payments in the Bursar's office are handled through

an outside company. Utilities, except for irrigation water, are outsourced, as are stadium cleaning and event-day security services. Private companies also handle the University's vending machines, laundry services, and daycare center. Finally, fueling and other aircraft services at the Max Westheimer Airport are handled by a private fixed-base operator. All of these arrangements are governed by written agreements reviewed regularly by the Office of Legal Counsel.

The University of Oklahoma has many external constituents, none more important than potential students and their families. Like its counterparts at the College of Law and the Health Sciences Center colleges, the Norman Campus Office of Admissions observes all institutional and State Regents' policies pertaining to the admissions function. Admission criteria are clearly linked online and contact information, including phone numbers, are provided for key services of interest to prospective students. To enable greater access by prospective students from Spanish-speaking families, OU provides information in Spanish. Cost of Attendance information is easily accessible to perspective students when they click on the "Prospective Student" box on the University's home page. OU also provides a Net Price Calculator and a list of fees. The OU General Catalog, which includes accreditation information, is provided in versions on the web, CD, and in paper format. The web catalog is updated in real time as programs change, the CD version is updated yearly with the paper format being published every two to three years. The University produces undergraduate degree requirements each year in print and CD format to include any new degrees and or changes to existing degree requirements. OU also publishes a current degree inventory.

The Office of Admissions participates in internal audits to ensure compliance with all applicable policies, laws, rulings, and regulations. The most recent internal audit covered the 2006 and 2007 calendar years. After examining admissions policies, procedures, internal controls, and compliance with applicable laws, rulings, and regulations, the auditors found the admissions functions to be adequate with no exceptions.

In all interaction with external constituencies, university administrators, faculty, and staff strive to apply the same values and ethical standards applicable to internal constituencies – integrity, fairness, and consistency. To provide an example of evidence from another area of the

University's operations, an Associate Vice President for Administration and Finance serves as the Director of Purchasing. The mission of OU's Purchasing Department "is to achieve the best value possible for every purchase and to ensure that the purchasing process is accomplished ethically and in compliance with all applicable laws, regulations, and policies." Toward that end, the HR Training Department conducts leadership orientation training approximately annually. Purchasing is an integral part of that training, outlining Section 4.11 of the Board of Regents Policies and Procedures relative to "Buying and Selling Goods and Services." The Associate or Assistant Purchasing Director is the leader of that discussion, covering the University's purchasing rules and focusing on the imperative that the public's money must be spent wisely, fairly, and ethically, while at the same time securing best value for the University. Many purchases under the University's "Small Dollar Threshold" (under $5,000) are transacted directly by departments using the University's procurement card (Pcard). The Purchasing Department's Pcard Team continually conducts training to those departmental personnel who have been duly approved and authorized to use the Pcard as a method of acquisition. These departmental personnel are required to take this training in order to be accorded the Pcard privileges. As a follow-up activity and element of the University's system of internal control, the Pcard Team conducts both central and on-site reviews of departmental Pcard transactions. The central reviews focus on any purchase that may violate the University's rules relative to those types of transactions that may not be carried out using the Pcard, but that must executed through the Purchasing Department. This minimizes the University's exposure to transactions that may be illegal, unauthorized, or diverted to personal or prohibited purposes. By the on-site reviews the Pcard team tests that departments are obtaining and retaining the proper documentation required to substantiate the need, authorization, and validity of the transactions. Discussions resulting from these reviews represent, in effect, ongoing training, serving to encourage and ensure proper purchasing behavior throughout the University.

All unit heads or their designees within the University are responsible for reviewing, clearing, and maintaining information posted on OU websites pursuant to the Web Policies established by OU's Public Affairs office and Requirements established by OU Web Communications. OU Web Communications provides training to members of

the OU community and conducts an annual audit of the 50 highest traffic sites in the www.ou.edu domain, examining for content accuracy, accessibility, and compliance with OU web policies.

OU documents timely response to complaints and grievances, particularly those of students. An electronic log is kept each time a student or other university employee files a grievance with the Equal Opportunity Office. The log includes the date the grievance was filed and the date the case was resolved. Files concerning each case are kept on hand in the Equal Opportunity Office for a period of seven years. Some of the most frequent complaints from students deal with universal issues such as closed classes, meeting graduation requirements, and financial aid. In the vast majority of the cases, the concerns of students are handled at the departmental level. The University President, in an effort to proactively help students with problems, initiated

the President's Action Line. The President's Action Line helps resolve the issue or conveys the concern to the university entity capable of assessing, acting upon, and resolving the issue. The President's Action Line keeps a log of issues and resolutions. At times, the President proactively invites students to contact the Action Line to address known issues affecting multiple students. For instance, during the spring 2011 semester, the President said that his office would help students regain lost earnings due to weather-related closures of campus. For further detail, the Federal Compliance section in the appendices. See Appendix B.

Chapter Two
Preparing for the Future: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

In 2010, OU had 2,553 full-time faculty, 555 part-time faculty, 1,887 graduate assistants, 7,320 full-time staff, and 5,644 part-time staff/student employees serving 30,315 students (*See* 2011 Factbook, sections 1-46 & 1-31). It had a total operating budget of $1,506,666,726, an endowment of $968,482,000, and facilities with a total net assignable square footage of 9,550,902 square feet, including 1,613,714 net assignable square feet devoted to instruction, and 1,335,995 net assignable square feet devoted to research (*see* 2011 Factbook 2-109 for Norman Campus Net Assignable Square Feet). Total net university assets reached nearly $1.5 billion as of June 30, 2010, an increase of $352 million from June 30, 2006.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

While aggressively growing a vibrant and forward-looking world-class educational institution, the OU community realistically assesses opportunities and challenges. The likelihood of continued shrinking state appropriations, a short-term decrease in high school graduates in Oklahoma, increasing ethnic diversity in the population, and the need for the next generation to adapt quickly in a fluid and globalized environment shapes the University of Oklahoma's preparations for the future.

OU's planning documents reflect a sound understanding of its current capacity, and the University clearly identifies authority for decision-making about organizational goals. The University has a system of ongoing resource planning through its annual budget process and annual capital master plan review to ensure support of strategic initiatives and mission-critical activities. The process begins early in the fiscal year with an assessment of budget needs and concludes with approval of annual budgets by the Board of Regents. The Quarterly

Financial Analysis compares the budget to actual operating results.

The President, in consultation with the Board of Regents, his Vice Presidents, and various other constituencies, sets the University's overarching goals. The organizational chart clearly sets out lines of decision-making authority and goal setting throughout the organization. See supra page 20. This structure provides each unit a significant degree of autonomy to develop its own goals within the parameters of the University's over-arching goals and with approvals and oversight exercised by the President and/or the Vice Presidents.

In the fall of 2011, OU welcomed the largest freshman class in its history with over 4,050 students. The story of accommodating this class as well as the more than 1,300 transfer students evidences clear lines of decision-making authority and a sound understanding of current capacity within those lines of authority. OU's president set a fall 2011 goal of 3,900 freshmen. Based on this goal, the University started planning in April of 2011 for an entering freshman class of 3,900-4,100. By closely monitoring enrollments over the summer with real-time data, the College of Arts and Sciences, through its Associate Dean, for example, worked with its departments to provide the funds to add sections where needed and to cancel low-enrollment courses. The process went remarkably smoothly, as evidenced by few student complaints. The University now continues to plan for larger classes in the upper levels as the larger classes move through the University.

Technology and physical resource improvements made the class size increase possible. Technological improvements enabled the University to monitor enrollment in real time and match class capacity with student demand. An expanded inventory of classrooms and labs accommodated the larger number of students. Over the past decade, the University has added 109,355 square feet of classroom space and 108,945 square feet of instructional lab space, and renovated another 214,599 square feet of classroom and instructional lab space.

The creation of the John B. Turner L.L.M. Program in International Energy, Natural Resources, and Indigenous Peoples provides another example of identifiable lines of authority for developing organizational goals with an understanding of current capacity. Building on OU's long history of excellence and expertise in domestic and international energy law, natural resources law, and American Indian law and indigenous people law, this program extends learning opportunities to foreign as well as American lawyers while also creating a new revenue stream for the College of Law. Faculty members at the College of Law saw this opportunity and brought it to the attention of the law dean and faculty. A faculty committee, appointed by the Dean, studied the feasibility of offering an LLM, and the faculty voted to proceed based upon the committee's favorable report. Working with central administration, the College received approval from the OSRHE, and the first seven students enrolled in the fall of 2011. Neither the ABA nor the AALS has any accreditation requirements for an LLM program. The ABA did require an initial report and a statement from the Dean that the LLM program will not harm the J.D. program. OU's College of Law concluded that this particular L.L.M. will build on areas of strength and enrich its J.D.program financially and educationally.

OU's planning documents demonstrate that attention is being paid to such emerging factors as technology, demographic shifts, and globalization. With an eye toward preparing students to live and work in a global environment, OU continues to make major progress in its efforts to internationalize its curricular and co-curricular activities. Each year, OU hosts more than1,800 international students from over 100 countries in credit bearing courses and sends approximately 800 students abroad. The Norman Campus has set a goal of doubling the number of undergraduates who graduate with study abroad experience. *See* Strategic Academic Plan 2011-2012.

2011 marked the elevation of the International Programs Center to college status with the creation of the College of International Studies. The College includes the Department of International and Area Studies, which offers majors in International Studies, Asian Studies, European Studies, Latin American Studies, Russian and East European Studies, and International Security Studies. The College also sponsors the Center for Middle East Studies, the Institute for US-China Issues, the OU Arabic Language Partner Program, and the Diplomat-in-Residence, and serves as a repository for the papers of several diplomats.

The College of International Studies coordinates study abroad opportunities utilizing five models: reciprocal exchange; direct enrollment; OU faculty-led, approved provider programs; and OU in Arezzo, Italy. OU in Arezzo is the University's signature study abroad site with a variety of studies offered, such as English and writing, engineering, construction science, entrepreneurship, and Honors classes. To offset costs of traveling abroad, students can apply for a primarily need-based Presidential International Travel Fellowship (PITF) funded from an endowment established with the proceeds from the sale of the University's Hacienda "El Cobano" in Colima, Mexico. During the 2010-2011 academic year, the University awarded 230 students a total of $248,100 toward international travel through the PITF.

Major initiatives for the new College of International Studies include the addition of at least seven new faculty members during its first three years, renovation of Hester Hall to provide a hub for all international activities on campus, and a $14 million campaign. With an annual operating budget of $2,780,525, the College of International Studies will spend millions renovating Hester Hall on the Norman Campus and the monastery that houses its Arezzo program.

OU's planning documents clearly demonstrate the attention paid to emerging technology. On the Norman Campus, the Provost's Advisory Committee for Classroom, which was formed in response to a recommendation from the Classroom Renovation Task Force (2003-2004), meets regularly to develop and implement a basic standard for instructional technology in all centrally scheduled classrooms and to develop a system for assisting faculty with the use of instructional technology. *See also* Report of the Classroom Renovation Task Force. This Committee has spent $4,936,346.69 on centrally scheduled classrooms construction, renovation and instructional technology upgrades to date. Currently, an estimated 80 percent of the centrally scheduled classrooms have the basic, standard, instructional technology package. The committee anticipates completion of upgrades to all centrally scheduled classrooms to meet the basic, standard, instructional technology package within the next two fiscal years. Current consideration is being taken in regard to continued upgrades to ensure consistent and modern classroom facilities for years to come.

The Norman Campus soon will complete a three-year conversion of the student information system to the web-based Banner software on an oracle platform. Information Technology, the Registrar's staff, Institutional Research and Reporting staff, and Administrative Affairs collaborated to create this 24-7 web-based system for students, faculty, and staff called oZone. Integrated with more than 20 other software systems throughout campus, oZone provides the flexibility for the Norman Campus to build a data warehouse that will allow college and administrative units to write queries and mine data specific to their own mission. For example, it will empower colleges and units to track trends among their students from recruitment through degree completion and into alumni-tracking status.

OU's planning documents clearly demonstrate that attention is being paid to changing demographics. Given the rise in the number of Hispanic applicants and potential applicants and their Spanish-speaking parents, OU has translated online recruiting documents to Spanish. Revenue from tuition and mandatory fees is especially critical, given the likelihood of static or declining direct allocation of revenue from the state. In response, OU plans to grow modestly the size of the undergraduate student population while maintaining academic quality. Anticipated declines in high school graduates in Oklahoma and surrounding states (except Texas) present a challenge, requiring OU to strategically price its non-resident tuition in order to effectively recruit non-resident students, especially from the Dallas/Fort Worth area, as it continues to expand its recruiting efforts into Kansas, Arizona, and Illinois markets.

The University's planning documents show careful attention to OU's function in a multicultural society. Achieving its vision of forming leaders with a global view concerned for the common good in a changing and uncertain world requires that the University be rooted in a tradition that its students adopt as their own. At the same time, our pluralistic society and global economy require providing students with the tools to live and work in a world where neighbors and co-workers act from very different cultural and religious assumptions, operating from diverse premises about what it means to be human and to live in a community. Toward this end, the recently created Institute for the American Constitutional Heritage and the decade-old Religious Studies Program exemplify OU's careful attention to its function in a multicultural society.

Created in 2009, the interdisciplinary Institute for

the American Constitutional Heritage roots the University in America's constitutional heritage, its philosophical underpinnings, historical context, legal substance, and contemporary relevance. Drawing faculty from Business, Classics and Letters, History, Law, Modern Languages, and Political Science, the Institute presently offers a minor, allowing students the opportunity to study the ancient roots of law, liberty, and self-governance, the development of liberal and republican thought in the modern world, the historical and ideological background of the American founding, the development of civil rights in American history, and the relevance of the Constitution to contemporary debates over justice and freedom. Twenty-four of its 52 courses serve to satisfy a student's general education requirements. More importantly, its multifaceted programming signals to the University and the wider-community the importance of building our global community on the rule of law.

Drawing faculty from African and African-American Studies, Anthropology, Art, Civil Engineering, Classics, English, International and Area Studies, History, History of Science, Honors, Judaic Studies, Law, Modern Languages, Music, Philosophy, Political Science, Psychology, Religious Studies, and Sociology, the Religious Studies Program was established in 2002 to equip students with a critical knowledge base for flourishing in the pluralistic global environment of the 21st century. The Religious Studies Program curriculum involves a two-pronged approach to the academic pursuit of religious studies: the study of different religious traditions and the study of different approaches – artistic, historical, intellectual, literary, philosophical, political,

scientific, and social – to the study of religion. With 62 majors and 23 minors in 2010-2011, 13 Religious Studies courses satisfy the University's general education requirements.

OU's emphasis on international opportunities – hosting foreign students and encouraging study abroad – enables students to live and work in a multicultural global environment. *See supra* at 29-30. Created in 1996, the OU Cousins program develops understanding, friendship, and unity among U.S., international, and exchange students at OU. The program matches each international or exchange student with one or two American students based on hobbies, majors, or countries of special interest. "Cousins" are encouraged to develop friendship, and the Program offers monthly activities, including Thanksgiving dinner, an ice cream social, OU performing arts events, and Oklahoma City Thunder basketball games, to facilitate interaction.

The College of Engineering Strategic Plan (2009-2013) established a goal of promoting student, faculty, and staff diversity. Toward that end, the strategic plan calls for the establishment of a Women in Engineering support program and enhancing the capabilities of the Multicultural Engineering Program to conduct summer bridge sessions for entering students. The College has a Dean's Advisory Board on Diversity and participates in the Oklahoma Louis Stokes Alliance for Minority Participation in Science, Technology, Engineering, and Mathematics.

OU's planning processes include effective environmental scanning. In 2004, the Health Sciences Center laid the

groundwork for the development of a Research Strategic Plan. Working groups scanned the environment to assess HSC's research strengths, weaknesses, opportunities, and threats. Strengths included a dedicated collegial faculty, excellent biomedical research facilities, cutting-edge core lab facilities, a critical mass of start-up companies in the research park to facilitate public-private partnerships, sustained growth in NIH and total research awards, two medical school departments in the NIH top 10, individual areas of national/international recognition, excellent hospitals and clinic base, strong community support, tobacco tax passage by Oklahoma voters to fund a Comprehensive Cancer Center, and a large Native American population offering research opportunities. Weaknesses included an absence of a collective vision for research, lack of state-funded research faculty positions, lack of established researchers campus-wide, lack of senior research mentorship of junior faculty, insufficient initial support for junior faculty, poor quality of many graduate programs, few well-developed centers of excellence, absence of an executive-level push for interdisciplinary initiatives, lack of department/college credit for faculty participation in Centers, and lack of research infrastructure to assist in budget development, grant editing, and mock interviews.

HSC's identified research opportunities included staking out three or four major research goals/targeted initiatives and unequivocally directing funding and support toward those goals; organizing research efforts around a thematic approach; linking recruitment of faculty scientists to the strategic plan to obtain a critical mass of faculty to support targeted goals/initiatives; drawing from current centers of strength; enhancing research on causes of and treatment of obesity; capitalizing on NIH priority on obesity research; enhancing patient-base for research through collaboration with health care partners; looking to the Cancer Center as the best opportunity to stimulate cross-disciplinary, translational research; and using various identified metrics of success. Identified threats included succumbing to the temptation to fund too many areas rather than concentrating on strategic goals, failing to target initiatives to participate in national priority research initiatives, tightened and reduced availability of NIH funding, lack of overall institutional support for research, isolationism within disciplines, and competition for resources and opportunities from hospital centers in Oklahoma City and Tulsa, the OMRF, and Oklahoma State University.

From this environmental scan, the Health Sciences Center developed its strategic plan, choosing five focus areas: cancer, diabetes and metabolism, neurosciences/vision, infectious diseases/immunology, and geriatrics. Since the strategic plan was adopted in 2005, the HSC has added 12 new research strategic plan faculty in cancer, aging research, and pediatric diabetes. Through 95 awards, these 12 have generated $28 million in external research funding since their arrival at OU, and the enrollment in Cancer Center clinical trials increased in 2011 to 428 from 39.

Voter approval of an increased tax on tobacco products in 2004 has to date generated $36 million for HSC's Cancer Center. Additionally, a four- year capital campaign, which successfully concluded in 2010, raised $50 million to create endowed chairs and establish programs in cancer research and clinical care. The Peggy and Charles Stephenson Cancer Center was dedicated on June 30, 2011, ushering in a new era of cancer care in Oklahoma. The Cancer Center exists to provide patient-centered, comprehensive care; conduct innovative basic, translational and clinical research; raise the level of cancer awareness and prevention among individuals and populations; educate the next generation of cancer health care professionals; and serve as a statewide resource for patients, researchers, health care professionals, and communities.

The likelihood of static or declining direct allocation of revenue from the state, coupled with a declining pool of high school graduates in Oklahoma over the next three years, presents unique challenges. In response, OU is increasing its undergraduate population modestly by expanding its recruiting efforts out of state. *See supra* at 30.

The University's environment supports innovations and change. The restructuring of the office of Vice President for Research, the creation of the office of Vice President for Strategic Planning and Economic Development, and the continuing development of the K-20 Center each evidence that OU's environment supports innovation and change.

Until 2009, the same person held the positions of Norman Campus Vice President for Research (NC-VPR) and Dean of the Norman Campus Graduate College, serving in those roles three-quarter- and one-quarter-time, respectively. In that year, OU split the functions, with the Associate Vice

President for Research assuming the NC-VPR role. With responsibility for the development and/or dissemination of official policies in the research and creative activity area, as well as the facilitation of faculty, student, and staff scholarship, the NC-VPR coordinates with other vice presidents to identify funding for research and creative endeavors, working closely with the Research Cabinet.

The current NC-VPR undertook an assessment of the NC's research strengths and weaknesses in developing the structure and process for the operations of the NC-VPR office. Assessment data indicated that the Norman Campus research portfolio could be more effectively balanced – and opportunities for faculty increased – among federal agency sources as well as programs involving private industry, relative to faculty research areas and institutional strengths. They likewise suggested that basic research, the cornerstone of a comprehensive research university, should be complemented by capabilities in applied research and development via support of grants and contracts from mission agencies. Comparisons with institutional peers show the lagging position of the Norman Campus with regard to both portfolio balance and applied research and development. Thus, to maximize the Norman Campus' research potential, the NC-VPR established the Center for Research Program Development and Enrichment and the Center for Applied Research and Development to complement the Office of Research Services.

The University established the Center for Research Program Development and Enrichment in 2010 to assist OU faculty, research scientists, postdocs, and students in their efforts to build strong and competitive programs for research, scholarship and creative activities. The Center facilitates this effort by helping to identify funding opportunities for research projects, assisting with the development of proposals for external funding, and identifying and leveraging University resources to strengthen research programs and projects. The Center for Applied Research and Development (CARD) focuses on applied research, development and training across all disciplines on the Norman campus and complements existing Norman campus strengths in basic research and outreach. CARD brings new intellectual opportunities to faculty and students, provides mechanisms for innovating research outcomes into capabilities that serve society, facilitates interdisciplinary collaboration, and creates new modes of engagement with industry, government

agencies, and other stakeholders both public and private.

Process innovations complement the structural changes in the office of NC-VPR. Through active involvement of faculty and administrative leadership, Aspire 2020 will lead to a decadal strategic plan for research and creative activity on the Norman Campus. Aspire 2020 promises to act as a driver of fundamental culture change that will place OU on a new trajectory in research and creative activity, serve as a road map for strategic investment, and provide a framework to assist in supporting effective, continuous communication and collaboration. To date, faculty-led action teams have explored the topics of Research Incentives and Rewards, Cross-Cutting Campus-Wide Research Themes, Arts and Humanities, Undergraduate Research and Creative Activity, Graduate Research and Creative Activity, and Education Research and Creative Activity. These action teams have met in public meetings, drafted preliminary reports, and sought comment from the university community. Several new programs and activities have resulted from Aspire 2020, including a Faculty Challenge Grant Program, a Faculty Research Incentive Program, a Research Liaison Program, and a Strategic Initiative in Defense, Security and Intelligence Research. For further discussion of the NC-VPR, *see infra* 55.

The recently created University Office of the Vice President for Strategic Planning and Economic Development works closely with the Vice Presidents for Research and other internal constituencies and oversees OU's intellectual property management, economic development, and technology-based entrepreneurial activities. This office administers three organizations. The Corporate Engagement Office (CEO) develops relationships for the University; the Office of Technology Development (OTD) manages OU technology transfer, and the Center for the Creation of Economic Wealth (CCEW) engages faculty, students, and alumni to grow and diversify the economy. Additionally, the office coordinates OU's efforts and collaboration with state and local economic development agencies. For further discussion of the Office of the Vice President for Strategic Planning and Economic Development, *see infra* 55.

The offices of the Norman Campus Vice President for Research and the Vice President for Strategic Planning and Economic Development are strategically located on the University Research Campus, providing a new culture of community and a centralized meeting location for the

development and exchange of new ideas and innovations between faculty and researchers, students, industry, and government. The University recently redesigned the tenant vetting process to ensure that each entity located on the University Research Campus (URC) supports the mission of the University – 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. Additionally, tenants must be a good synergistic fit with new or ongoing research, create an economic benefit to the community/region, or provide goods or services in support of URC employees.

OU incorporates in its planning those aspects of its history and heritage that it wishes to preserve. The University intentionally links present and future generations of students with past generations through architecture, pictures, and relationships. Cherokee Gothic architecture unified the Norman Campus aesthetically in the University's early days before the injection of "modern" architecture in the 1940s. Beginning in the mid-1990s, the Norman Campus returned to its roots, constructing new buildings and renovating old buildings in the Cherokee Gothic style.

Connecting students, faculty, and staff to the University's past, historical photographs decorate all campus buildings. With the originals maintained in the Western History Collection, these historical photographs, posters, and documents build a sense of continuity and community through the generations.

Camp Crimson, OU's summer orientation camp for incoming students, connects new students with OU's history and traditions. Students are placed into small groups named after people and places in OU's history. Each week, 24 groups, split into three families, perform a chant based on the history of their figure. They learn a lot about their particular figure and, as the chants are performed, learn about the other figures in their family. Throughout camp, as students walk across campus, their Small Group Leaders tell them about the stories and legends associated with the places they are passing. On Thursday afternoon, students are taught the Alma Mater and Fight Song and some of the history about how each was created, and that evening, students are taught some of the history surrounding OU's athletics traditions. Camp Crimson assessment demonstrated that 92 percent of respondents reported that the Thursday night session helped them learn some of OU's traditions. Eighty-eight percent reported that,

after attending Camp Crimson, they felt like they knew OU's traditions well. This is further demonstrated by the number of students who apply to be on staff in the years following their time as a camper. When asked about their favorite traditions, the 600 applicants (for a volunteer opportunity — not a paid job) quickly provide multiple answers and shared history of each. Students selected for Camp Crimson staff positions become the newest purveyors of the history and traditions of OU.

Students who attend Camp Crimson gain respect for OU's history. Some of them come to OU with little institutional commitment. When they leave, they return home with a high level of institutional commitment, proudly boasting about the rich history and traditions of their new home, can tell others about the people for whom campus buildings are named, and can share stories and legends about the campus' more historical locations. Campers "own" the history of the university and they spread their pride to the rest of the campus.

The OU Alumni Association plays a large role in maintaining the University's traditions. Alumni, students, faculty, and staff benefit from the strength of communication, engagement and mobilization facilitated by the Alumni Association. The Alumni Association, as a whole driven by its members, preserves OU's distinct and nationally recognized traditions and is a force in ensuring each generation of students understands their commitment to Sooner principals is a lifelong endeavor. The Association provides the avenues through which informed advocates of OU can voice their opinions, concerns and ideas and feel assured they are heard by the University leadership. All of this is accomplished through the OU Alumni Association's unwavering commitment to a growing global network through which Sooners can assist Sooners, as well as the broader communities in which they live and work. Such enrichment thrives through the Alumni Association's full slate of programs, including reunions, travel, academic enrichment, and Sooner celebrations. More than 100 clubs domestically and internationally provide local opportunities for members of the OU family to stay connected, while also providing financial support to current students through scholarship offerings and giving life to the voice of students of today and yesterday who join together in the common chant, "…Live on, University."

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

OU possesses resources adequate to ensure the quality of the academic programs and services it provides. In a June 22, 2011, letter to the OU community, President Boren highlighted the University's effective stewardship of its resources: OU realized a goal set more than 40 years ago to rank in the top tier of Carnegie-scored research institutions; its freshman class broke many academic records for an entering class; for the first time ranked number one in the nation among public universities in National Merit Scholars enrolled in absolute numbers; Sarah Swenson became OU's 28th Rhodes Scholar; two OU students won Truman Scholarships and another received a Goldwater Scholarship in math and science; OU debaters have won the national championship for three of the past five years; OU Petroleum Engineers won the national Petro-Bowl championship; students from the Drama School swept the Kennedy Center Honors once again; and business entrepreneurship and our city planning teams also won national honors.

This brief summary provides representative evidence of the adequacy of OU's resources for its mission of providing a quality education to its students. For more on human resources, *see infra* at 45.

University of Oklahoma Libraries Resources

The University of Oklahoma Libraries, the largest research library in the state of Oklahoma, contains more than 4.7 million volumes, 4.1 million microforms, 31,000 periodicals, and over 180 electronic databases as reported in the Association of Research Libraries, the most recently completed national compilation of research library statistics. The research library facilities on the Norman Campus include the Bizzell Memorial Library and separate branch libraries for architecture, chemistry-mathematics, fine arts, engineering, geology, and physics-astronomy. The Norman Campus Collections also include five important special collections: Bass Business Collection, Bizzell Bible Collection, History of Science Collection, John and Mary Nichols Rare Books and Special Collections, and Western History Collections.
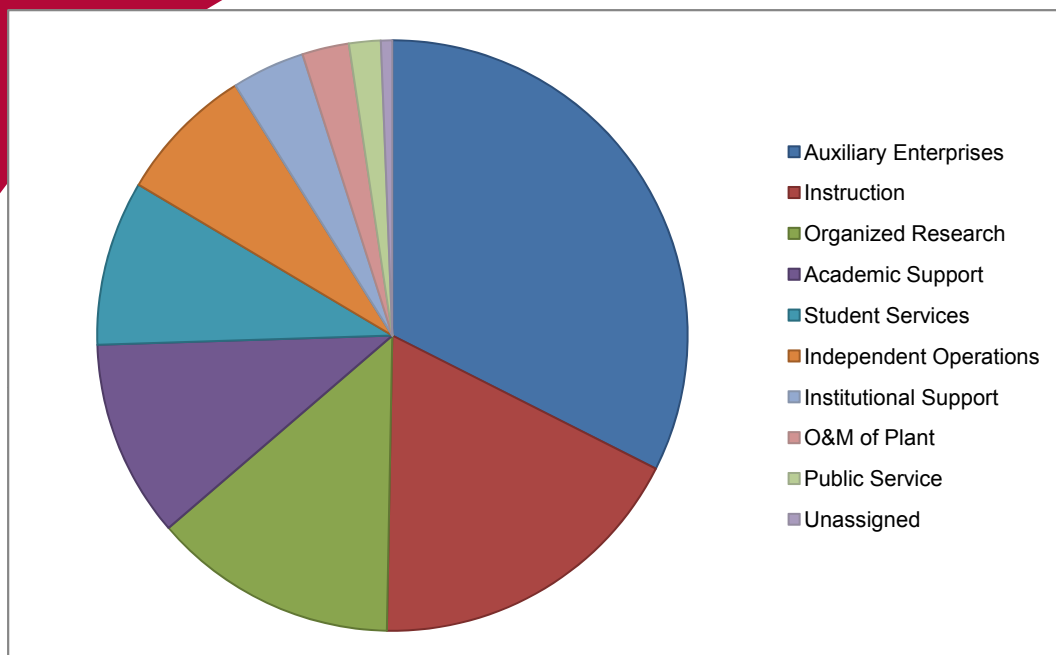
Net Assignable Square Footage - Norman Fall 2010

See infra page 39 for HSC and Tulsa Net Assignable Square Footage

Legend:
- Auxiliary Enterprises
- Instruction
- Organized Research
- Academic Support
- Student Services
- Independent Operations
- Institutional Support
- O&M of Plant
- Public Service
- Unassigned

University Libraries operate lean, yet efficient, consistently ranking in the bottom third of members of the Association of Research Libraries in staffing (non-professional) levels and in the bottom quarter of members of the Association of Research Libraries in professional (librarian) staffing levels. The College of Law, Health Sciences Center, and OU-Tulsa Schusterman Center each have separate libraries supporting teaching and research in relevant areas. For more, see infra page 79.

Bird Library is Oklahoma's major repository for health science materials. The collection has more than 307,081 books, journals, audiovisuals, and electronic resources. The reference collection includes the major biomedical indexes and abstracts, current directories and data handbooks, a book collection of more than 95,391 titles, and a journal collection of approximately 2,122 current subscriptions. The library offers access to specialized health databases, including MEDLINE, TOXLINE, Web of Knowledge, Lexis Nexis Academic Universe, Academic Search Elite, and Business Source Elite, among others. Patrons have access to commercially offered databases, including Biological Abstracts and Chemical Abstracts.

The HSC library also houses several special collections, including the Indian Health Collection, which contains historical resources and current research reports on the health and well-being of American Indians. Archival collection materials also are available on the history of health care and nursing in Oklahoma.

The new OU-Tulsa Schusterman Library opened in June 2011, providing access to hundreds of bibliographic and knowledge-based resources, tens of thousands of electronic journals and books, and nearly 70,000 volumes of bound material. The library serves as the intellectual common room for the OU-Tulsa campus, and includes student conference rooms designed for collaborative learning, study carrels and quiet reading spaces to encourage individual reflection and study, and a state-of-the-art knowledge commons with computer equipment and expert assistance to support the information needs of today's student.

Physical Resources

The 3,750-acre Norman Campus includes 265 buildings with 10,519,622 gross square feet of usable space. The 89-acre Health Sciences Center includes 30 buildings with 2,420,930 gross square feet of usable space. And, the 71-acre Schusterman Center in Tulsa includes 26 buildings with 708,489 gross square feet of usable space. During the last decade, the University has made significant improvements to its physical plant, including those new construction and renovation projects shown exhibits on pages 37 and 38. For more details see the Campus Master Plan.

Norman Campus New Construction

	Total GSF	Total Project Cost
Asp Avenue Parking Facility	344,771	$20,000,000
L. Dale Mitchell Baseball Park and Softball Facility Indoor Practice Buildings	17,500	$1,800,000
Devon Energy Hall and Rawl Engineering Practice Facility	145,160	$42,200,000
Everest Athletics Training Center	100,975	$12,000,000
Gaylord Hall, Phases I and II	110,011	$36,950,000
Joseph K. Lester Police Headquarters	13,498	$4,625,000
Lissa and Cy Wagner Hall	34,747	$12,400,000
National Weather Center	256,725	$67,300,000
One Partners Place	49,740	$9,300,000
Tennis Center / Soccer Facility, Phase II	14,983	$5,000,000
OU Traditions Square - East and West	484,592	$54,000,000
Michael F. Price Hall	69,189	$17,750,000
Stephenson Life Sciences Research Center	168,231	$76,500,000
Stephenson Research and Technology Center	100,534	$27,300,000
Gregg Wadley Tennis Pavilion	57,833	$8,800,000
Three Partners Place	74,727	$18,000,000
Transportation Operations Center	35,602	$12,500,000
Two Partners Place	56,845	$11,500,000
Donald W. Reynolds Performing Arts Center	80,216	$19,414,000
Fred Jones Jr. Museum of Art, Mary and Howard Lester Wing	32,186	$14,300,000
Huston Huffman Center Expansion	155,432	$9,320,000
Oklahoma Memorial Union, Conoco Student Leadership Center	16,861	$6,025,000
Total New Construction exceeding $1 Million	**2,420,358**	**$466,984,000**

Norman Campus Addition/Renovation

	Total GSF	Total Project Cost
Architecture Model Shop & Engineering Autonomous Robotic Testing Program	8,971	$1,045,000
Student Housing Residence Hall Improvements		$104,640,994
- Couch Cafeteria renovation	50,211	
- Couch Center renovation	164,442	
- Adams Center renovation	119,469	
- Walker Center renovation	329,768	
Andrew M. Coates Hall Addition and Renovation	103,943	$17,750,000
Boomer Outreach Center Building Renovation	41,393	$3,600,000
Cate Center #4 Renovation	35,560	$5,000,000
Cross Center C Renovation (College of Continuing Education)	36,484	$5,300,000
Ellison Hall Renovation for College of Arts and Sciences	23,715	$3,500,000
Faculty-In-Residence Apartments (six projects)	2,301	$1,400,000
Henderson-Tolson Cultural Center	8,228	$1,100,000
Hester Hall Renovation, Part 1	19,341	$2,408,527
McCasland Field House Renovation and Improvements	53,770	$7,600,000
Thorpe Multicultural Center	25,252	$4,400,000
Lloyd Noble Center Expansion and Improvements	199,321	$17,875,000
Nielsen Hall Renovation and Addition Phases II and III	54,553	$9,600,000
Oklahoma Memorial Stadium Expansion and Improvements	380,945	$111,550,000
Viersen Gymnastics Center Improvements and Addition	24,707	$3,000,000
Wallace Old Science Hall Renovation	31,016	$5,900,000
Total Renovated Space exceeding $1 million	**1,713,390**	**$305,669,521**

Construction and Renovation Projects

	Total GSF	Total Project Cost
OKLAHOMA CITY, HEALTH SCIENCES CENTER		
Biomedical Research Center, Phase II	143,532	$39,500,000
Steam and Chilled Water Plant Addition	11,487	$10,600,000
David L. Boren Student Union, Third Floor Addition	11,913	$3,050,000
College of Allied Health Building	114,266	$25,000,000
Total New Projects exceeding $1 Million	**281,198**	**$78,150,000**
OU-TULSA		
Hillcrest Family Center	61,830	Acquisition
Schusterman Center OU Physicians Clinic	99,726	$37,300,000
Schusterman Center OU Physicians Clinic Addition for Cancer Center and Harold Hamm Diabetes Center Satellite Facilities	22,799	$8,300,000
Schusterman Center, Learning Center	47,700	$16,500,000
Total New Projects exceeding $1 Million	**232,055**	**$62,100,000**

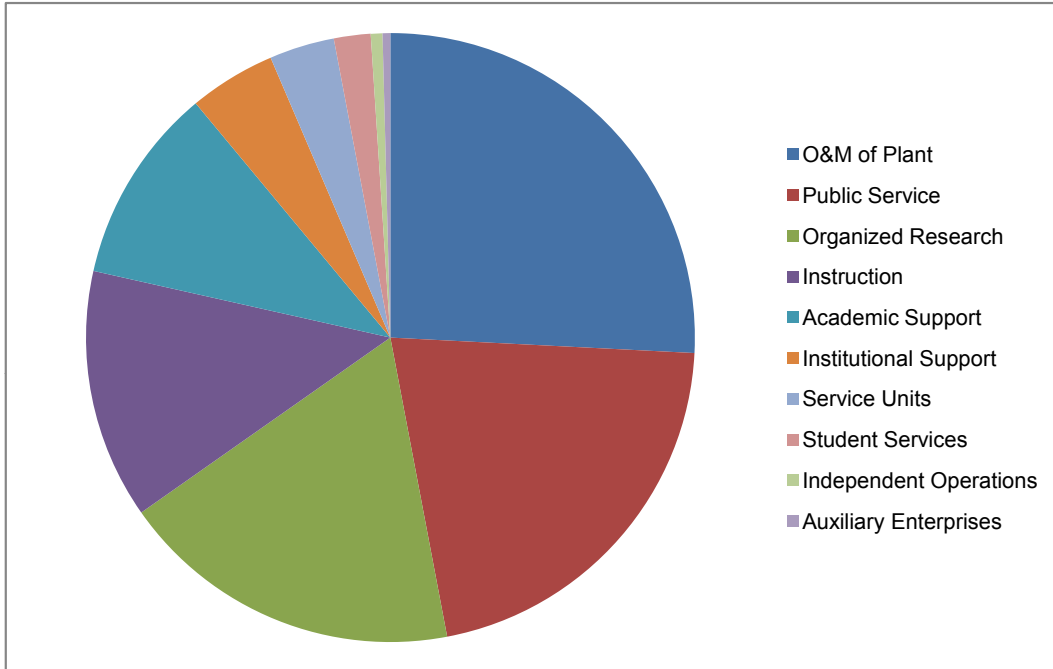**Note: Schusterman Campus was acquired in 2000 - 420,000 gsf**

Information Technology Resources

Information Technology (IT) is composed of approximately 360 full-time staff members and 130 temporary student staff across the three campuses in Norman, Oklahoma City and Tulsa. Comparisons to other Big 12 schools show OU Norman to be fourth among peer institutions in IT headcount per university worker (2009 Educause Core Data Service). With these resources, IT deploys and supports a robust catalog of core and mission-supporting services through collaboration with the University community, including account and access management, application development, data center hosting, enterprise connectivity, high-performance (super) computing, information security, voice services, messaging and collaboration, professional services and consulting, software licensing and management, technology sales and training, and individual user support. Each campus provides, either centrally or through collaboration with individual colleges and departments, specialized academic facilities and resources, including
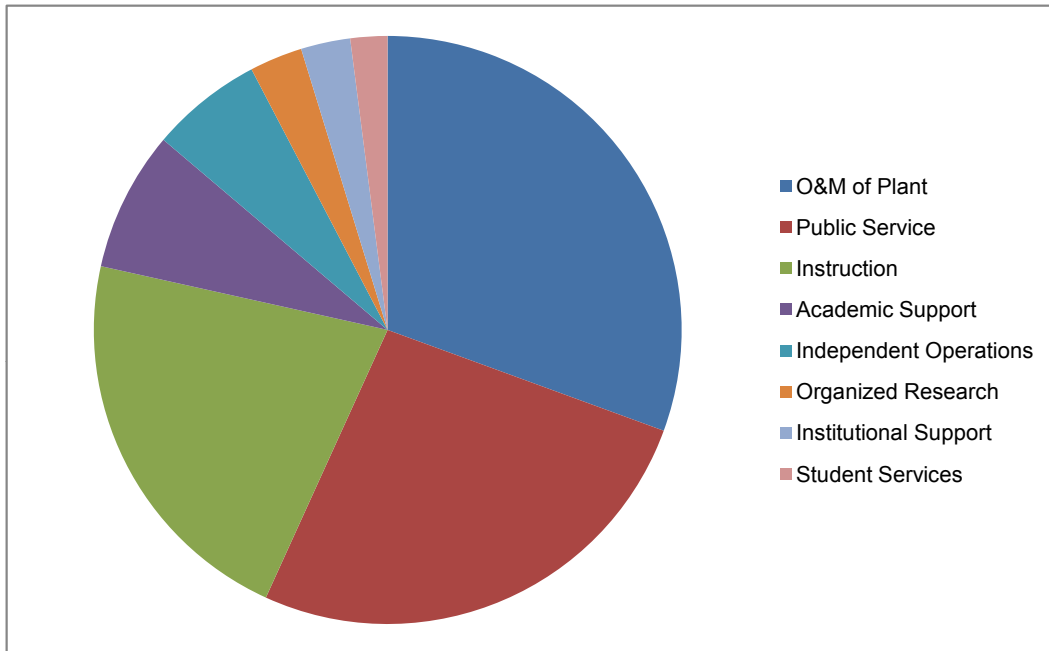
technology-enabled and controlled classrooms for use with local multimedia and remote distance education (often with a classroom on another OU campus), computing and printing labs in various locations on all three campuses, and an extensive wireless infrastructure to support anytime access to online resources.

In addition to these core services, each campus provides community-specific local services in support of the academic mission, including:

- OU Norman's IT Learning Spaces team is focused on delivering course management solutions that meet the needs of faculty and students, including such tools as Desire2Learn, iTunes U, eValuate, OU4You iOS application, and a number of different course-capture options.

- The Health Sciences Center (HSC) campus provides specialized services for the HSC teaching and learning population through the IT Service

Net Assignable Square Footage - HSC Fall 2010

Legend:
- O&M of Plant
- Public Service
- Organized Research
- Instruction
- Academic Support
- Institutional Support
- Service Units
- Student Services
- Independent Operations
- Auxiliary Enterprises

Net Assignable Square Footage - OU Tulsa Fall 2010

Legend:
- O&M of Plant
- Public Service
- Instruction
- Academic Support
- Independent Operations
- Organized Research
- Institutional Support
- Student Services

Desk, which serves as the first point-of-contact for support, and the Academic Technology department, which provides and supports tools and training for Desire2Learn, Mediasite lecture capture, and other resources. The College of Medicine's Clinical Skills Education and Testing Center (CSETC) is a medical teaching facility combining clinical learning with human feedback, from Standardized Patients, and state-of-the-art human simulators. The CSETC significantly increases the amount of practice that students receive before they move on to work with real patients in a clinical setting, thus enhancing learning while ensuring patient safety.

- OU-Tulsa IT has partnered with Emergency Medicine in the Tulsa community for the design and implementation of a Division of Simulation that uses hybrid simulation techniques to combine technical equipment and human actors.

- The OU Supercomputing Center for Education and Research (OSCER) helps students, faculty and staff across the state of Oklahoma to effectively use supercomputing in research and educating the supercomputer user community through Supercomputing in Plain English workshops and The Oklahoma Supercomputing Symposium.

To validate these commitments, several campus organizations conduct ongoing or point-in-time assessments of student services, including IT services. The Office of Student Affairs conducts an annual Student Satisfaction survey that covers many student-specific questions related to technology services available to them on their campus. Occasional campus-specific technology surveys, such as the Health Sciences Center campus-wide technology survey in 2004 and routine service-performance evaluations after an incident or individual request, have helped to validate the adequacy and development of academic support services from Information Technology. As a result, OU IT has earned public recognition, including inclusion in Computerworld's list of the 100 Best Places to Work in IT in 2006 and 2010 and in PC Magazine's Top 10 Wired Colleges in 2006 and 2008.

Financial Resources

The University's financial resources compare favorably to institutions rated "Aa1" by Moody's Corp. An "Aa1" rating represents a high-investment-grade bond rating and is comparable to a "AA+" rating by either Standard &

Poor's Corp. or Fitch Rating. A bond credit rating assesses an institutions credit–worthiness status.

The underlying assets include those of the University of Oklahoma and assets held on its behalf by the i) University of Oklahoma Foundation, ii) Oklahoma Regents for Higher Education and iii) Commissioners of the Land Office. The underlying liabilities exclude Oklahoma Capital Improvement Authority lease obligations payable by the State of Oklahoma.

Viewed together, these indicators show that the University is financially healthy and worthy of the "AA" rating assigned to its Norman and Health Sciences Center Campuses by Fitch Ratings and Standard and Poor's.

The table on page 42 and the the graph on page 43 demonstrate the diversity of the University's operating revenues and its relative dependence on each. The University's revenues are generally more diversified than those of its peer institutions, its dependence on state appropriations is declining, and its reliance on tuition and fees and patient care revenues is increasing.

While OU's resources are adequate to ensure the quality of its academic programs and services, choices must be made, especially in tough economic times. Despite its financial health, recent challenging economic circumstances in the State of Oklahoma and the United States as a whole have necessitated the deferral of some expenditures to ensure the near and long-term financial viability and vitality of the University. Most notably, the University has deferred salary increases for its faculty and staff for almost three years.

Key Financial Statistics
(amounts shown in thousands)

|	Moody's 2010 Public Medians for "Aa1" Rated Institutions	FY2011	FY2010	FY2009	FY2008	FY 2007
Total Direct Debt	$ 989,313	$ 837,249	$ 864,135	$ 735,974	$ 607,010	$ 548,657
Total Financial Resources (excluding capital assets)	$ 1,824,308	$ 1,963,505	$ 1,652,267	$ 1,574,316	$ 1,740,464	$ 1,803,267
Operating Revenues	$ 2,104,522	$ 1,751,629	$ 1,630,338	$ 1,589,329	$ 1,500,460	$ 1,400,831
Total Expenses	$ 1,963,632	$ 1,628,763	$ 1,515,452	$ 1,470,288	$ 1,395,958	$ 1,282,661
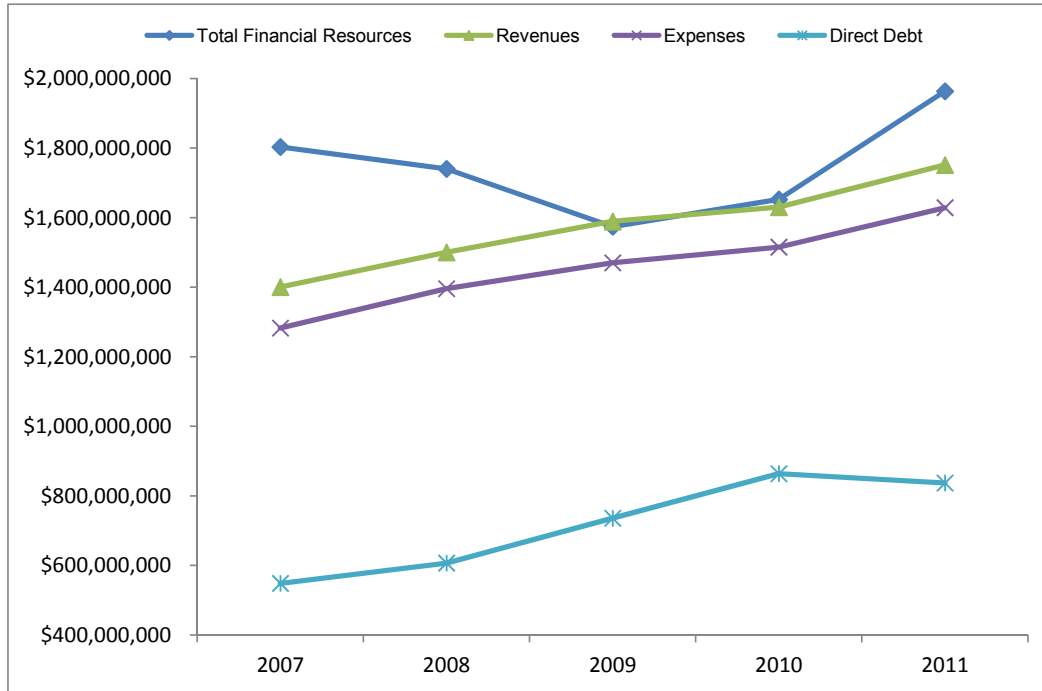
Financial Resource Trends

Key Financial Statistics (amounts shown in thousands):
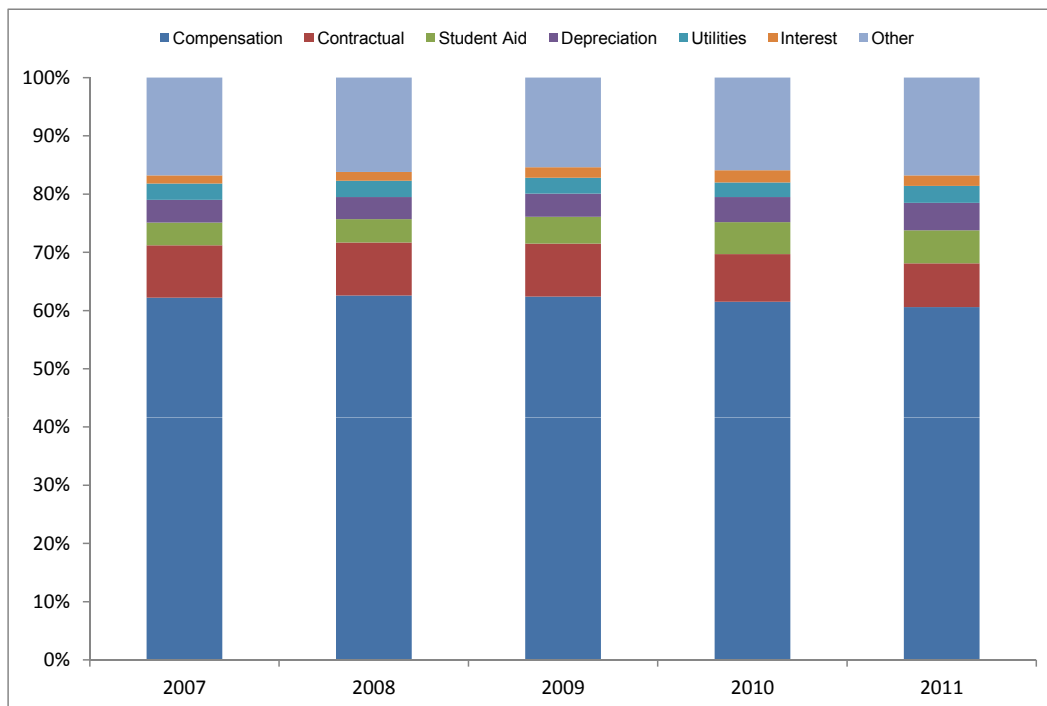
Operating Expenses by Object

The graph (left) presents the University's operating expenses by object. As expected, compensation (salaries, wages, and benefits) has consistently represented 60 percent to 62 percent of total expenses. All categories of expense have remained consistent over time.
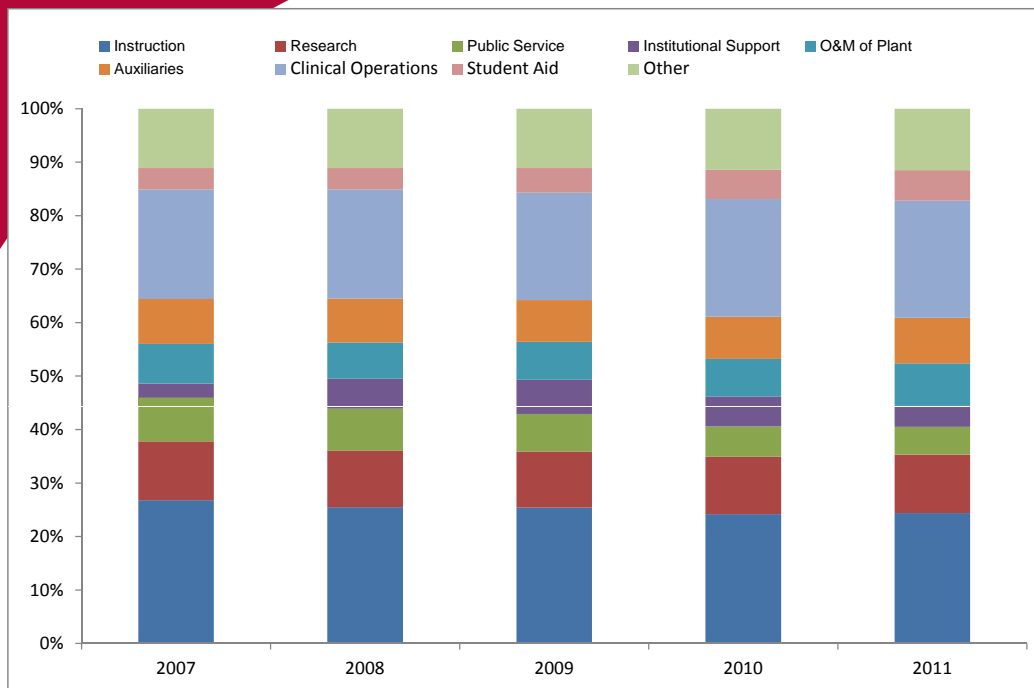
Operating Expenses by Function

The chart (left) presents operating expenses by function. Instruction, research, and public service represent, on average, 42.8 percent of total expenses. Clinical operations, student aid and institutional support represent 21.0 percent, 8.4 percent, and 4.8 percent, respectively, of total expenses.

Plans for resource development and allocation document the University's commitment to supporting and strengthening the quality of the education OU provides.

Although state appropriations have declined over time, the University has broadened its revenue base by investing in research, patient care, and other self-supporting facilities and activities. The University also has increased tuition and mandatory fees over time to help offset the impact of declining state appropriations. However, despite the increases, as of fall 2011 the University is a low-cost provider when compared to its Big 12 Conference peer universities. Although the University's intent is to provide a high-quality academic experience at a modest cost, it has room to increase (if necessary and appropriate) tuition and mandatory fee rates and still remain market-sensitive and price-competitive. See graph page 43 and chart page 44.

The growing diversity amongst its operating revenues contributes positively to the University's credit-worthiness and financial viability.

Contribution Ratios

|	Moody's 2010 Public Medians for "Aa1" Rated Institutions	FY2011	FY2010	FY2009	FY2008	FY2007
State Appropriations	19.7%	13.8%	14.8%	16.4%	17.1%	17.5%
Tuition & Fees	30.9% *	18.7%	19.0%	18.1%	16.8%	15.9%
Grants & Contracts	21.5%	25.5%	25.3%	25.8%	26.3%	26.2%
Patient Care	n/a	18.4%	17.1%	16.8%	16.3%	16.8%
Auxiliary Enterprises	n/a	8.9%	9.3%	9.3%	9.3%	9.1%
Other	27.9%	14.7%	14.5%	13.6%	14.2%	14.5%

* Includes tuition, fees, and auxiliary enterprises.
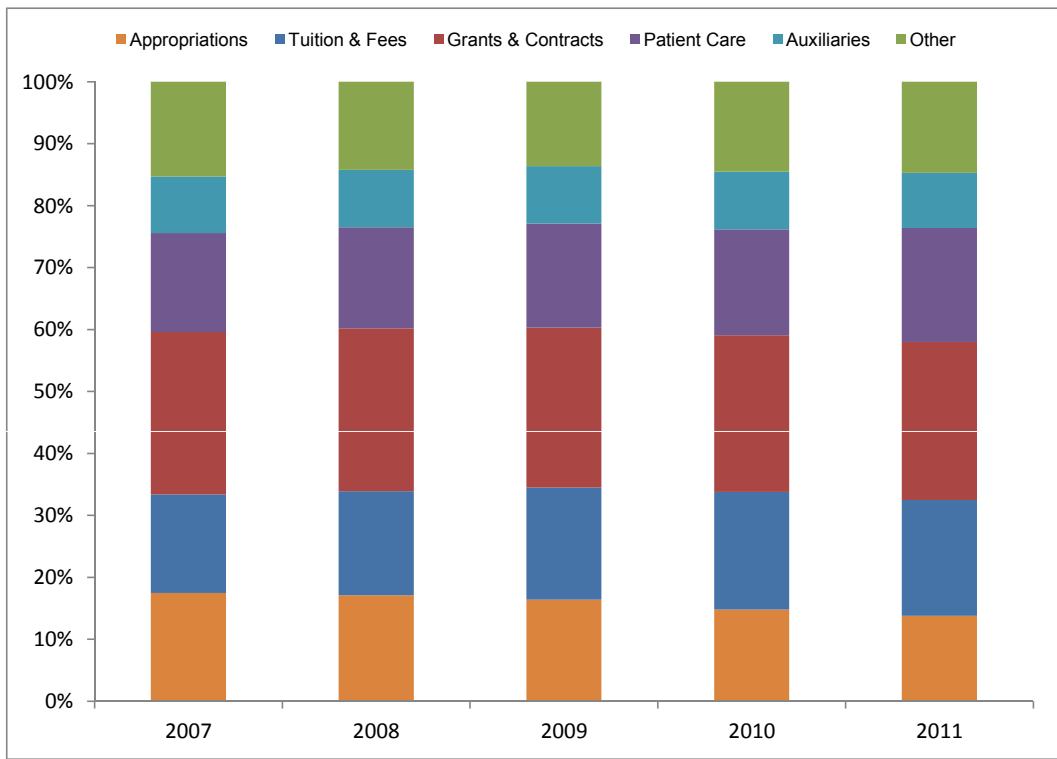
Operating Revenues

OU Information Technology regularly conducts a thorough analysis of the needs and technologies that will be available in the future in order to add them to the existing delivery of highly reliable and effective core enterprise services. For example, enhancements in computing power, application sophistication, and data management are creating new and extremely powerful research technologies. These specialized solutions are generating increasingly large collections of data, which could lead to groundbreaking solutions and new learning opportunities for our students.

To make use of the data, IT must invest in a research cyber-infrastructure strategy where the data is accessible to on-campus cross-disciplinary partners, as well as to global research and educational partners using technologies that "federate" information across disparate organizations. The University is investing in cyber-infrastructure, including high-performance computing (HPC), very large peta-scale storage architectures, as well as strategy and plans for biomedical informatics resources.
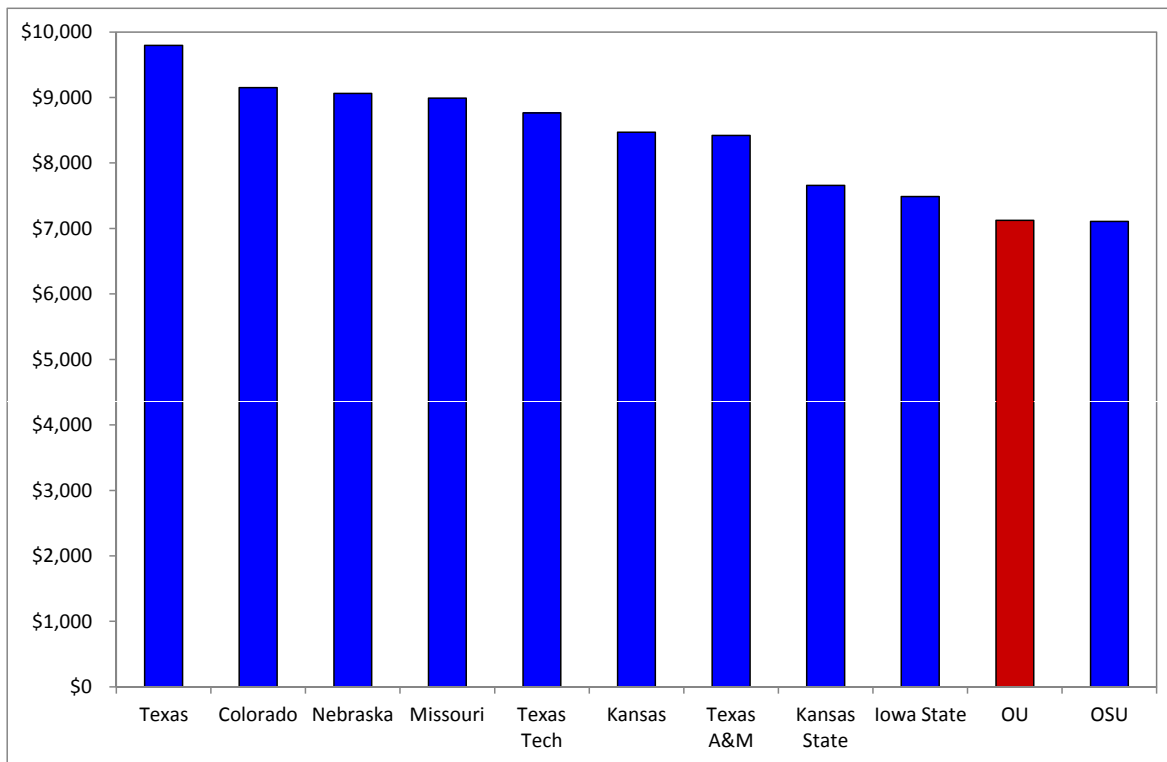
Fall 2011 Annual Tuition and Mandatory Fees

Public Institutions

Resident Undergraduates

Undergraduate Resident		**Undergraduate Nonresident**	
Baylor	$31,758	Texas	$32,506
Texas	9,794	Baylor	31,758
Colorado	9,152	Colorado	30,330
Missouri	8,989	Texas A&M	23,811
Texas Tech	8,765	Missouri	21,784
Kansas	8,469	Kansas	20,358
Texas A&M	8,421	Nebraska	19,932
Kansas State	7,657	Iowa State	19,358
Nebraska	7,648	Kansas State	19,123
Iowa State	7,486	Oklahoma State	18,455
Oklahoma	**7,125**	Texas Tech	18,155
Oklahoma State	7,107	**Oklahoma**	**18,078**

The safety and security of critical enterprise data is paramount to the research and educational mission of the University, and yet represents one of the biggest challenges, given the open and accessible nature of the University in general. In order to pursue the dual-purpose mission of data sharing and data protection, IT also is supporting the strategy of development of new models for data management. Another strategy in place to address the future is the redefinition of the IT support model to enable a better customer experience. Information Technology is investing in new models and capabilities to allow an enhanced or individualized "white glove" experience for customers, including students. Each year, Student Affairs conducts a Student Satisfaction Survey. This survey determines the level of student satisfaction in the academic and non-academic programs and services, which helps guide improvement efforts. Because student opinions are taken seriously at OU, this information informs the decision-making process. Between 2003 and 2007, the results indicated an average 67 percent usage and 81 percent satisfaction for IT services.

Cross-campus collaboration is critical in supporting flexibility and agility of our IT organization for the future. To minimize costs, promote resource sharing, and capture enterprise cost benefits, many strategies and/or new technologies are discussed and determined at an enterprise level. This approach provides a better customer experience for students, faculty, and staff who utilize technology resources on multiple sites.

- Tri-campus meetings have occurred since late spring 2010 to leverage vendor solutions, share resources for Business Continuity and Disaster Recovery purposes, and eliminate waste and duplicity, where possible.

- The IT-Video Support and Academic Technology groups on the Norman, Oklahoma City, and Tulsa campuses formed the "Turnpike Team" to establish videoconferencing standards for all OU campuses. This group meets monthly to discuss video software upgrades and technology trends, and to continually keep Distance Education technology standards current to enable the University to best pursue its academic mission.

- All of IT is actively participating in a Shared Services initiative that unites all OU campuses in the selection and deployment of a common technology infrastructure foundation for a private cloud model. Cost savings from this approach will be realized in part from capital savings; cross-campus technology training and skills sharing; enhanced disaster-recovery capabilities; and greater volume leveraging during contract negotiations.

While on-campus needs drive most of OU's future technology plans, consumer trends also will impact

our strategic decisions, resource allocation, and agility. Consumerism, Social Media, Personalization, Shared Services, Cloud Sourcing, and Mobile Apps are the types of IT industry trends that will drive the IT wants and needs of our students, faculty, and staff. To prepare for this evolution, OU redesigned IT services into new and meaningful groupings and developed cross-team, service-specific working groups to plan for future offerings, acknowledge and address service lapses, and coordinate effective business processes.

The University's innovations and partnerships facilitated through the offices of the Vice President for Strategic Planning and Economic Development, the Norman Campus Vice President for Research, and the HSC Vice President for Research play a critical role in OU's plans for resource development documenting the University's commitment to supporting and strengthening the quality of the education OU provides. *See* pages 33 & 55. The Office of Development continues to secure vital resources necessary to secure the University's future success.

OU deploys its human resources effectively and intentionally develops those resources to meet future changes. Evidence that OU deploys its human resources effectively can be found throughout this self-study. For instance, the Norman Campus now monitors enrollments in real time, allowing it to add and

cancel class sections as needed. *See* supra page 29. Separating the role of Graduate College Dean and Vice President for Research benefitted both the Graduate College and the development of a campuswide research culture. *See* pages 32-33 & 55. And, the creation of the Office of Vice President for Strategic Planning and Economic Development bring together corporate engagement, technology development and transfer, and wealth creation in an innovative way. *See* pages 33 & 55-56.

Even during a period of constrained budgets, the University has continued to plan for the effective deployment of its human resources in support of the organization's academic and service missions. Since 2005, full-time equivalent employment has increased by 14.3% on the Norman campus and by 13.9% at the HSC. This growth in total employment has occurred due to the strategic decisions to expand and/or initiate programs in areas consistent with student and community needs. For example, additional emphasis has been placed on programs that encourage and enhance the opportunity for students to include an international experience as part of their educational program. Also, the Health Sciences Center has aggressively developed programs that respond to the needs of Oklahomans for better access to leading edge research and treatment for cancer and diabetes.

Requests to add employees or programs receive critical review and evaluation by the Provosts or senior Administrative Officers before financial commitments are made. In August 2008, President Boren instituted a hiring freeze that required hiring managers to submit a justification of need before filling positions vacated due to turnover or attrition. Acceptable exemptions to the freeze include positions "involving campus safety, delivery of essential university services, critical instructional programs, and those programs funded 100% from sponsored program revenue including auxiliary service units". This "hiring freeze" has caused a gradual reshaping of the organization, preserving those most important functions and services, but reducing the manpower devoted to less critical activities. Requests for exceptions to the hiring freeze are submitted by the hiring manager, through the department head, Dean, Vice-President or Provost and are submitted to the President or his designee for final approval.

At the Health Sciences Center, enrollment increased almost 22% from 2005 to 2010, while total FTE employees increased 13.8% and Instructional/Research/Public Service

(I/R) FTE increased 12%. The HSC Student: I/R staff ratio was 3.8:1 in 2005 and 4.1:1 in 2010; the average for comparison institutions was 3.5:1 in 2005 and remains at 3.5:1. While no progress was made compared with our peer group in the ratio of Instructional and Research staff per student, we do not believe this has had a negative impact on student satisfaction. HSC Student Affairs Office conducts an annual survey of student satisfaction. In 2010 and 2011 surveys, students were asked to rate their satisfaction/dissatisfaction with their interaction with faculty and staff from '1' (very dissatisfied) to '5' (very satisfied). Rating on this item increased from 3.95 in 2010 to 4.15 on the 2011 survey.

On the Norman campus, student headcount averaged around 31,000 for the period from 2005-2010. The number of Instructional/Research/Public Service employees increased by 18% during this same period, which supported an improvement in the I/R staff ratio from 26:1 to 20:1. Our peer group ratio remained steady at 17:1 for the period, but our improvement was significant especially in view of the restrictive budget environment in which these gains were achieved.
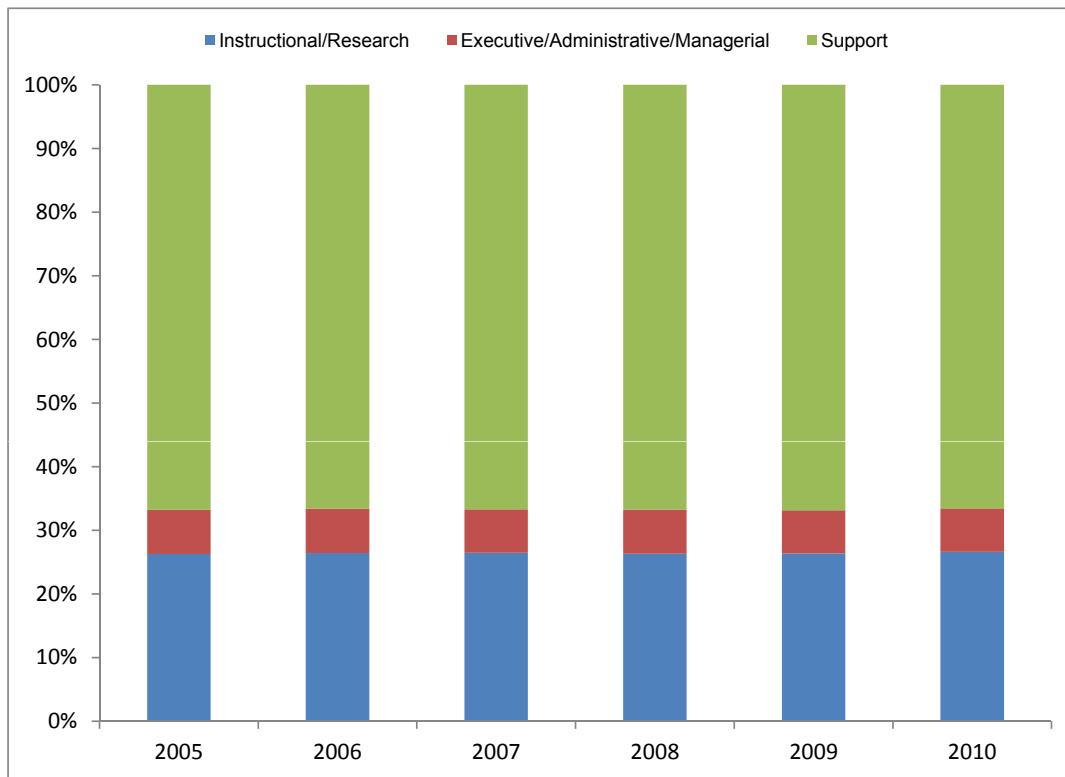
Full-Time Equivalent Staff by Assigned Position

Total OU

Through its Human Resources department, the University offers [learning and development](#) opportunities to employees on all three campuses, including new employee orientation, required training in such areas as Standards of Conduct Review and Compliance, and professional and personal development, including customized training in teambuilding, strategic management, and change management. New managers on the Norman Campus take a required "Foundations in Management" course. As a cohort and over the course of a month, new managers meet weekly to receive essential information about their role and responsibilities in effectively managing University employees. Additional classroom- and web-based training supplements this series. In addition to introductory courses for supervisors and managers, the OU School of Community Medicine at OU-Tulsa offers the Staff Leadership Institute, a six-session program designed to enhance participant skills in self and situational awareness, alternative strategy development, quality improvement processes, efficient daily practice, conflict resolution, self-regulation, peer coaching, effective communication, and decision-making.

Evidence of the success of these programs for individuals and units can be seen through the testimony of individuals who have benefitted from these workshops. Crystal Keene, who was promoted to an Assistant Director position after attending workshops and now serves as a Business Manager, writes:

> After spending several years at HSC, I began to invest my time in workshops led by HSC HR that would enhance my knowledge and skill in personnel management. At that point, I had not held a supervisory position and had no practical experience in management. I knew, however, that my future growth at HSC would be in some supervisory capacity. HSC HR offered a broad array of courses that provided me the necessary theory and skill set to understand many important nuances of personnel management at our Institution. When given the opportunity to supervise, the information gained through the HR workshops proved to be relevant and useful. The training and development program has been a crucial part of my professional growth at HSC.

Michelle Park, Director of the Faculty Practice and Advanced Education in General Dentistry, writes:

> [A]s a new Director with the College, I needed assistance in integrating the leadership of two clinics. [Learning and Development Manager] Melinda Howard and I discussed the overall goals of addressing peer communications, conflict management and leadership training. Through staff interviews over a two-day span, Melinda's findings provided a road map for training while also bringing to light other structural issues which affected efficiencies and overall employee morale. As a result of this assessment, I made some structural changes in the two clinics and also arranged for Melinda to conduct the following staff training:
> - Communication Skills – Focused on clinical environments with scenarios from our College
> - Supervisor Training – for the supervisors in my departments who have been promoted from within. This training equipped them with tools to successfully address topics unique to the clinical environment and addressed the issue of moving from a peer to a supervisor role.

In April, 2008, Julius Hilburn, Associate Vice President of Human Resources for the University of Oklahoma, asked Melinda Howard, who had recently been hired as the Manager of Learning and Development on the Health Sciences Center campus, to develop a comprehensive, long-range learning and development plan for the OU Health Sciences Center campus.   Eighty-five HSC employees representing most of the colleges, departments, and employee groups, were interviewed. Many were department Business Administrators. An online survey sent to all HSC campus employees resulted in more than 1,000 responses. Additionally, an HSC Learning and Development Advisory Council that includes both management and staff employees was established to provide initial feedback on the plan and ongoing advice, as needed. The Council has met three times and provided input on such issues as the management and staff curriculum, the timing and location of workshops, potential funding for a talent management system, and the desirability and feasibility of a Leadership Academy.

The following recommendations were the result of interviews, an online survey, and extensive research into current best practices in the learning and development field.

The information in parentheses indicate what has been accomplished since the plan was completed.

- For leadership, implement a specified learning and development curriculum for new and prospective managers, a development process for middle managers that includes a multi-rater (360°) assessment, and periodic Leadership Academy for senior managers. (Based on the needs assessment, learning opportunities for supervisors were implemented in early 2009 and are ongoing. A list of workshops offered is included in chart form below. A cross-campus Leadership Academy is in the initial planning stages.)

- For all staff members, offer workshops, online training, and blended training opportunities based on the learning need priorities identified by the interviews and survey. (Workshops for staff members based on prioritized needs also were implemented in early 2009 and are currently ongoing. HSC currently does not have the technology to offer widespread online training.)

- Implement, on a college and/or departmental basis, a systematic competency assessment and development process for all employees that is integrated with the performance management process. (This is awaiting the implementation of an electronic talent management system.)

- Expansion of formal learning opportunities (classroom and online learning and team training) while also offering encouragement and support of informal learning processes, such as on-the-job training, mentoring, coaching, and communities of practice, and informal learning resources, such as the intranet, electronic performance support systems, and embedded learning. (Informal learning opportunities are emphasized in the management workshops, especially "Orientation to Management." Some departments such as Information Technology have electronic performance support systems but the technology is not available campuswide.)

- The selection and purchase of an integrated Learning Management and Performance Management system. Ideally, the Learning Management System would have the capability to access online training from external resources as well as social learning/Web 2.0 technology to electronically facilitate informal and collaborative learning. (The purchase of the SkillSoft Learning Management System has been approved and testing of interfaces is being conducted.)

- Implementation of evaluation processes to determine the effectiveness and benefit of the various learning and development initiatives. (Lack of technology and staff resources makes this currently unfeasible.)

- A survey to determine the interest by staff in college credit courses offered on site as well as college credit awarded for workshops offered by Learning and Development. (Lack of technology and staff resources makes this currently unfeasible.)

- Continuation of services already being offered to the University, such as customized training and facilitation of teambuilding and strategic planning. (Melinda Howard has offered training and teambuilding services to several HSC colleges and departments, including the College of Dentistry, College of Nursing, College of Allied Health, Family Medicine Clinic, and Department of Pediatrics. She also has facilitated teambuilding for the Sam Noble Oklahoma Museum of Natural History and the National Weather Center on the Norman Campus.)

Julius Hilburn, Associate Vice President for Human Resources, told Robbie Wahnee, Assistant Director of Employee Relations and Development on the Norman campus, and Melinda Howard, Manager of Learning and Development for the Health Sciences Center, of his desire to develop and offer a Leadership Academy similar to a program offered by the University of Missouri. The Development Advisory Council on the HSC campus confirmed that a leadership academy for mid- to upper-level managers is needed. In the spring of 2011, Robbie and Melinda, along with Eric Sourie, the HR Business Partner in Norman, and Susan Updegraff, Director of Training for OU Physicians, met several times to develop a proposal for the academy on the Norman and HSC campuses with Tulsa invited to participate or replicate the program, based on their needs. Robbie and Melinda also met with Kevin Rudeen, Dean of the College of Allied Health on the HSC campus, who had participated in the University of Missouri's program prior to coming to OU, and he was very helpful about what he liked and would change

Workshops offered:

Management

- Orientation to Management: Making the Transition
- Organizational Policies and Procedures (eight half-day sessions)
- Providing On-the-Job Training and Coaching
- Holding Difficult Conversations with Employees
- Administering Positive Discipline
- Perfecting Your Interviewing Practices
- Delegating for Results
- Keys to Leadership
- Learning How to Build Trust
- Immigration Fundamentals
- Alphabet Soup: What Every Manager Needs to Know About ADA, FMLA and FLSA

Staff

- Communicating Effectively
- Listening Effectively
- Collaborative Management of Conflict
- Managing Your Stress
- Emotional Intelligence
- Keys to Leadership for Staff
- Winning the Workplace Challenge: Building Better Work Relationships
- Writing What You Really Mean to Say
- Writing to Reach Our Audience: Putting It All Together
- Working in a Multi-Generational Workforce
- Meeting Management and Group Facilitation Skills
- Understanding Yourself and Others Through the Myers-Briggs Type Indicator
- The Lean Office
- Effective Time Management
- Exceptional Service: Leaving Your Customers Satisfied Every Time
- Preventing and Responding to Campus Violence

about that program. A draft proposal has been developed and is awaiting collection of additional information about similar programs at other large universities and then the development of a budget and recommendation of how to fund the program. A Steering Committee will be formed to guide the program.

In addition to centralized employee development opportunities, many administrative units provide tailored professional development. For example, University Development has a three-stage orientation process for all new Development Directors designed to familiarize them with the Development organization and resources that can assist in their success. The Office also provides

- An abbreviated one-day version for new internal staff members to ensure they have an overview of the entire operation.

- A monthly meeting of Development Directors featuring networking, information, and training elements.

- Annual or semi-annual strategy sessions with senior leaders and College-based Development Directors to advise and assist them in their fund-raising goals.

- Special training as funding and opportunities arise, including full-day sessions with Bill Sturdivant, an expert on the "Moves Management" fundraising approach, and Angela White, a leading expert on women's philanthropy.

OU IT's technology training courses help faculty and staff achieve an advanced skill level in different software platforms and technology disciplines. IT offers face-to-face and online training to best match the needs of busy faculty and staff. Both face-to-face and online training are interactive, creating a two-way dialogue with faculty and staff that drives constant improvement and relevance for training offerings. Training session topics range from basic desktop applications to information technology security to graphic design. Additionally, OU IT regularly offers faculty training in classroom technology. On-demand support for classroom technology is available immediately by phone or within 10 minutes on-site. Since January 2009, IT has provided technology training to 1,339 faculty and staff. Campuswide awareness campaigns on topics such as Information Security

also have been conducted.

HSC's Academic Technology provides a variety of technical trainings on the campus technologies and additional trainings or webinars that apply to teaching best practices and technology tools to faculty, staff, and students. Faculty and staff are notified of these trainings via information posted online and sent in email messages. Academic Technology has sponsored such events as the Academic Technology Conference, Academic Technology Showcases, Technology Team trainings, and workshops. The live and online training sessions are updated annually and new technologies and topics added to the deliverables. Examples of trainings and conferences offered include Academic Technology Conference – March 2003; Webinar – Academic Impressions "Implementing Podcasting in the Classroom," October 2005; 'Teaching Through Technology: An Open Discussion on Technology and Teaching," June 2008; "How to Use Turnitin: Live Videostream," Sept. 10, 2008; "Google@School: Step by Step Guide to Google Docs for Higher Ed Webinar," Aug. 6, 2009; Live Demo of Turning Point Technologies by Bill Joyce, Account Executive Higher Education, July 2008, March 2010. Online Dec. 2010; and "Best Practices for Teaching With TurnItIn" webinar, Dec. 1, 2011.

OU's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality, and the University has a history of achieving its planning goals. Learning from the past, OU's forward-looking concern for ensuring educational quality has provided the University with a significant buffer against recent bad economic times. Earlier economic crises reversed or seriously eroded progress made toward the University's educational goals. Understanding that periods of economic crisis would inevitably again threaten the University's core educational mission, OU's leadership carefully cultivated relationships with alumni, friends, and philanthropic partners, increasing giving to the University and building the endowment to allow the University to flourish in good economic times and even modestly in times of economic drought. Since 2008, OU has absorbed more than $80 million in cuts in state appropriations and uncompensated increases in uncontrollable fixed costs, including health insurance. Despite this significant fiscal setback, advanced planning has allowed OU to move forward with capital improvements and program expansion while

maintaining OU's tuition at levels below most of its peers and giving OU faculty and staff a modest pay raise for the 2011-2012 fiscal year.

The story of OU's financial resource development and investment is a multifaceted one, which begins, to a great extent, with an investment in friend-making. Through their generous donations, friends of the University have helped ensure educational quality by providing funds for faculty endowments, student scholarships, capital improvements, and other projects. Faculty endowments play a key role in attracting and retaining outstanding professors. In the past decade, the number of endowed faculty positions has grown from 328 to 546.

Private donors also have made important contributions to academic-related construction projects on OU's three campuses. Three examples of donations that have made a difference in the core mission over the past decade include:

- On the Norman campus, the $100 million Campaign for Engineering, launched in November 2002, raised $127 million in private gifts. This helped to build Devon Energy Hall, a 103,000-square-foot facility with laboratories, classrooms and study rooms, and the ExxonMobil Engineering Practice Facility, a 41,000-square-foot facility for hands-on, real-world engineering projects. The Campaign also created 10 new endowed faculty positions, allowing the College

to build faculty strength in emerging areas like bioengineering and sustainability.

- On the Health Sciences Center Campus, the OU HSC launched the Comprehensive Cancer Center Campaign in October 2006 with the goal of $50 million. That campaign concluded in November 2010 with the announcement of a $12 million gift from Peggy and Charles Stephenson. The Campaign funded 11 endowed faculty research chairs, most at the $2 million to $4 million level needed to attract top researchers to the OU campus. It also provided $6 million in funding to complete spaces in the Cancer Center facility, including faculty offices and the Center for Clinical Research.

- On the Tulsa campus, the campaign for the School of Community Medicine began with the 2008 gift from the George Kaiser Family Foundation that included funding for 35 endowed chairs, as well as operation start-up costs. Another $5 million for endowed chairs was contributed by Tulsa's Oxley Foundation, and in the last year, OU-Tulsa began the next stage of the campaign, which will seek as much as $100 million in private funding.

The University's planning processes contain flexibility to respond to unanticipated needs for program reallocation, downsizing, or growth. Since the financial crisis and ensuing recession, the

University has faced potential reductions in allocations from state-appropriated funds. Throughout this time, OU managed to maintain stability through fiscal restraint, private donations, strong cash reserves, and growth in funded research and clinical operations.

In light of recent economic conditions, OU has worked to cut expenditures through, among other things, the imposition of a flexible hiring freeze designed to cut costs without sacrificing the integrity of OU's academic mission. *See* supra page 46. Despite the economic downturn, growth continues in a number of areas, some long planned while other growth responds to unanticipated circumstances providing, in some cases, for new revenue streams. Flexibility in planning can be seen in the implementation of the growth of incoming freshmen in the fall of 2011. *See* supra page 29.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

OU demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness. The University has processes in place to evaluate the effectiveness of individual faculty members, administrators, and staff as well as academic programs and administrative units, ensuring that individual and unit performance meets stated expectations.

Stated expectations for faculty members vary from unit to unit and sometimes between faculty members within a unit to reflect the needs and goals of the unit. The mission – teaching, scholarship/creative activity, and service – provides the common thread in the evaluation process, with the typical tenured or tenure-track faculty member evaluated annually in all three areas. Student assessment of faculty teaching performance through course evaluations provides important data in determining whether faculty members meet stated expectations. Candidates for tenure go through a multi-layered and multifaceted review process, including external evaluation of scholarship, review by the unit head, the unit's elected executive committee (on the Norman Campus), the Dean, a campus tenure committee, and the Provost, the President, and the Board.

Post-tenure review on the Norman Campus, a periodic peer-based evaluation of tenured faculty, assesses and guides career development and, when judged necessary, puts into place a mechanism for improved faculty performance. The post-tenure review process extends the annual evaluation of faculty described in the Norman Campus Faculty Handbook through two processes: (1) a retrospective review of faculty performance in teaching; research and creative/scholarly activity; and professional and University service and public outreach over the five years preceding the review, and (2) a formative evaluation for future professional growth. For all faculty, post-tenure review provides a formal opportunity for self-assessment and discussion with peers about professional development. For those faculty whose performance falls below expectations, the evaluation leads to the formulation of a professional development plan to assist the faculty member to raise his or her level of performance to meet or exceed the expectations for tenured faculty. All tenured faculty on the Norman Campus participate in post-tenure review every five years unless they have signed an agreement to retire within the two years following the year of the scheduled review or have entered into a formal phased retirement agreement with the University. (See section 3.7.6, Norman Campus Faculty Handbook.)

The Senior Vice President and Provost on each campus annually evaluate the performance of each academic dean reporting to them. The annual evaluation includes (a) a self-assessment by the dean; (b) confidential evaluation by the faculty of the college conducted by the Senior Vice President and Provost; (c) a report to the Senior Vice President and Provost from the college faculty and staff concerning the performance of the Dean using the procedures and criteria adopted by the College; and (d) a formal consultation between the Dean and the Senior Vice President and Provost. The evaluation primarily provides constructive information toward how well the Dean meets job expectations. The information is made available to the Dean, as well as to the University officers to whom the Dean is responsible. A summary of the performance evaluation of the Dean is then shared with the appropriate college committee or group. (See section 2.8.1 Norman Campus Faculty Handbook.)

The processes for Academic Program Review and approval of General Education courses also provide evidence that OU's performance meets its stated expectations for

academic excellence. The processes are both externally and internally driven. Academic Program Review was under way at OU before it was mandated by the State Regents. With the Academic Program Review final report in hand, the academic unit and the budget dean develop an action plan on how best to implement the Academic Program Review recommendations. These action plans evidence the effectiveness of the program review process. For more on Academic Program Review, *see infra* at page 54 and for more on General Education *see* pages 20, 59-63, 97, and 102.

OU's Internal Audit department periodically audits the University's departments and business units to evaluate the adequacy of the internal control structure and general controls established through policies and procedures. Auditing is carried out with reference to federal and state law and other governing regulations, Board of Regents' Policy, and general good business practice and includes the following: Assessing compliance with regulations and written policies and procedures; verifying the existence of assets and ensuring proper safeguards for their protection; investigating reported occurrences of fraud, embezzlement, theft, waste, etc., and recommending controls to prevent or detect such occurrences; and determining if resources are employed in an economic, efficient, and effective manner. Internal Audit also provides a protocol for self-assessment by departments and business units.

The Student Affairs Assessment Workbook and its Annual Report further evidence that OU's evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

The University maintains effective systems for collecting, analyzing, and using organizational information, using its data and feedback loops to support continuous improvement. The Office of Institutional Research and Reporting provides data to the myriad of academic and administrative units for their use in monitoring and improving their programs. For instance, academic units receive data from Institutional Research as part of the program review process. Revealing areas of weakness and strength, the unit uses the data to write their self-study documents and the academic program review committee uses it to evaluate the unit and its self-study, allowing both the committee and the unit to make informed decisions. For examples of how this data is used in feedback loops to support continuous improvement, *see infra* page 54.

Periodic reviews of academic and administrative subunits contribute to the University's improvement. External review by accrediting agencies and internal academic program review each contribute to improvement at the University of Oklahoma. At the Health Sciences Center, all academic programs are externally accredited. On the Norman Campus,

many programs are externally accredited and all academic programs undergo periodic academic program review.

Mandated by the Oklahoma Regents for Higher Education, Academic Program Review serves as a form of institutional self-study, encouraging the units to be forward-looking and to have a "living" strategic plan that involves both teaching and research/creative activity. Coordinated through the Provost's office, program review improves the quality of education at the University of Oklahoma. The process provides a useful academic review to the unit, Budget Dean, and Provost. The review aids the central administration in long-range planning by providing data on the overall health of a unit, faculty resources, student demand, and facilities, as well as the strengths and weaknesses of the unit. For the unit, the review can provide a mechanism for improvement and change. Externally, the reviews provide the opportunity for the University to be accountable to the students, taxpayers, donors, funding agencies, accreditation organizations, and state government.

Begun in 1985-86, Academic Program Review currently is in its fourth cycle. Over the past seven years, the Provost's office has assessed and refined the APR process. Formerly a three-year process for each unit, the process now covers two academic years, increasing the currency of the data used in evaluation and providing momentum toward the completion of action plans. Early meetings between the program review committee and the unit's Chair/Director has increased efficiency, understanding, and transparency. As part of the process, two external agents review the unit, evaluating the currency and relevance of courses and the academic unit programs. If funds become available, OU would like to move from the present offsite paper review by two external reviewers to onsite external review. Two of the nine units undergoing APR review in 2011-2012 have onsite external reviews, and the Provost's office is working up cost estimates to determine the financial feasibility of bringing external reviewers to campus for all units being reviewed next year.

Substantively, APR now addresses assessment of learning outcomes; incorporation of service learning into the curriculum; the unit's strategic initiatives to improve; the unit's efforts to encourage students to experience an international component to their education; the unit's efforts to encourage faculty and researchers to seek external support; and the unit's efforts to track undergraduate majors after graduation.

Aerospace and Mechanical Engineering and Women and Gender Studies provide two examples of evidence that this process works to improve academic units on campus. Reviewed in 2008-2009, Aerospace and Mechanical Engineering listened to the advice of an external reviewer who noted that the School had too many areas of research foci. In response and as part of the action plan, the AME faculty unanimously decided to reorganize themselves into three areas of engineering. When the Women and Gender Studies Program last came up for review (2004), the enrollments in the unit were very low. The APR reports made a number of recommendations. In 2011, this healthy unit is up for review again with significant improvement in enrollments.

OU provides adequate support for its evaluation and assessment processes.

The University's evaluation and assessment processes permeate the institution, occurring at every level. *See* for example, the Office of Student Affairs' elaborate Assessment Workbook. The institutional commitment to providing adequate support for evaluation and assessment processes can be seen clearly in the Norman Campus Provost's staff organization, which includes a Vice Provost for Instruction and Associate Provosts for Academic Program Review, Academic Integrity Systems, and Institutional Research and Reporting. *See* also the Norman Campus Office of Assessment.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for OU; the University's planning processes link to the budgeting processes; implementation of OU's planning is evident in its operations; long-range strategic planning processes allow for reprioritization of goals when necessary; planning documents give evidence of OU's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world; and planning processes involve internal constituents, and, where appropriate, external constituents.

OU has a unique and dynamic culture of planning with all levels of planning and budgeting aligning with its mission. Subsidiarity best captures this culture, with President Boren laying out the broad vision for the University, leaving the planning, budgeting, and implementation to the smallest unit within the organization with the competence and authority to make the decision. The self-study's theme of forming citizen leaders concerned for the common good in a changing and uncertain world captures Boren's broad vision. At the University level, the recent creation of the College of International Studies, School of Community Medicine, and the Office of Strategic Planning and Economic Development reflect these budgeting and planning priorities. Within individual units, the creation of the Institute for the American Constitutional Heritage, WaTER Center, and the John B. Turner LL.M. Program reflect these budgeting and planning priorities. Professor Pasque's EDAH 5940-91: Community-University Engagement Toward Social Justice in the Department of Educational Leadership and Policy Studies reflects these priorities at the course level.

The planning and budgeting processes are organically and tightly integrated into a single process. Each campus has organized a working group of executives, deans, and administrators, which analyzes, evaluates, accepts, rejects, and prioritizes existing and proposed activities and expenditures, both of an operational and capital nature.

To broaden and bolster research and creative activity on the Norman Campus, the University made Vice President for Research a full-time job, separating it from the job of Dean of the Graduate College. Under the auspices of the Vice President for Research, the University revisited its strategic positioning in support of its research mission in 2010. Termed, "Aspire 2020," this strategic effort purposely did not culminate in an extensive, written "plan." Rather, the initiative centered around aligning faculty with three overarching objectives for the research enterprise culled from careful examination of extensive data over the previous 10-year period. Consequently, Aspire 2020 resulted in a dynamic end product, much more akin to a political campaign around which support was rallied. Aspire 2020 consists of three key objectives that the University consistently emphasizes: (1) Engagement, (2) Culture, and (3) Competitiveness. Aspire 2020 is about solving difficult challenges, and the University does so by engaging those who are, by definition,

exceptionally creative and excel at solving problems-- university faculty. Aspire 2020 "Action Teams" ensure faculty engagement and buy-in and intensively engage difficult issues over short periods of time (two to three months) based on carefully crafted terms of reference. These targeted "strategic bursts" keep the discussions focused. Within each of the three Aspire 2020 objectives are five very specific goal areas, and within each goal area resides a number of actionable steps to improve the research activity at the University. When the University launches a new research-related program, it is linked specifically to Aspire 2020, tracking its derivation from faculty-enabled discussions.

In addition to traditional community outreach activities performed by the University, OU has, in recent years, accelerated its focus on service as a catalyst for economic development activity for the State of Oklahoma, specifically, and for the nation, generally. In 2010, the University united three distinct, but complementary, agents of economic development creation under the direction of the University Vice President for Strategic Planning and Economic Development, who administers OU's technology-related entrepreneurial, intellectual property, and economic development efforts. The office oversees the Corporate Engagement Office (CEO), the Office of Technology Development (OTD), and the Center for the Creation of Economic Wealth (CCEW).

Working in concert with OU's research and development enterprise, CEO facilitates interaction among academia, government, military, and private-sector interests, helping to build relationships and identify opportunities of common interest. Specifically, CEO assists in the development and execution of an integrated strategic plan for the University Research Campus (URC); supports, coordinates, and integrates Research Enterprise activities; simplifies external access to OU resources to expand current and new corporate relationships; and enhances external relations with Oklahoma economic development organizations.

OU's faculty, staff, and students increasingly engage in basic and applied research, the results of which may have commercial and/or societal impact. The OTD bears the responsibility of overseeing the commercialization of those results across OU's three campuses. These efforts allow for the creation of new companies or execution of licenses with companies that benefit from OU innovation, which

contributes directly to the intellectual, economic, social and cultural vitality of the state and nation. OTD has helped launch 36 companies that have generated more than $75 million in capital and more than $30 million in estimated equity for the University. These companies have created in excess of 150 jobs, paying on average twice the median income in Oklahoma.

Rounding out OU's Economic Development function, CCEW broadens exposure to the entrepreneurial process, engages students in real-world business enterprise, accelerates OU technology commercialization, and strengthens wealth development in Oklahoma. CCEW creates an environment where students, faculty, and alumni can learn about entrepreneurial ventures and how ideas lead to a stronger, more diverse economy. CCEW is an interdisciplinary program with students representing, to date, the colleges of Arts and Sciences, Atmospheric and Geographic Sciences, Business, Earth and Energy, Engineering, Fine Arts, Journalism and Mass Communication, and Law. Under the mentorship of OU alumni and others from the Oklahoma business community, OU faculty, staff, and students engage in entrepreneurial outreach and the development of start-up companies. Since 2006, CCEW student interns have assisted in raising over $6 million to assist OU innovation. At the inception of each Economic Development function, a comprehensive strategic, business, or operations plan is required to (1) hone the strategic goals and fit within the University, (2) put forth an actionable execution plan to realize the function's strategic promise, and (3) define the budget parameters under which the function will operate. Examples of these plans and subsequent structure are found in supporting documents included with this report.

Much of the Health Sciences Center planning is contained in the document "OUHSC Research Strategic Plan 2005-2010." This RSP document still guides the Health Sciences Center in its operations. The plan focuses on the areas of cancer, diabetes, geriatrics, vision/neuroscience, and infectious diseases. OU HSC earmarked the first faculty positions for cancer, diabetes, and geriatrics. Since 2005, the Health Sciences Center has allocated or redirected, during its annual budget process, $2.5 million in continuing state funds for RSP base salary lines and for salary lines and operational support for the Rodent Barrier Facility. HSC

allocated an additional $4.7 million in one-time funds to meet the start-up package commitments for RSP positions and for instrumentation for proteomics and genomics.

In addition, the Health Sciences Center has been successful in raising private donor funds to support the RSP initiatives. The Donald W. Reynolds Foundation awarded $7.5 million to fund endowed chairs in aging research, and the Children's Hospital Foundation has raised millions of dollars to support pediatric cancer research and the Diabetes and Metabolic Research Center. In 2006, President Boren initiated a $50 million private fundraising campaign to raise funds to create endowed chairs in cancer research and clinical care.

In 2007 Harold and Sue Ann Hamm gave $7 million in support of the Diabetes Center and added $20 million more in 2011, plus kicked off a $100 million campaign for the Diabetes Center. These gifts fund or will fund endowed chairs, operational support, and the purchase of the current building that houses the Harold Hamm Diabetes Center. To date, 14 faculty scientists have been hired into RSP positions in the areas of pediatric diabetes, pediatric cancer, adult diabetes, adult cancer, and geriatrics.

Health care education requires constant monitoring of the curriculum and the physical health care training facilities to ensure our students receive the most up-to-date education possible. As part of that goal, the colleges have made significant changes over the past several years. For instance, the College of Dentistry upgraded student and resident dental clinics, lecture halls and classrooms at $2.9 million, and the College of Medicine remodeled medical student modules at $3 million. In addition, for enhanced medical education the College of Medicine has established a 25,000-square-foot, state-of-the-art Clinical Skills Education and Testing Center (CSETC), complete with da Vinci Robotics surgical skills and procedures lab. The CSETC contains high-fidelity, computer-driven mannequins that replicate human physiology and clinical symptoms and responses with remarkable realism. This facility allows the medical students and residents to refine their clinical and decision-making skills before working on actual patients. This da Vinci robotics surgical training center is one of the first in the United States.

OU-Tulsa developed its [Strategic Plan 2011-2016](). The Plan identifies five goals: Advance University and

Community Engagement; Strengthen Marketing and Public Relations; Increase the Research Enterprise and Externally Sponsored Programs; Expand Academic Programs and Course Offerings; and Foster a Diverse, Supportive, Challenging, and Inclusive Campus Culture.

The OU School of Community Medicine, with its 2010-2014 Strategic Plan, grew out of intense planning, which included the 2005 Flattening Tulsa Report: Health Care and Economic Development, the 2007 report Flattening Tulsa 2.0: Creating the Nation's First School of Community Medicine, the 2010 report Takin' It to the Streets; Health

Equity and Building High Performance Health Systems for the Underserved and Vulnerable in the Era of Health Reform, and the 2010 report The Role of Medical Schools in Health Equity and Creating High Performance Health Systems for the Underserved.

Chapter Three
Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The University of Oklahoma annually compiles a report composed of four primary assessment areas. Entry-level Assessment and Placement review determines students' academic preparation and placement. Mid-level Assessment review determines basic skill competencies and provides information to improve OU's General Education program. Program Outcomes Assessment review evaluates the students' progress toward achieving the goals set by the department faculty and helps to improve the quality and effectiveness of each academic unit. Student Satisfaction Assessment determines the level of student satisfaction with OU's academic and non-academic programs in addition to the services that help guide improvement efforts. The comprehensive assessment report is distributed to the Oklahoma Regents and to all administrators, departments, and programs around campus. Copies of the annual reports dating back to 10 years are available at the Office of Assessment's website.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

OU clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each. Each academic unit generates a separate annual Program Outcomes Assessment (POA) for its undergraduate and graduate programs based upon unit-defined measureable objectives derived from the University's broad mission and the unit's specific mission. By comparing the results with the established set of criteria, the unit engages in continual self-evaluation.

The Department of Chemistry and Biochemistry, for example, has both a graduate and undergraduate program. The department expects students completing an undergraduate program in chemistry to demonstrate a knowledge of basic chemical facts and understand and apply major chemical concepts in at least three of the following

areas: a) Analytical Chemistry, b) Biochemistry, c) Inorganic Chemistry, d) Organic Chemistry, and e) Physical Chemistry. Majors will take the Major Field Assessment Test in chemistry during the capstone. The department expects that 90 percent of students will meet outcome expectations on three of the five areas tested on the Major Field Assessment Test in chemistry and the American Chemical Society biochemistry test. Expected criteria will be an average 60th percentile score on three of the five scores.

Graduate students in the Department of Chemistry and Biochemistry should demonstrate advanced knowledge and skills in one or more of the subdisciplines of Analytical Chemistry, Biochemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, and Chemical Education. The Assessment Criteria and Procedure includes an evaluation of Ph.D. dissertations by faculty advisory committees, demonstrating high levels of advanced knowledge with the expectation that 95 percent of submissions will be approved.

Many Health Sciences Center programs contain both a didactic and clinical component and are accredited by national professional accrediting bodies with assessment of student learning outcomes varying in format by discipline. Each accrediting body outlines specific standards on which to assess learning outcomes and objectives that must be reported. Minimum learning outcome criteria are set forth by national professional organizations and adopted by program educational accrediting agencies, and these learning outcomes are tested by the national certifying agency. To maintain professional accreditation, each program closely monitors student outcomes and learning goals and objectives are altered as necessary to meet accreditation standards. In addition to accreditation agencies, most HSC students graduate from programs that require professional licensure in order to practice and minimum learning goals must be met by each student to pass their respective board or licensure exam.

In addition to discipline-specific learning outcomes, OU expects the general education curriculum to assist the student in speaking and writing with clarity and persuasion, to use mathematical analysis with elegance and precision, and to examine problems critically and intelligently. Policies and Guidelines for General Education Courses dictate that lower-division lecture courses require "at least several essay questions on exams, or short written exercises, 1-2 short papers, and/or graded journals." Laboratory courses "should include laboratory reports containing discussion of results, rather than simply a recounting of laboratory results." Upper-division courses require "at least one medium-length term paper (five or more pages) or multiple shorter written assignments and exams with essay questions."

Assessment of student learning at OU occurs at the course, program, and institutional levels. At the course level, the University requires instructors to create a syllabus describing the learning objectives and stating assignment/grade expectations and post the syllabus on the University's course management system (D2L). The instructor assesses student learning by reviewing the student work product and assigning a grade. Some instructors take this to another level. For instance, Doug Gaffin, Dean of University College, teaches Zoology 1114, a large introductory class, and he also runs a tutoring session through the University College's Action Tutoring Center. In the spring of 2011, he attempted to assess the difference in student performance in Zoology 1114 of those students who attended multiple tutoring sessions. Students who used the tutoring center averaged a 2.74 GPA in the course compared to 2.33 for non-users. To normalize the students' abilities, he then analyzed the trends in performance of students who first attended tutoring after the first exam and who participated in at least three tutoring sessions. As Dean Gaffin reports, most of the students in this group increased their performance relative to the class, some significantly. Professor Mark Morvant undertook a similar study for CHEM 3053 and 3153. These initial assessment tools will be refined to enhance the value of future studies with an eye toward improving large class experiences across the curriculum.

At the program level, each academic unit on the Norman Campus completes an annual program outcomes assessment report (*see infra* at pages 60-61) and undertakes Academic Program Review every seven years. *See supra* at page 54. At the Health Sciences Center, results of national boards or certification exams are reported in varied manners by professional accrediting bodies. Programs evaluate student passage rates yearly and analyze specific areas of strengths and weakness.

Several formal and informal assessment mechanisms occur at the institutional level. Most directly and formally, the Vice Provost for Instruction on the Norman Campus

reviews each Program Outcomes Assessment report. The Provost's Advisory Committee for General Education Oversight (PACGEO) reviews the syllabi for proposed General Education courses to ensure that the courses will adequately meet the goals of general education. In addition to approving new courses, PACGEO reviews the current inventory of general education courses to ensure continued compliance with the goals of undergraduate education. The Writing Center sees students across the curriculum and has, for example, worked with the Price College of Business to improve its writing program. Although these formal and informal mechanisms exist, OU does not, at present, have a framework for ensuring consistency throughout the University in developing student outcome goals, in assessing student performance against those goals, and in using assessment data to make strategic changes to courses or programs. Some units do an excellent job with this assessment feedback loop while other units fall short. The University hopes that the HLC site-team can provide advice on developing a framework for more effective institutional assessment of student learning with a goal of creating consistently high levels of assessment throughout the University, leading to continual improvement in OU's academic programs.

Assessment of student learning includes multiple direct and indirect measures of student learning. For example, the President's Graduation and Retention Task Force, created by President Boren after the 2001 HLC site visit to increase student success and persistence at OU, brings together interested individuals from across campus to examine impediments to student learning and success and to implement policy changes, programs, and initiatives to increase student learning and success. One such initiative is the OU Cares program, aimed at helping students overcome barriers to their success at OU. Students work one-to-one with a staff member to create an action plan to address the issue(s) impeding their success, including choosing a major, improving GPA, improving study skills, homesickness, financial concerns, and planning for graduation.

Within the more traditional assessment arena, the Program Outcomes Assessment of the Construction Science Division in the College of Architecture provides an excellent example of both types of measurement. The Construction Science Division expects students completing the B.S. in CNS degree to be well prepared to perform the duties assigned

to entry-level positions. The unit measures this directly by examining the scores of CNS seniors in the capstone class who complete the AIC Constructor Certification Commission CPC Certification exam. A survey of CNS alumni provides an indirect measure by determining the percent of students who had accepted positions within their field of study by the time they graduated and the percent still employed within their field in the years following graduation. Finally, comparing the starting salaries of OU graduates to their peers at other universities provides another indirect measure of student learning by determining how OU graduates compete in the job market.

The College of Pharmacy has developed an integrated assessment program for each semester of the first three professional years prior to student entry into the experiential component, which comprises the entire fourth year of the professional curriculum. Every semester, teams of faculty members construct test items keyed to program outcomes. These test questions, either multiple choice or OSCE in nature, are included on the final exams for the pharmacy practice courses offered in each semester of the first three professional years. The content of these integrated examination questions is cumulative over the knowledge and skills expected of professional students in the first three years. In the fourth professional years, all students completing the required institutional and community experiential courses must successfully pass examinations for these courses based on program outcomes, assuring a minimally acceptable performance for all students of the program regardless of the practice sites in which these experiential courses are conducted. Finally, the college receives board scores on the North American Pharmacy Licensure Examination (NAPLEX) for each of its recent graduates with comparative data for all graduates of pharmacy programs in the state and the nation taking this same licensure examination.

In addition to student outcomes (expected knowledge and capability at time of graduation), the School of Industrial Engineering established three program educational objectives, which are broad statements that describe expectations for graduates in this first few years in the work force based on the needs of the program's employer constituencies. The school surveys external constituents – senior project company sponsors – as part of its assessment of both expected student outcomes and program educational objectives.

The results obtained through assessment of student learning are available to appropriate constituencies, including students. Print copies of all program assessment reports are kept on file in the Provost's office and the Office of Assessment. Deans receive a copy of their college's report electronically. Electronic copies of all assessment reports are made available to anyone with access to the Internet, including students at the website of the Office of Assessment.

OU integrates into its assessment of student learning the data reported for purposes of external accountability. Many departments measure important variables that reflect "student success." For example, the Teacher Education Program in the Jeannine Rainbolt College of Education includes as one of its objectives that students and graduates must understand and effectively apply appropriate pedagogical and subject matter knowledge, communicate effectively, and demonstrate good decision-making skills. To measure achievement of these objectives, the program assesses the percent of graduating students passing state certification tests (OGET, OSAT, OPTE). The School of Meteorology measures success particularly by the percent of students who apply for a federal meteorology position, the percent who minimally qualify for the position, the percent who are hired into the position, and the percent admitted into a graduate program. The School of Dance conducts surveys of graduating seniors and alumni to measure the percent of graduates currently employed or who have accepted a job offer, the percent of graduates who have been accepted into a graduate program at a peer institution or into a professional training program, and the quality of jobs held by alumni.

The College of Law reports bar passage rates for purposes of external accountability and integrates this data into its assessment of student learning. When a graduate fails the bar exam, the College mines the data to determine where the student fared poorly, looking for patterns to determine if students as a whole fare poorly in particular areas. To date, the College has not seen any pattern linking failure to specific curricular weaknesses. The College examines the entire record of each failing student's file, including admissions application, LSAT score, elective course work, and grade-point average, to determine risk factors hindering student success. By focusing on the few students who fail, the College has made improvements benefitting the student body as a whole. It regularly brings in a renowned professor to discuss bar-taking strategies with students. It created a student mentor

network and continually works to improve the student-to-student mentoring. And, the College added a requirement that students take a number of hours from a menu of core courses. Responding to the Carnegie Report and to lawyers and law firms, the College recently added an upper-level skills requirement to the menu.

At the Health Sciences Center, programs evaluate annual outcomes pertaining to attrition, graduation statistics, national certification exam pass rates and section scores, and employment statistics. In each program, this information is used by the administration and the curriculum committee as a component of the outcomes assessment process to modify the curriculum, where appropriate. It is also provided to the professional accrediting agencies during the accreditation process.

The College of Nursing Curriculum Committee and Baccalaureate Faculty review, among other measures, NCLEX pass rate information on a yearly basis. Most years NCLEX pass rates for students from all sites exceeded national and state averages. An exception to this occurred in 2007 on the Lawton sites, when pass rates dipped. After analyzing past student data, faculty determined that prerequisite science grade-point average (GPA) was a predictor of NCLEX success and made the decision to raise the minimum admission GPA for science prerequisites to 2.5/4.0. To further strengthen the curriculum, the College used a testing service developed by Assessment Technologies Institute (ATI). Evaluative reports generated from these tests identify strengths and weakness in the curriculum, providing the faculty with data necessary to make informed curricular revisions. NCLEX scores in the Lawton have improved since implementation of this system. Ongoing benefits of ATI testing services are being evaluated on all sites.

OU's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

At the Health Sciences Center, student learning assessment is accomplished by departmental and college curriculum committees charged to meet the objectives in relation to expectations of accrediting bodies and faculty experts in the discipline. This input supports informed and sophisticated discussions about curriculum effectiveness and possible changes in content. Departmental chairs and faculty

members, required by the HSC Faculty Handbook to be current in their disciplines, develop, revise, and drop courses and content according to nationally recognized standards for the discipline. The Health Sciences Center offers no non-credit certificate programs.

Providing lifelong learning opportunities, OU Outreach offers several non-credit certificate programs. Students in programs offered by its Economic Development Institute (EDI), for instance, are evaluated by three metrics. First, individual evaluation forms on course content and delivery provide insight into the student level of understanding. Second, each student is required to work through case studies and generate an oral and written report for the class. From these presentations, instructors assess the level of student comprehension. Third, students take a certification exam administered through EDI's accrediting organization, IEDC. Testing the participant's knowledge of economic development, this three-part exam consists of objective questions, written essays, and an oral presentation. Similarly, OU Outreach's Lean Institute assesses student learning in its certification programs, with students completing a project and a final paper. The project must be work-related and meet the difficulty level for the particular certificate. The final paper consists of a comprehensive report covering details throughout the entire project, such as which lean/six sigma tools were used in each of the Define, Measure, Analyze, Improve and Control phases; what were the results of each phase; and which tools worked well and which did not work at all. The final paper also includes overall project results, including cost savings, ROI, and a control plan to sustain the improvements made from the project.

On the Norman Campus, OU offers Graduate Certificates in a number of areas. A graduate certificate represents completion of a set of courses that provides mastery of a specific area of knowledge; demonstrates an advanced, focused inquiry into a defined area of study; and is recorded on the student's transcript. Admission, retention, and completion criteria are the same for Graduate Certificates as for Graduate Degree programs.

OU faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. Faculty members participate in

defining expected student learning outcomes at institutional, programmatic, and course levels. At the institutional level, faculty members serve, for example, on the Norman Campus' Provost's Advisory Committee on General Education (PACGEO). Charged with assessing the OU general education program and determining if it serves its intended function, i.e., to ensure that each of our students receives a broad, liberal education, regardless of area of specialization, these 13 faculty members also advise the Provost of its findings and provide day-to-day support necessary to maintain the official general education course listings.

At the program level, faculty members serve on curriculum committees and units undertake periodic curriculum revision. For example, after surveying alumni and in consultation with its Board of Visitors, the School of Computer Science modified its program to require students to take HSCI 3493, History of Media – as a general education course – and approved a new course – CS 3202 "Software requirements and specifications" – to replace the required course Engr 2002 to cover six of the unit's expected student outcomes.

The revision of the Graduate Nurse Education Pathway provides another example of curriculum review and update by the faculty. The curriculum for the education pathway formerly was focused on the needs of academic nurse educators. Faculty involved in the education pathway revised the curriculum to provide a more flexible curriculum to meet the personal career goals of both academic nurse educators and nurses in staff development. Ongoing review of the education pathway resulted in faculty discussions regarding additional changes. Graduate faculty members believe the nurse educator pathway is primarily a professional practice-focused program of study rather than a research-focused master's degree program. At the course level, the CON maintains numerous processes for course review and quality improvement.

In many courses, individual faculty members have great latitude in developing courses, defining learning outcomes, and creating strategies to determine whether those outcomes are being achieved. See sample syllabi in the Resource Room.

Faculty and administrators at OU routinely review the

effectiveness and uses of the organization's program to assess student learning. Academic Program Review, in conjunction with the Norman Campus Provost, currently is examining the financial feasibility of bringing external evaluators to campus to improve the effectiveness of this tool of assessment. *See infra* page 54. PACGEO recently has expanded its scope. In addition to approving new courses for the General Education curriculum, it is working its way through the inventory of General Education courses to determine if they still meet the General Education curricular requirements. *See supra* page 97. The University has invited the HLC site team, as part of its Advancement section, to help OU think through effective mechanisms for generating greater consistency among academic units in program outcomes assessment. *See supra* page 5.

The College of Pharmacy used student learning assessments, information from curriculum mapping, curriculum deliberations, and faculty discussions to modify the course sequence to facilitate student learning. The biostatistics course was moved from the first to the third Professional Programs year so that it immediately precedes the drug literature evaluation course, the clinical communications course was moved from the third to the second Professional Programs year to provide an earlier and better foundation for the continued development of communication skills during the Professional Programs program, therapeutics modules for neurology and psychiatry were combined to facilitate student learning of these related concepts, and therapeutic modules were asked to test pharmaceutical calculations repetitively during the second and third Professional Programs years to solidify student learning of these important concepts first taught in the first Professional Programs year. Finally, the college has completed a comprehensive review and revision of all of its learning outcomes, which are foundational to all courses taught in the Professional Programs program.

In the Graduate Program Review process at the Health Sciences Center, the Graduate College utilizes both internal and external evaluators to assess student outcomes benchmarked with national standards. Typically, three faculty members serve on each internal review committee. The internal committee has two major functions: (a) to provide judgment on programs from the viewpoint of colleagues at the University of Oklahoma; and (b) to review in detail the academic program of students and to assess the achievement of students and the quality of work accepted toward a graduate degree. Internal committees are encouraged to focus their attention on questions that require considerable familiarity with programs and their relationship to other programs and to the activities of the total university.

Core Component 3b: The organization values and supports effective teaching.

Qualified faculty determine curricular content and strategies for instruction through the Course Approval Process, departmental curriculum committees, Academic Programs Council, Academic Program Review, and the Provost Advisory Committee on General Education Oversight. The Academic Programs Council reviews course and program changes, additions, and deletions, giving a critical eye to such specifics as demand for program offerings, relevance of courses to degree requirements, possible duplication of courses across campus, and rigor of programs and courses.

The Provost's Advisory Committee on General Education Oversight (PACGEO) regularly reviews courses for General Education requirements. This committee considers submissions from departments for inclusion in five General Education categories: Symbolic and Oral Communication, Natural Science, Social Science, Humanities (Understanding Artistic Forms, Western Civilization and Culture, and Nonwestern Culture), and Senior Capstone Experience. The committee also reviews transfer courses as well as courses that students have completed during a Study Abroad experience. Review criteria include principles and methodology that govern the discipline, the place of the discipline within the wider area of knowledge and within society and culture, the writing component, the means in which the course fosters critical analysis, and the forms of evaluation used in the course.

At the Health Sciences Center, both the University and professional accrediting bodies require that faculty members with proven expertise

in a subject area and in current good standing in their professional discipline develop curricular content and appropriate strategies for instruction. Program curricula are determined internally by college curriculum committees and campus Academic Program Council, and approved by the University of Oklahoma Board of Regents and the Oklahoma State Board of Regents.   Externally, curricula are reviewed by the discipline's professional accrediting agency.   Accreditation standards require that faculty maintain educational methodology and content expertise for all courses taught. Curriculum Committees and the department chair assess outcomes to ensure faculty members possess the requisite skills to provide instruction.

Graduate Faculty oversee all aspects of graduate instruction on the Norman Campus; the Graduate Dean appoints Graduate Faculty in accordance with the Graduate Faculty Charter. Each department sets its criteria for Graduate Faculty status; criteria are on file in the Graduate College. In addition, each department appoints a Graduate Liaison who links the department with the Graduate College, and each department has a committee that oversees all aspects of the department's graduate instruction.

OU supports professional development designed to facilitate teaching suited to varied learning environments; provides services to support improved pedagogies; demonstrates openness to innovative practices that enhance learning; and supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

In addition to departmental and college resources for in-house professional development, journals, and conference attendance, the Learning and Teaching Program provides a hub for faculty who want to improve teaching. The program offers annual faculty fellowships and a range of opportunities to participate in workshops, symposia, institutes, and conferences, both on and off campus. The program

works to help faculty, especially early career tenure track faculty, align their teaching and research goals. Because of the teaching with technology emphasis, many more faculty members have prepared to teach in new learning environments.   In addition, the program supports faculty interest in service learning and community engagement, initiatives that offer faculty new teaching challenges in new learning environments. Examples of programs include a two-day Teaching Assistant Orientation attended by 252 graduate students from various colleges and a New Faculty Seminar Series with an average weekly attendance of 13 percent.

The Health Science Center supports professional development at the university, college, and departmental levels. Educational Grand Rounds (EGR) is a series of interactive development sessions for all Health Sciences Center faculty, staff, fellows, and students interested in the teaching and learning process. Most recent topics have focused on writing competency-based objectives, interactive teaching and learning for small groups, preparing and presenting an effective lecture, student-mentor relationships, interdisciplinary competencies, clinical teaching, using rubrics to assess student performance, humanities in the curriculum, simulation programs, the role of standardized patients in the teaching and evaluation of clinical skills, and practical instructional workshops in writing multiple-choice test questions and giving students feedback.

In addition, the Health Sciences Center has a Faculty Leadership Program, a formal 11-month series of integrated seminars introducing early career faculty to knowledge, skill building, and leadership information for teaching, scholarship and service roles within the academic health center. In general, faculty scholarship is fostered through the departments through formal seminar series, of which there are many, and through more informal work-in-progress meetings that involve groups of scientists, often with similar interests.

Professional development of Health Sciences Center faculty in the teaching mission at the college and departmental levels is supported

through dedication of a variety of resources. Development of teaching expertise in classroom, clinical and online environments is accomplished through faculty development and continuing education opportunities. Colleges and departments provide support for faculty to attend workshops, seminars and continuing education courses locally and nationally. At faculty retreats, speakers are brought in to discuss various educational topics as well as new teaching technologies that could be adapted for use within the curriculum. Annual performance review of faculty leads to identification of specific professional development needs. Most faculty are members of their National Professional Organizations, and all faculty members, especially junior faculty, are provided opportunities to attend workshops at the national organizations that support professional development.

Information Technology provides training

on technological advances that can positively affect student learning and the delivery of instruction. *See supra* page 50.

OU evaluates teaching and recognizes effective teaching. Students have the opportunity to evaluate teaching effectiveness in each course, and on the Norman Campus, student evaluation data is available online. The academic unit evaluates each professor's teaching effectiveness annually. On the Norman Campus, Committee "A," the unit's elected three-person executive committee, performs the evaluation in consultation with the unit head.

OU offers professors other opportunities to assess their own teaching effectiveness. For example, Student Assessment of Learning Gains allows teachers of all disciplines to customize a feedback loop from their students about how

the course elements are helping them to learn. Once registered, teachers can modify the SALG instrument to fit their own course design, enabling students to complete this instrument online. The instructor can review and download a statistical analysis of the students' responses. And, the TABS Mid-Semester Feedback allows teachers to receive mid-term feedback from students. Specifically designed with questions appropriate for mid-term, its 50 questions take about 20 minutes to administer. IDEA End-Semester Feedback questionnaire asks what the students should have learned and asks the students the degree to which they learned those things, with the quality of the course assessed on whether the students learned those things that the teacher wanted them to learn.

The Health Sciences Center requires yearly evaluation of faculty members by the departmental chair. Faculty self-evaluations require reporting of all teaching, research, and service as well as planned goals for the upcoming year. The chair uses the above, plus student course evaluations, assessment of grade outcomes, comparison to national certification board results in the topic area, as additional tools of evaluation. Research performance is evaluated through various measures, including the number and type of proposals submitted, number of proposals funded, and the role of the individual in developing proposals. Additional assessment measures and methods vary between programs but may include peer review and monthly self-assessment provided to chair.

OU recognizes effective teaching in several ways, including the Presidential Professorship program and University Awards sponsored by the Faculty Senate, college faculty, and department committees who recognize teaching excellence in faculty meetings. Student organizations also recognize outstanding teaching. Both the Norman Campus and the HSC Campus have public awards ceremony to recognize outstanding colleagues. *See supra* page 9.

Faculty members actively participate in professional organizations relevant to the disciplines they teach. Robert W. Block, OU-Tulsa Professor of Pediatrics, is President-elect of the American Academy of Pediatrics. In 2004, Lyn Cramer, a Weitzenhoffer Endowed Professor in the Weitzenhoffer School of Musical Theatre and a member of the Society of Directors and Choreographers, was honored with the Chicago National Association of Dance Masters Artistic Achievement Award. Petra Klein, Gaylord Presidential Professor and Associate Professor in the School of Meteorology, serves as a Board Member of the International Association for Urban Climatology, a member of the External Advisory Committee of the Earth Observatory Laboratory, NCAR, Boulder, and as an *ex-offico* member of the AMS Board on the Urban Environment, which she previously chaired. Lowell Busenitz, the Michael F. Price Chair in Entrepreneurship in the Price College of Business, is a member of the Academy of Management, Strategic Management Society, and the Society of Entrepreneurship Scholars. Linda Trinkaus Zagzebski, George Lynn Cross Research Professor and Kingfisher College Chair of the Philosophy of Religion and Ethics, was elected to present the 2010 Wilde Lectures in Natural Theology at Oxford University and has been awarded a Guggenheim Fellowship for her project "Epistemic Authority: An Investigation of Trust, Authority, and Autonomy in Belief." This is just a small sample of faculty participation in and recognition by professional organizations.

Core Component 3c: The organization creates effective learning environments.

Assessment results inform improvements in curriculum, pedagogy, instructional services, and student services.

OU's Department of History provides a recent example of the use of assessment results to inform improvements to its educational program. Internal and external factors drove the department to reassess aspects of the History curriculum, particularly the Sleuth (methods) Course and the Capstone experience, with improvement seen in both areas. With respect to the Capstone, the department's 2010-2011 Undergraduate Assessment Report states:

> The capstone instructors surveyed reported higher levels of enthusiasm, participation, and performance this year, and several remarked on their higher-than-expected level of professional satisfaction with how well the students did. "By far the best iteration of the capstone – which I have taught several times" and "This class was the most successful capstone I have had…" were some of the comments in this regard. Instructors uniformly noted higher levels of preparedness and engagement, which some felt had to do with a particular fondness for the topics of certain courses (The Bible in History), while others noted a higher degree of civility and open-mindedness in discussions and analyses of controversial and divisive topics (History of Feminist Thought).
>
> Explanations for this improved performance were numerous and varied among the capstone instructors. A more aggressive approach to the inculcation of time-management skills (compared to the more laissez-faire approach of previous years) provided the structure in which students could front-load more of the

early developmental work for their final papers earlier in the semester, allowing for more timely comments and corrections and corresponding rises in quality at each state of the research and writing process. Detailed discussion of critical review essays and book reviews of recent scholarship was a new technique one colleague used that seemed to result in more informed and sophisticated writing among the students themselves. Another useful approach involved more use of visits and input from colleagues in OU's Expository Writing program to encourage students to be more demanding of their own work.

> Sharing of methods and insights between the capstone instructors (present and past) themselves also provided noticeable improvements in student performance. In particular, more detailed and prescriptive instructions for the group critiques the students conducted among themselves were shared between instructors, which helped to keep more students from simply summarizing their papers but instead ask more pointed and productive questions.
>
> The quality of many of these student papers was enough to prompt the instructors to submit them for consideration at regional student conferences and journals of student scholarship.

As part of continuing assessment of the Anne and Henry Zarrow School of Social Work curriculum, the School has introduced a competency-based model of education in which specific skills and practice behaviors are measured at multiple points in the curriculum and in multiple ways. An assessment task force, led by faculty from OU-Tulsa but composed of faculty from both the Norman and Tulsa campuses, developed a framework to assess specific curricular and practice

issues, using the data generated by this defined set of learning outcomes and professional practice behaviors.

The School of Civil Engineering and Environmental Science (CEES) participated in Academic Program Review in 2008-2009. The Review panel recommended that the College and School supply the resources necessary to make the architectural engineering program successful. In response, and over a year and a half period, the faculty of CEES have revised the curriculum and provided resources for the development and instruction of a new course in Building Electrical and Lighting Systems. The College of Engineering provided a faculty line in Mechanical Engineering, with a portion being devoted solely to teaching Building Mechanical Systems for the Architectural Engineering program. The position has been filled and the new course has been developed. In the spring of 2009, the Architectural Engineering program was accredited until the next general review in 2011. The two new courses noted above were crucial in retaining accreditation for the Architectural Engineering program. Enrollment in the Architectural Engineering program has increased dramatically. The program has 45 students and averages about 12 new students each year. CEES has developed an accelerated dual-degree program consisting of a B.S. in Architectural Engineering and M.S. in Civil (Structural) Engineering. CEES will continue to actively promote Architectural Engineering in order to recruit qualified students into our graduate program in Structural Engineering.

The Telecommunications program for the School of Electrical and Computer Engineering regularly benchmarks learning objectives and student outcomes against peer programs and workplace expectations, and recently completed a redesign of the curriculum to better conform to changing industry standards and technology.

HSC uses a variety of assessment methods to improve the curriculum, pedagogy, instructional services, and student services in response to

student needs and professional standards. Administrator and faculty committees' review of student graduation surveys, student committee input, and results of the HSC Student Satisfaction Survey have resulted in multiple improvements to curricula and student services. For example, a 2007 educational retreat in the College of Medicine served as the stimulus for the new preclinical curriculum implemented in fall 2010. This retreat involved 135 basic science and clinical faculty, along with medical students. The group engaged in a review of the purpose, structure, and function of the undergraduate medical school curriculum. Several committees subsequently formed to explore ideas for a new curriculum. The basic sciences curriculum was subsequently changed from the current discipline-based curriculum to a systems-based curriculum. The College of Medicine educational program objectives were used to establish a series of medical student competencies for each of the systems-based courses. The organ-system-based model is consistent with curricular changes that have taken place in numerous medical schools across the United States.

Following HSC Graduate Program Review of the Department of Microbiology and Immunology, where the reviewers recommended an improvement in the first year core curriculum to improve integration between topics and prevent unproductive overlap, Microbiology requested and received approval to have the Graduate Program in Biomedical Science curriculum reviewed and revised in accordance with the committee recommendations.

The Colleges of Pharmacy, Nursing, and Allied Health employ instructional design specialists to assist with assessment and improvements in pedagogy. Multiple courses in these colleges contain online content and routinely utilize course management systems, video capture, videoconference, and deliver synchronous course content delivery to distance sites. Course management systems are routinely used in all colleges to supplement videoconferencing (Hippocrates in the College of

Medicine; Blackboard, until 2010; and Desire 2 Learn, or D2L). Lectures may be video-captured and posted on the course management system for student review. Classroom tools complement synchronous delivery and include the digital pen with Wacom tablet monitor for dynamic notations on electronic slides, high-resolution desktop presenter. Each college has faculty representation on the OUHSC Bird Library Committee and makes recommendations regarding revisions to the Library's holdings. Students provide feedback of learning resources as part of course evaluations as well as class focus groups and senior exit interviews.

The Office of Student Affairs also uses assessment results to inform improvements in student services. Its Student Conduct Office, for example, collected data on the number of student alcohol violations and the number of students transported to the hospital with suspected alcohol poisoning, which both appeared to be on the rise. In response to this data, a specific program is being developed to address this high-risk behavior. A 2008 survey conducted by the Fitness and Recreation Office sought information about space related to a planned renovation and expansion and the specific types of fitness equipment that students preferred. Due to the economic downturn, the renovation was tabled. However, following the survey, students continued to request similar equipment through Member Comments. The weight rooms were re-evaluated from equipment to layout and were updated to include some of the requested equipment. This equipment, in particular the lifting platform, is now included in academic curriculum through Health and Exercise Science classes and has extremely high usage from students, faculty, and staff.

OU provides an environment that supports all learners and respects the diversity they bring. The University supports its learners directly by providing academic support and indirectly by supporting student well-roundedness and well-being through curricular and co-curricular activities.

Housed in Wagner Hall, the same building as the Writing Center (*see supra* at page 15), University College creates an environment supportive of all learners by fulfilling its mission to assist new students in making a successful transition to the University and in building a solid foundation for further academic success. The building, with its beautiful and inviting spaces, makes a statement to the University's commitment to student learning. University College's Academic Advising Office, Assessment Center, Center for Student Advancement, Freshman Programs, and Student Learning Center bring together a full-service learning environment for students in the early stages of their college careers. For more, *see* pages 59, 72-73, 78, & 85.

The Trio Programs (McNair Scholars, Upward Bound, and Project Threshold) offer academic support to first-generation college students, students from economically disadvantaged backgrounds, and students with disabilities. The federally funded Project Threshold is one of seven TRIO programs designed to serve students who meet one or more of the following criteria: first generation (neither parent received a four-year degree), economically disadvantaged (based on federal guidelines), or disabled (with appropriate documentation). Although the program was originally established at the University of Oklahoma in 1970, the U.S. Department of Education has funded the program since 1971. With the goal of increasing retention and graduation rates of program participants, Project Threshold provides a personalized approach to delivering academic support services to individuals who may face barriers to academic success in their college careers.

Minority groups can find support in the Student Life sector through African American Student Life, American Indian Student Life, Asian American Student Life, Latino Student Life, and the OU Cousins program. Transfer students can connect through Student Life's Transfer Student group, and veterans receive support through Veteran Student Services. In addition, the Women's

Outreach Center and LGBTQ club offer support to these groups.

Multiple HSC campus organizations representing cultural and racial groups encourage multicultural and multiracial career development. Multi-Cultural Student Services exists to create and maintain a diverse student environment, provide educational opportunities on the varying cultures on campus, optimal recruitment, and advisement and support services to prospective and current students. Established in January 2003, HSC Cousins provides understanding, friendship, and unity among American and International/ Exchange students on that campus. Additionally, various campus organizations, such as the African American Student Association, Asian American Professional Student Association, Hispanic American Student Association, International Student Organization, Native American Student Association and Oklahoma City Chinese Students and Scholars Association, comprise Multicultural Student Organizations. This consortium of multicultural organizations serves on the HSC Student Association Executive Board and provides programming to the community.

An example of the HSC campus commitment to inclusiveness is the College of Public Health's partnership with two Native American health care facilities (Choctaw Nation Health Care Facility in Talihina, Okla., and the Cherokee Nation Health Services in Tahlequah, Okla.), which allow professional staff to obtain a Master of Public Health (M.P.H.) degree while maintaining job duties and responsibilities to the facility and community.

Advising systems at OU focus on student learning, including the mastery of skills required for academic success, and student development programs support learning through the student's experience regardless of the location of the student. Since the last HLC site visit, the Norman Campus Provost has created the position of Associate Provost for Academic

Advising Oversight. The University of Oklahoma's primary portal in helping students achieve academic success through its advising system is with the Academic Advising web site, which gathers relevant information, tools, and resources into one location. The website directs students to each college's academic advising center and advisers in their chosen majors and also provides connections for answers to a myriad of issues. The academic advisers guide students to resources that focus on mastery of skills. Such resources include Student Success Seminars, Strategies for Success class, and Action Tutoring. This site also has an online tutorial for using the Degree Navigator degree audit program, which helps students track their progress toward degree completion.

The College of Engineering's Williams Academic Student Services Center provides an excellent example of how academic advisers facilitate student learning through advising. This advising center provides each of its students with an Advising Syllabus that contains information regarding expectations of students and advisers as well as processes and guidelines for completing degree requirements. Lewis Carroll wrote, "If you don't know where you are going, any road will get you there." University administrators, faculty, and academic advisers understand the danger in this approach toward a college career, particularly when it comes to the retention, education, and graduation of students from our institutions. For this reason, the College of Engineering developed the advising syllabus to guide students toward co-curricular activities (assignments) that will expose them, repeatedly, to information about their curricula, career options, professional and leadership skills development, and effective decision making. In short, the advising syllabus supports the philosophy of advising as teaching, which is widely endorsed by educators as the most effective approach to advising. The cost in terms of resources involved in developing and promoting the Advising Syllabus has been minimal since the syllabus is available online. However, the number of student appointments and contacts has grown significantly

in the Williams Student Services Center (WSSC) over the past four years. WSSC views the additional contact and opportunity to instruct as a benefit as the culture of knowing continues to develop among the students in the college in terms of what to do, when to do it, and with whom to check on matters related to their degree completion.

To ensure that all academic advisers at the University of Oklahoma keep abreast of policies and resources, the Provost's Advisory's Committee on Academic Advising ([PACAA](#)) meets monthly, serving as a clearing house for information concerning potential changes in prerequisites, general program and course requirements, certification procedures and criteria, course offerings, courses closed to further enrollment, enrollment dates and procedures, etc. This committee is composed of all Coordinators/Directors of each degree-granting college, as well as directors of units that provide academic services to students, i.e., Enrollment Services, OU Scholars, University College, Athletic Academic Advising, Graduation office, and Education Abroad. The process of changing from the legacy home-grown mainframe student system to the SunGard Banner student suite of software provides an example

of an issue addressed by this committee. As the University upgraded from a mainframe system to a web-based system, the Banner implementation team solicited PACAA input on the best way to make information accessible and understandable to students and academic advisers.

In addition, PACAA supports special projects and professional development of academic advisers. Examples of funded special projects include the OU Scholars summer enrollment brochure ($1,926), pre-enrollment handbooks for University College students ($1,195), College of Atmospheric and Geographic Sciences college and math brochures ($920), and Weitzenhoffer Family College Fine Arts advising syllabus ($337). These projects benefit students directly, providing them with specific information relative to their OU experience. For example, University College and the OU Scholars office provide their first-year students with a plethora of information in one handy reference, with information on such questions as, Who is my adviser? How do I choose a major? How do I enroll? What about financial aid? What about scholarships? How do I graduate with Honors?

Professional conference attendance for which PACAA provides funding includes the National Academic Advising Association (NACADA) annual conference, the NACADA Region VII annual conference, and the Oklahoma Academic Advising Association (OACADA) biannual conference. Following are examples of approved funding for these conferences:

- Fall 2010 NACADA - $22,400 for 32 advisers

- Fall 2010 OACADA conference - $1,500 for 30 advisers

- Spring 2011 NACADA Region VII conference - $4,940 for 38 advisers

PACAA also provides an all-day on-campus professional development workshop in the spring semester of each year with a keynote speaker, breakout sessions, and networking opportunities. The cost for the spring 2010 and spring 2011 professional development conferences was $3,256 and $2,475, respectively.

The University of Oklahoma provides numerous academic resources and services to support student learning and success. The UC Action Tutoring Programs offer free academic assistance sessions. Launched in 2007, UC Action is a nationally recognized and CRLA-certified service that offers walk-in, small-group appointments, online tutoring and/or faculty-directed sessions to help students take action toward their own academic success. Initially targeting freshman courses with high D, F, and W rates, UC Action has expanded to include 2000- and 3000- level courses as student demand and resources allow. As it reported, since its inception in fall 2007, the UC Action program has hosted 29,148 total student visits representing 34,195 tutoring hours.

Part of the University of Oklahoma Learning, Teaching, Writing Program, The Writing Center assists students and faculty across the campus with all types of writing projects at any stage in the writing process. The umbrella program, Learning, Teaching, and Writing is a coordinated effort to provide support for students and faculty as they learn, teach, and write. It helps faculty and students align their learning and teaching goals to make the instructional experience at OU more effective and meaningful. LTW believes that writing is an integral tool for learning and teaching and advocates a focus on writing as a way for faculty and students to reach their educational goals. LTW offers programs, projects, and events to help improve learning, teaching, and writing.

The Health Science Center and Tulsa campuses both have Writing Centers. The OU-Tulsa Library hosts and supports "Writing Services" on the OU-Tulsa campus. Last year, a staff of 1.5 FTE reviewed 380 papers or manuscripts for students and faculty and provided drop-in services for approximately 300 users on the Tulsa Campus. The HSC Writing Center serves the students, faculty, and staff of the entire HSC campus and provides writing instruction and writing support via one-to-one consultations, asynchronous online consultations, Webinars, workshops, and presentations. The HSC Writing Center assists a representative 10 percent of the campus each year via scheduled appointments. The Writing Center also offers annual presentations for students from all seven colleges that cover such topics as writing strategies, academic success via organization, and avoiding plagiarism. Students groups and organizations also often request specific HSC Writing Center presentations on resumes, research papers, etc. Among its many activities, the HSC Writing Center is involved in a continuing partnership with the College of Nursing and assists in the instruction of the senior capstone paper, a collaborative project that runs throughout the spring semester.

Student Success Seminars are one-hour, free presentations by faculty and staff covering topics such as Overcoming Procrastination, How to Study for the Sciences, Effective Note Taking, and Coping with Stress. The Student Learning Center

in University College has offered these sessions since the early 1990s, varying topics to match student need. For the 2010-2011 academic year, 843 students visited sessions 1,103 times. Student surveys of these sessions reveal continued high satisfaction for the service. Beyond these walk-in sessions, services have expanded in fall 2011 to include one-to-one study consultations. A student success website is in under construction that will include documents and videos to guide students through activities to assess and improve academic skills.

To encourage full participation for students with disabilities and help ensure equal educational opportunity, the Disability Resource Center provides a variety of support services, many of which have been developed in response to expressed student needs. The DRC coordinated the development of a campus accessibility map, available online in print. The map provides information on such building accessibility features as entrances, automatic door openers, restrooms, and elevators. DRC staff serve on the Provost Advisory Committee for Classroom Renovation and the standard "classroom build" must have accessibility components. DRC staff reviews all new construction and renovations for accessibility compliance.

The Gateway to College Learning, a letter-graded, two-credit course, assists freshmen in the transition from high school to college. Strategies for Success is a two-hour, letter-graded course designed for students who are on academic probation or notice. The instructor works with students to overcome and recognize obstacles that prevent them from reaching their full potential. The course focuses on study habits, time management, emotional intelligence, making wise choices, and many other habits that successful students use in school, work, and life. Freshman Seminars provide a for-credit opportunity for freshmen to engage in a small-class setting with an outstanding professor on a topic of special interest.
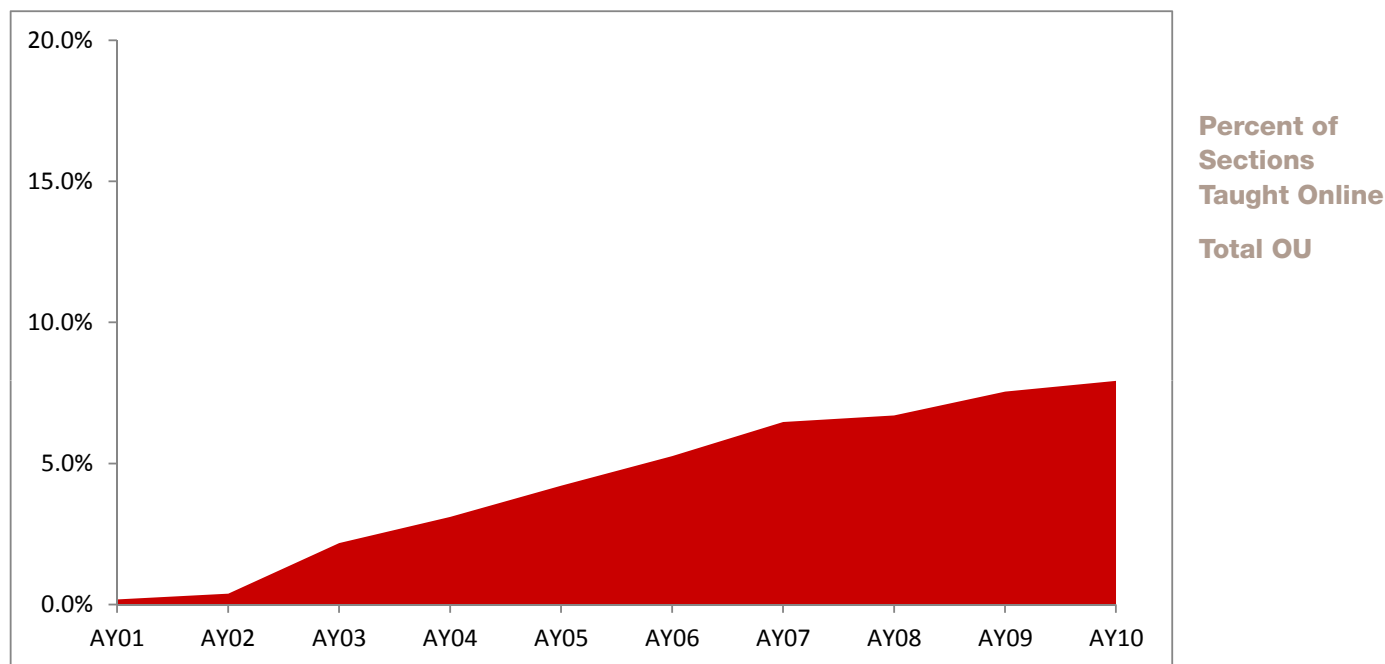
President David Boren initiated the

Faculty Mentoring Program in 1999 to ensure that every freshman entering the University of Oklahoma could have a mentor. For the first three years, the program was coordinated through the Office of the Provost. In 2002, the program was moved to University College and renamed the President's Distinguished Faculty Mentoring Program. In the spring of 2012, for the first time, the faculty mentoring program will continue during the spring semester. Typically 25 to 30 faculty members participate in the program by working with approximately10 to 20 students each. Tenure track, award-winning faculty who want the students to become integrated into the university and to understand the "community of higher education" serve as mentors. Approximately 6 to 8 percent of the freshman class registers for the faculty mentoring program, which is made available to them at the time of enrollment. The students who receive the most from the program show initiative and are focused on their academic and career goals.

The Prentice Gautt Academic Center at the University of Oklahoma, one of the finest athletic academic facilities in the nation, provides student-athletes with opportunities for academic assistance more than 90 hours a week. Located on the second and third floors in the north end of Oklahoma Memorial Stadium, the 30,000-square-foot Academic Center houses Academic Counseling offices; two Computer Centers; Learning and Skill Development Centers for reading, study skills, Math and Foreign Language Labs; the Career Center; mentoring office; and study areas.

The OU Graduation Office has several initiatives aimed at student success, retention, and graduation rates, including OU Cares, an initiative aimed at helping students overcome barriers to academic success.

Academic advising at the HSC is decentralized and performed by the discipline-specific colleges or programs. The majority of program curricula are lock step, as is customary in professional programs. Academic performance is continually monitored by each college through

20.0%

15.0%

10.0%

5.0%

0.0%

AY01 AY02 AY03 AY04 AY05 AY06 AY07 AY08 AY09 AY10

Percent of Sections Taught Online

Total OU

the Offices of Student Affairs and/or the Dean of Academic Affairs, and advisement occurs when indicated with students assessed individually to determine barriers to academic and skill-based performance.   Referrals are made to HSC Student Counseling Services, a service supported by student fee monies for HSC students through HSC Student Affairs, for assessment of learning disabilities or the need for personal counseling if these are identified as contributing to students' academic difficulties. Currently, tutors are available through referral from academic departments at the student's request. Tutors may be designated by the course director or be identified through the college. The Disability Resource Center grants reasonable accommodations in compliance with state and federal laws.

The College of Nursing has the largest number of off-site students. To ensure equality for distance students, the College's Office of Student Affairs collaborates with site coordinators to deliver academic and resource assistance on an ongoing basis for students on the distance sites. The Bachelor of Science in Dental Hygiene distance

education students are provided counseling services on-site; library and writing services are online.   The College of Pharmacy has succeeded in assuring equity of access to development programs and student advising regardless of location.

OU employs, when appropriate, new technologies that enhance effective learning environments for students in general through the provision of numerous open computer labs located throughout the University. The University supports Desire to Learn, a web-based system through which instructors can post syllabi, facilitate class discussion, accept student assignments, and post grades. OU also offers more than 1,000 classes in an online format through its College of Liberal Studies, in various HSC programs, and throughout the University providing an effective learning environment for students who find it necessary or preferable to access classes in this mode. *See* the College of Arts and Sciences Online Program.

As examples of specific technologies that enhance effective learning, OU's College of Atmospheric and Geographic Sciences is at the

forefront of new technologies available to students in their pursuit of educational opportunities. In particular, the meteorology program ranks first in the nation in mesoscale and severe storms research and is among the top seven programs overall. It is housed in the [National Weather Center](#), home to state and federal weather and climate programs, including the Norman-based units of the National Oceanic and Atmospheric Administration (NOAA). As students pursue their education in meteorology, they have access to state-of-the-art equipment and facilities, such as newly acquired radar known as a sodar, located in the Atmospheric Radar Research Center (ARRC). Students studying meteorology also have access to the latest technology for weather prediction and storm-chasing, including vehicles equipped with instruments for tracking tornadoes. The Center for Analysis and Prediction of Storms has the Advanced Regional Prediction System (ARPS), which is a fully automated numerical prediction system designed for both research and operational application at scales ranging from continents down to cities. It includes a data ingest, quality control, and objective analysis package known as the ARPS Data Analysis System; a single-Doppler radar parameter retrieval, and 3DVAR/4DVAR data assimilation system; the prediction model itself; and a web-based data display and decision support system.

Another example of excellent technologies offered to our students, the [College of Engineering](#) just completed an addition to their college that includes the [ExxonMobil Lawrence G. Rawl Engineering Practice Facility](#). This new $10 million, 41,000-square-foot facility supports OU Engineering students with multipurpose work space from practice bays and bench labs to the information commons. The practice bays provide high-bay work spaces with hoist features for movement or display of large, heavy objects, while bench labs give undergraduate students a location for hands-on application for smaller projects where they can demonstrate understanding of concepts discussed in the classroom. The information commons area is a multi-purpose space that

gives students access to state-of-the-art computer equipment.

Graduate students in the School of Electrical and Computer Engineering have access to state-of-the-art labs at OU-Tulsa that specialize in telecommunications, applied optics, and quantum cryptography, with equipment valued at over $10 million. Professional students in Pharmacy, Allied Health, and the Physician's Assistant programs have access to specialized instructional labs at OU-Tulsa in pharmacology, occupational and physical therapy, radiology, and human anatomy. Professional students and medical residents access a robust network of community-based clinical placements that include clinics operated by OU-Tulsa, local hospitals, pharmacies, and related health care providers.

HSC and its colleges provide multiple opportunities for faculty members to keep abreast of the latest research on teaching, learning, and technological advances that can positively affect student learning and the delivery of instruction. Faculty and student committees, college IT staff, and Academic Technology (AT), an HSC system-wide service department, evaluate the effectiveness of the new technologies. Academic Technology provides information and a variety of technical trainings on the campus technologies and additional trainings or webinars that apply to teaching best practices and technology tools to faculty, staff and students. Faculty and staff are notified of these trainings via information posted online and sent in email messages. Notably, the campus exhibits an ongoing commitment to innovative practices through funding of outstanding simulation and clinical skill development laboratories in the Colleges of Medicine, Dentistry, Allied Health, and Nursing. Simulation-based learning gives educators the ability to prepare health care students with advanced professional skills before they begin to see patients. In the College of Medicine, the [Clinical Skills Education and Testing Center](#) enhances clinical training. The centerpiece of simulation learning is a sophisticated computer-driven mannequin that replicates human physiology

and clinical symptoms and responses with remarkable realism with the goal to reduce medical errors and increase patient safety. Renovated in 2004, the College of Dentistry's pre-clinical laboratory is a state-of-the-art clinical simulation facility. Each station is equipped with high-volume suction, high-speed fiber optic hand pieces, and air/water spray. With magnifiers, safety shields, storage space, adjustable head-tilt manikins, and full media capabilities, the simulation laboratory facilitates the most clinically relevant preclinical experiences. An example of use of new technologies is the College of Pharmacy. The College accepts 80 students in Oklahoma City and 40 students in Tulsa. All classes are videoconferenced and the College has worked successfully to assure equity of access through new technologies.

OU's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

See, for example, Academic Program Review at page 54, Assessment at pages 59-63, PACGEO at pages 60 & 97-98.

Core Component 3d: **The organization's learning resources support student learning and effective teaching.**

OU ensures access to the resources necessary to support learning and teaching. The newly constructed University Research Campus stands as a tangible investment in the research enterprise. Providing unique educational experiences for graduate and undergraduate students, the University Research Campus includes the Stephenson Research and Technology Center, a new $27 million facility with 94,000 square feet of communal and private laboratory, office, and general meeting spaces housing interdisciplinary programs in biotechnology, bioengineering, robotics, and supercomputing; the National Weather Center, a 244,000-square-foot space

dedicated to academic, research, and operational programs in meteorology; and One and Two Partners Place, consisting of 50,000 square feet each, housing private-sector companies and OU research programs.

Established in 1949, the Biological Station at Lake Texoma promotes research and education in ecology, evolutionary biology, and field biology. The station hosts a variety of summer academic classes for graduate and undergraduate credit as well as independent study.

In support of our students and faculty, the Weitzenhoffer Family College of Fine Arts boasts an impressive list of performance spaces and facilities: The Reynolds Performing Arts Center, Lightwell Gallery, Rupel J. Jones Theatre, Weitzenhoffer Theatre, Lab Theatre, Gilson Studio Theatre, and, in Catlett Music Center, Sharp Concert Hall, Gothic Hall, and Pitman Recital Hall. Additionally, the university has Music Practice Rooms in Adams

Housing Center: sound-proof practice rooms in the residence halls to allow students to practice their music. The two rooms are used by an average of about eight students a week practicing one hour or more.

Meacham Auditorium, the Molly Shi Boren Ballroom, the Will Rogers Room and the many other multi-use spaces in Oklahoma Memorial Union provide a central, on-campus venue for student-focused concerts, pageants, speakers, movies, and programs. During FY2011, the union hosted 3,068 events with estimated attendance of nearly 160,000.

The University of Oklahoma and its College of Engineering have built a world-class, one-of-a-kind ExxonMobil Lawrence G. Rawl Engineering Practice Facility (EPF), where current engineering students benefit from a real-world interdisciplinary experience and kindergarten through 12th-grade students are inspired to become tomorrow's engineers and scientists. The two-story, 41,000-square-foot ExxonMobil Lawrence G. Rawl Engineering Practice Facility includes 10,000 square feet that students can use to design

and build engineering projects and senior capstone projects. By allowing spectators to look in on many varied and interesting projects, the facility helps to inspire today's young people to become tomorrow's engineers and provides a pipeline of future engineers for industry. The facility is open 24/7 with card swipe to all engineering students, faculty, and staff. The College hosts about 2,500 K-12 students per year in the facility as part of its outreach efforts. EPF is the home for competition teams, student organizations, and the Sooner Engineering Education Research Center, which is devoted to the creation and application of innovative educational techniques and research leading to the outreach, recruitment, retention, nurturing, and graduation of engineering students.

The S. J. Sarkeys Complex, Huston Huffman Fitness Center opened in the summer of 1981 to give students a home for intramural sports and fitness. Today, Fitness and Recreation provides sport programs, including intramural sports, adaptive sports, and fitness services and facilities, to complement students' academic

pursuits. The facility offers space reservations for students' rehearsals and practice. Further, Fitness and Recreation provides and maintains space for all activity classes provided through Health and Exercise Science.

On the HSC campus, the David L. Boren Student Union serves as the centerpiece of student life. Built in 1996 and expanded in 2002, the Union provides more than 36,000 square feet of meeting, study, and recreation space. The Union houses additional student resources, including two computer labs (including IT Service's Service Desk), Financial Aid, Admissions and Records, and a food court. More than 70 percent of the reservations represent use from student organizations and student-led programs.

Focused on cancer, diabetes, immunology/infectious diseases, and neuroscience/vision, research resources to support learning at the HSC are vast. The Stanton L. Young Biomedical Research Center (BRC) is a 255,596-square-foot, state-of-the-art laboratory facility built at a cost of $59.8 million to support the University of Oklahoma Health Sciences Center's commitment to biomedical research and the training of future scientists to serve Oklahoma. Originally built in 1997 with the Phase II addition in 2005, the BRC is composed of 255,596 gross square feet of space dedicated to biomedical, cancer and genetics research. The facility includes 48 research laboratories, core laboratories, BSL3 containment lab, vivarium, and laboratory support spaces. Recent and continuing construction of significant clinical trial space exists in both the Harold Hamm Diabetes Center, a 102,000-square-foot building acquired in 2008, and the Peggy and Charles Stephenson Cancer Center, a 210,000-square-foot building completed in 2011. Campus buildings are generally open 7:30 a.m. - 5:30 p.m. Monday through Friday. Card access allows authorized students, faculty, and staff unlimited entry to buildings afterhours to conduct and monitor their research.

In support of student learning, the University of Oklahoma created numerous study spaces, formal and informal, for its students. Home to University College, the Graduation Office, the Writing Center, Project Threshold and planned study and meeting spaces for students, Wagner Hall, for example, features a "living room" with comfortable, study-friendly furniture. Students routinely study or rest in the living room. Designated study rooms have tables, dry erase boards, and doors that close to make it a quiet space. Students can reserve these carrels through an online form, directly with the University College receptionist, or through touch panel schedulers at each door. In the evening hours, five state-of-the-art classrooms also are available by reservation for student groups and study sessions. Wagner Hall also houses the Student Learning Center – a learning center and computing lab that are open to students for studying, tutoring sessions, and study skills seminars. During the regular semesters, Wagner Hall is open until 2 a.m. with security Sunday through Thursday and until 8 p.m. on Fridays. The computing lab is open until 1 a.m. To help students prepare for finals, Wagner Hall is open 24/7 the week before and the week of finals. The Student Learning Center alone, during preparation and final exam weeks May 2011, had 460 visits from 327 students. Visits for the rest of the building were not recorded.

A strategic satellite of the Student Learning Center, the Housing Learning Center in Adams Residence Hall provides learning center space in the dorms. The HLC is open to students for studying, tutoring sessions, and study skills seminars. The residence halls also have designated, 24-hour study areas, published quiet hours in residence halls and apartments, and computing labs in Couch and Walker housing centers. During the 2010-11 academic year (September through May) the 24-hours study areas recorded 28,844 student visits to these areas in Adams, Couch and Walker Centers. A larger-than-expected freshman class required that these spaces in Couch and Walker
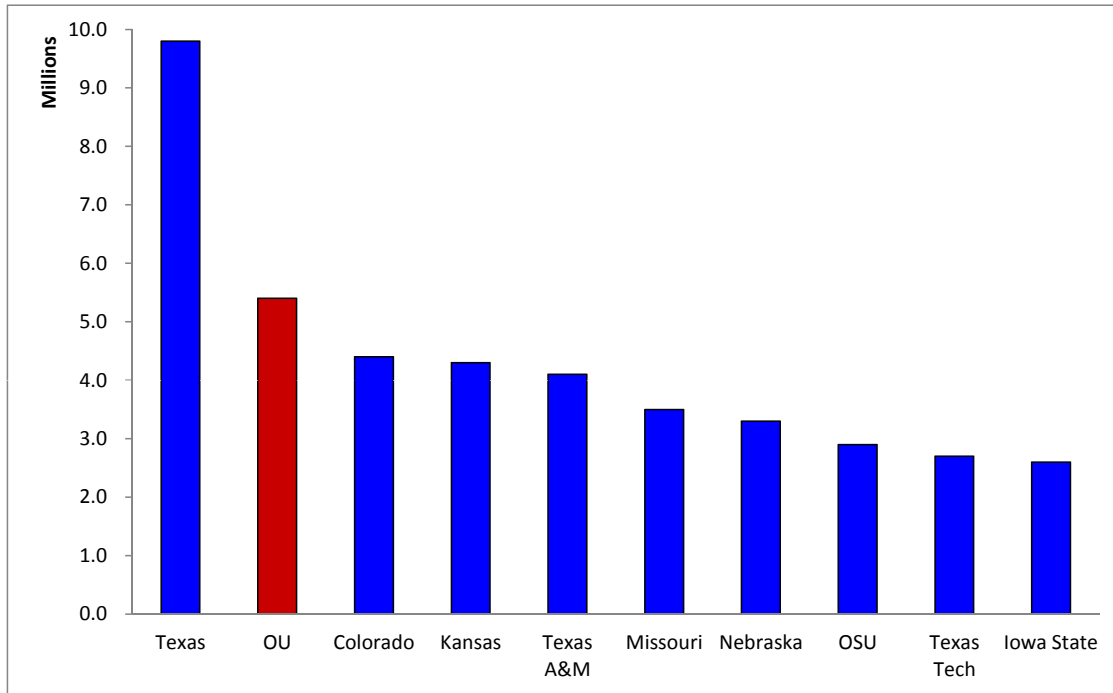
be returned to use as student residence hall rooms. Oklahoma Memorial Union provides a computer lab and study space with wireless Internet available to students 24 hours a day. Moreover, all unreserved rooms are available for students to use 24 hours a day. Additionally, students may utilize three pianos located in public areas at any time.

The University of Oklahoma Library System includes Bizzell Memorial Library, the branch libraries, and special collections. Together, the University of Oklahoma libraries on the Norman, Oklahoma City and Tulsa campuses comprise the largest research library in the state of Oklahoma. They contain over 5 million volumes, 63,000 serials subscriptions (print and electronic), and 250 databases, ranking second in the Big 12 and 27th out of 113 academic research libraries in North America for number of volumes held. The Gateway to College Learning course, which enrolls over 1,200 incoming freshmen each fall, works with the OU libraries to arrange library tours and education for these students. Examples of specialized libraries that provide focused student service collections include the Leadership and Volunteerism's Leadership Library and the Career Services Career Library.

For learning outside the traditional classroom, the University of Oklahoma is home to outstanding museums with world-class exhibits and collections. The Fred Jones Jr. Museum of Art is one of the finest university art museums in the United States. Strengths of the 8,000-object permanent collection are French Impressionism, 20th-century American painting and sculpture, contemporary art, traditional and contemporary Native American art, art of the Southwest, ceramics, Asian art, photography, and graphics from the 16th century to the present. Over 300 million years of Oklahoma's natural history can be seen in the Sam Noble Oklahoma Museum of Natural History's five galleries, which feature dinosaurs and thousands of other artifacts of the archaeological past.

The University of Oklahoma houses numerous notable collections, including The History of Science Collection – one of the largest collections of rare scientific books and documents in the United States, such as Galileo's handwritten corrections to one of his first editions – and the Government Documents Collection – which includes more than 2.8 million items, spanning from the early 19th century to the most current federally produced documents.

OU evaluates the use and effectiveness of its learning resources to enhance student learning and effective teaching. Administrative committees and staff regularly evaluate the use and effectiveness of

learning resources at OU. The UC Action program, for example, evaluates itself using surveys of users (mid- and end-semester surveys), visit data (comparison between semesters, return rate), semester surveys of student staff and faculty involved, and by looking at effects of visits on course grades by collaborating with participating faculty. These data are used to inform the Student Learning Center about best practices to pass along to faculty, best use of funds for marketing efforts, and best setup and content of tutor training.

Simulation lab faculty members at the HSC evaluate and make recommendations regarding upgrades necessary for lab equipment, etc. As a result of these evaluative processes, lab space has been upgraded by the OU College of Nursing to include more up-to-date simulation equipment and space.

HSC Academic Technology (AT) regularly provides surveys to faculty and staff to review current services and collect information on needed new services and technology products that campus faculty and staff believe will enhance their teaching practices and the learning environment. Each HSC dean meets twice a year with the Assistant Vice President for Information Technology to discuss college needs and limitations of learning resources available to faculty and students. Academic Technology uses campus grassroots committees to evaluate existing technologies and make recommendations on new technologies or technology refreshes that more fully meet the needs of HSC. An example of a change resulting from technology assessment was the migration from Blackboard Course Management System to Desire to Learn (D2L) in academic year 2011-12.

OU Supports Students, Staff, and Faculty in Using Technology Effectively. The University has invested significant resources across campus to enhance the use of technology in and out of the classroom. The University's IT office provides significant support for the use of technology in classrooms, in offices, and elsewhere on campus. Faculty members are encouraged to use D2L, the University's official Course Management System, because it provides a common portal to classes and assignments for all of our students. To help support faculty, the Learning and Teaching Program offers ongoing workshops and individual consultations on D2L.

oZONE is a collection of services that students, faculty, and staff may use to take care of many different tasks, such as enrollment, financial aid, and bill payments. oZONE requires logging in only one time to access the services instead of logging in to each service individually. The oZONE Information Home Page explains how to take care of various tasks in oZONE, answers questions about its development and implementation, and provides information about system outages. To help students, faculty, and staff with informational technology, OU's IT department is available campuswide. The IT HELP line, IT Training modules for the instructional technology in each classroom, and IT people working in the computer labs provide assistance as needed.

The College of Arts and Sciences was one of the first on the OU Norman Campus to offer courses delivered entirely online, providing a good example of IT support for faculty and students. The University of Oklahoma College of Arts and Sciences (CAS) Online Program's website reflects the College's commitment to provide students with the best educational experience possible, anywhere, in part by providing support to faculty, staff, and the online affiliates and partners in the world of online learning. CAS also established the College of Arts and Sciences Information Technology (CAS IT) Grants, funding proposals from individual faculty or units for instructional technology needs. All academic units in the College and full-time faculty

are eligible to apply for these funds, which are drawn from the Arts and Sciences general student-computing fee. Proposed projects must be course- or student-oriented, with particular consideration given to those proposals that impact larger numbers of students.

Other groups around campus have various IT-related initiatives and support structures in place. For example, the Modern Languages and Linguistics Department recently paired with the Student Learning Center staff to provide SmartBoard training for Graduate Teaching Assistants and faculty. Additionally, Student Media has multiple technology environments so that students will learn job skills like how to use Macintosh computers and how to use the tools on the computer, such as Adobe's Creative Suite, Brightcove, and MediaSpan/NewsEdit Pro.

HSC Academic Technology (AT) provides information and a variety of technical trainings on the campus technologies and additional trainings or webinars that apply to teaching best practices. Faculty and staff are notified of these trainings via information posted online and sent in email messages.

In 2008-09, 25 training sessions were offered, with a total of 140 faculty, staff, and student attendees and 516 online video viewings. In 2009-10, 28 training sessions were offered, with a total of 289 faculty, staff, and student attendees and 520 online video viewings. Mediasite recordings are made of most training sessions and posted online. OU Provides Effective Staffing and Support for Its Learning Resources.

OU Provides Effective Staffing and Support for Its Learning Resources. The university libraries and other offices on campus that support teaching and learning (such as the Writing Center) include talented staff who demonstrate willingness to assist faculty, staff and students across campus regarding learning resources. *See* e.g., 15 & 72.

Oklahoma Memorial Union has enough reservations and billing staff to coordinate meetings, events and catering for student groups. Its around-the-clock staff ensures that the building remains clean and helps provide a safe environment for students. The Union Programming Board is adequately staffed to provide over 300 free events and programs for students year round. With respect to Fitness and Recreation, each staff position has been revisited within the last five years with Human Resources to ensure the position aligns with the education necessary to be successful in the position. In addition, hiring has been above the minimum standards in that all monthly employees hired within the past two years have possessed master's degrees, rather than bachelor's degrees, in their respective fields. Further, the University evaluates all employees annually.

HSC Academic Technology employs four full-time staff members to maintain daily operations of the campus video network and the learning management system. These staff members work closely and communicate frequently with the 19 college and/or departmental IT and technical staff to provide needed support to all faculty, staff, and students. All HSC colleges employ adequate numbers of staff to support learning resources, with numbers varying upon the amount of courses delivered via distance and online formats. The Colleges of Nursing and Pharmacy provide excellent examples of staffing support. The College of Nursing has multiple site locations for both undergraduate and graduate programs and employs two IT teams; IT-Infrastructure and Instructional Technology. The IT-Infrastructure team is composed of three Local Area Network Specialists and a Database Analyst. The Instructional Technology team consists of two Instructional Design Specialists and three Web Programmers.

The College of Pharmacy supports four IT personnel, who maintain all college technology. One individual is devoted solely to upgrading, installing, and monitoring all classroom delivery continually, one focuses on website development, and two work with personal software needs

of faculty members on both campuses. Two educational specialists, one on each campus, hold sessions throughout the academic year to update faculty on proper use of technology to improve their pedagogy. All first-year students receive an orientation to technology during the first days in the program, and all students may seek support from the professional staff.

OU's Systems and Structures Enable Partnerships and Innovations that enhance student learning. Multiple individuals and departments around campus work together, formally and informally, to enhance student learning and strengthen teaching effectiveness. Every year, the Teaching Scholars Initiative brings together top-notch teachers from around campus and elsewhere to share the latest teaching innovations with university faculty. The Study Abroad Program is an outstanding example of partnerships that expand and enrich our students' learning opportunities globally. OU supports overseas credit-bearing programs for more than 850 students who studied abroad in 2010-11. Students from across the OU campus have the opportunity to study abroad in more than 100 cities in over 50 countries. The Office of Education Abroad in the College of International Studies manages most study abroad programs for OU students, but also works in collaboration with numerous Colleges around campus to develop and implement overseas opportunities for students studying in the areas of art history and architecture to engineering, journalism, and zoology.

The Disability Resource Center works with Information Technology to maintain the appropriate adaptive hardware and software in all of the IT-operated computer labs on campus. Adaptive hardware and software is in place for students with visual impairments, mobility impairments, and reading disabilities. These systems include scanners, text to voice, speech synthesis, screen magnification, and reading programs.

The Fitness and Recreation partnership

with Health and Exercise Science facilitates academic classes taught in Fitness and Recreation facilities. Further, partnerships exist within Student Affairs in relation to wellness such that programs and services do not duplicate, but rather, enhance each other and build upon each department's strengths. Healthy Sooners programming is a prime example of this partnership.

OU-Tulsa Student Affairs is a member of "Volunteer Central," a nonprofit organization that compiles and administers volunteer and community engagement opportunities for the Tulsa area. This program aligns with Tulsa's vision of higher education for the public good. Price College's Integrated Business Core program is another example of a partnership that enhances student learning and develops citizenship skills. In IBC, students get hands-on, real-world training. From brainstorming and market analysis, to managing employees and the legal implications of business transactions, to selling products and closing the books on the last sale, IBC develops the skills it takes to launch a successful business. All profits go to local nonprofit charities, along with

"sweat equity" of up to 500 hours of community service each semester. IBC has a close partnership with First Fidelity Bank in Norman. First Fidelity is integral to the program in the loan presentation process. They provide practical feedback and an invaluable experience to the companies as they present their business plans. Companies formed through this program have donated their profits of over $1 million to local charities and donated more than 47,000 hours of community service since it started in 1985. The faculty dedicated to this program work to provide a practical application to the education of OU/Price College business students. (For more information, visit http://www. ou.edu/price/management_entrepreneurship/IBC. html.)

The Center for the Creation of Economic Wealth works collaboratively "creating economic wealth for the University, state and nation by combining the talents of interns, inventors and private-sector mentors." And, the Office of Vice President for Research brings participants from across campus together for a variety of collaborations. *See* e.g., 32-33 & 55-56.

The [K20 Center](#) for Educational and Community Renewal is a statewide education research and development center housed in the Jeannine Rainbolt College of Education that promotes innovative learning through school-university-community collaboration. The K20 Center cultivates a collaborative network engaged in research and outreach that creates and sustains innovation and transformation through leadership development, shared learning, and authentic technology integration. The K20 Center uses five interrelated phases to transform conventional schools into high-achieving, interactive learning communities: Leaders Learning, developing principals and superintendents; Whole-School Learning, focusing on teachers, parents, and community leaders empowerment; Teacher Learning, creating in-depth research and learning experiences for teachers in content areas; Student Learning, developing innovative learning strategies to inspire students to be involved in their own learning; and University, forging connections and collaborations to support learning beyond high school.

The HSC and its colleges maintain active clinical affiliation agreements with nearly 1,000 partner institutions (e.g., OU Medical Center, the Veterans Administration Medical Center, St. Francis, Integris Baptist Medical Center). These formal partnerships provide students with a wealth of clinical experiences across a wide range of specialties. The College of Dentistry's Dental Hygiene Program has partnered with three technology centers to provide distance education to rural sites around the state. The outcome has been an increase in rural dental hygiene students who would otherwise be unable to attend the program in Oklahoma City. The college partnered with the Delta Dental Foundation of Oklahoma to purchase the software and hardware for the new clinic management system. The College of Public Health partnered with the Oklahoma State Board of Health to address the poor state of Oklahoma's health.

The College of Public Health assists with public health workforce development needs

through markedly expanded access to public health professional education, made possible by state-of-the-art distance education capabilities. It also provides tuition waivers to selected Health Department employees enabling their further career development. The College also provides enhanced community-based participatory research on public health priorities, including tobacco use prevention, cancer prevention, and prevention of overweight, obesity and diabetes.

Budgeting Priorities reflect that improvement in teaching and learning is a core value for OU. This self-study contains many examples of OU's budgetary commitment to improvement in teaching and learning, including its commitment to providing technology in the classroom, *see* pages 30 & 81, commitment to state of the art instructional facilities, *see* pages 74-76, Learning & Teaching Program, *see* page 87, Writing Center, *see* pages 15 & 72, University College, and Graduation and Retention Task Force, *see* page 60. Additionally, OU devotes resources to master teacher positions, tenure/tenure-track and term positions that weight teaching more heavily than other positions. Created and filled to place outstanding instructors in high-enrolling general education service courses, these positions speak to an emphasis on the teaching mission of the University. The [Norman Campus Strategic Academic Plan for 2011-2012](#) calls for the implementation of a Course Innovation Program to target high enrollment undergraduate courses on the Norman Campus and to provide the resources to conduct a thorough review of the pedagogy, pilot emerging pedagogical techniques, and assess the learning outcomes in the course. The goal is to take good courses and make them even better. In 2011-2012, PSY 1113, Elements of Psychology, which typically enrolls about 2,000 students per year, is undergoing such a review led by Dr. Clarissa Thompson. Additionally, the course sequence for Organic Chemistry, CHEM 3053/3153, which typically enrolls about 1,500 students per year, will undergo such a review, led by Dr. Mark Morvant. Two or three courses will be reviewed and modified per year.

Financial support of the UC Action Program also evidences that OU's budgeting priorities reflect an emphasis on the improvement of learning. In 2005, the University College Dean

and Assistant Dean investigated and advocated, to upper administration, for the development of tutoring and supplemental instruction. Funds were identified at the college level to start the initiative. One year later, in 2006, the Provost committed funding from general funds to support the Student Learning Center (Wagner) on a yearly basis. Its 2012 fiscal budget (including all full-time staff and student staff salaries) is approximately $272,000.

The HSC Office of Academic Affairs and Faculty Development host three campuswide programs to assist faculty with teaching techniques and innovations. *See* supra at pages 15-16. Each HSC college also receives an annual allocation of funds from the Provost's Office to support educational program components and facilities. These allocations are budgeted by each college Dean's Office to best serve the educational mission of the college. A high priority has been placed on simulation laboratory technology in the colleges housing clinical education programs and allocating funds to upgrade IT equipment for programs with distance students. The HSC Graduate College funds an interdisciplinary Preparing Future Faculty Program (PFF), consisting of a two-hour fall semester course and a two-hour spring semester course designed for graduate students and postdoctoral research fellows interested in gaining the basic theory and skills necessary to be an effective communicator and educator. At the end of the program, participants prepare a teaching portfolio and develop their own teaching philosophy.

The College of Medicine made significant funds available for space renovation, equipment acquisition, facilities development, and staff to operate the new Clinical Skills Education and Testing Center, a special project of the Executive Dean.

Chapter Four
Acquisition, Discovery, and
Application of Knowledge:

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

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

OU's Board has approved and disseminated statements supporting freedom of inquiry for OU's students, faculty, and staff, and honors those statements in its practices. The Board of Regent's Policy Manual, for instance, states that the "accumulation and exchange of knowledge are among the preeminent purposes of the University, and the acknowledgement of individual academic freedom is one of the cornerstones to ensure such purposes are achieved" (2.1.2). *See also* Norman Faculty Handbook, Section 3.2 and HSC Faculty Handbook.

Supplementing the Regent's Policy Manual, the Student Rights and Responsibilities Code provides additional support for freedom of inquiry: Students have the right to establish and/or disseminate publications free from any censorship or other official action controlling editorial policy or content; the right to invite and hear any person on any subject, subject to regulations of this code; and the right of assembly to demonstrate, inform, or protest, so long as the normal workings of the University are not disrupted. For more detail, *see* Chapter One, Core Component 1b, *supra*.

OU's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. The highest levels of strategic planning reflect the University's commitment to the values of life-long learning. The Norman Campus 2011-2012 Strategic Academic Plan, for instance, states that "[a] major part of the strategic academic plan for OU-NC continues to be the recruitment and education of the next generation of citizen leaders who understand how to grow and sustain robust human communities in a global and technologically sophisticated

environment." *Ibid.* at 4. To deliver on this promise, OU commits itself to doubling the number of undergraduates with study abroad experiences, increasing the Joe C. and Carole Kerr McClendon Honors College curriculum, growing the new Institute for the American Constitutional Heritage, and creating relevant cross-cutting interdisciplinary degrees that capitalize on the unique research expertise of the faculty. *Ibid.* at 5-6. Given the economic challenges facing universities around the nation, including OU, the University continues to use one-time "bridging funds" to assist "in sustaining progress on strategic initiatives." *Ibid.* at 2. With the new title of Associate Provost for Academic Engagement, the Executive Director of the Learning & Teaching program and the Writing Center will grow and expand opportunities for student/faculty engagement across the campus in and out of the classroom as the University continues to focus on building student and faculty writing and oral communication skills. *Ibid.* at 6. The Course Innovation Program, to be implemented in 2011-2012, targets high enrollment courses on the Norman Campus, providing resources to improve courses by thoroughly reviewing the pedagogy, piloting emerging pedagogical techniques, and assessing learning outcomes. *Ibid.* at 7.

The Strategic Plan also calls for a continued focus on course and degree delivery in non-traditional formats to serve military personnel around the world as well as non-traditional students in Oklahoma, assisting the State Regents in meeting their goal of increasing the percentage of the adult population holding a college degree. *Ibid.* at 6. Toward this end, the College of Liberal Studies is rapidly growing and adding more faculty to meet the needs of their unique and expanding student body. *Ibid.*

With a FY11budget of $94,000, the Osher Lifelong Learning Institute in the College of Continuing Education promotes life-long learning and personal growth of older adults, age 50-plus, through Senior Seminars (four- to six-week courses), Mornings with the Professor (90-minute lectures), Elderlearn (half-day sessions), and the OU Book Club (monthly meetings). During 2010-2011, the institute offered more than 80 courses, with requests exceeding available openings. During the same period, OLLI enrolled 2,108 people in courses. The creation of the College of International Studies (for more information, see pages 29-30), the reorganization and centralization of the Norman Campus research and creative activities initiatives in Aspire 2020 under the direction of the Vice President for Research (for more information, see page 55), and the promotion of

undergraduate research (for more information, see page 94) all further demonstrate that OU values and promotes a life of learning for its students, faculty, and staff.

Life-long learning is an integral component of the College of Dentistry's current CODA accreditation standards and will become an even larger emphasis in the new accreditation standards effective in 2013. Several venues, including continuing education courses, conferences, research support, and lunch-and-learns, support this goal. Approximately 15 to 20 continuing education courses are conducted through the College's continuing education office each year; these are typically offered to faculty, residents, and students at no cost or a greatly reduced cost. The College spends between $100,000 and $160,000 annually on life-long learning, with funds derived almost equally from state support and from clinical funds self-generated by faculty. Start-up research projects for faculty is funded at approximately $10,000 a year and our external fundraising society allocates $50,000 annually for student summer research and a "Scientific Day" to showcase those projects to faculty and alumni. Most lunch-and-learn sessions are either conducted by internal faculty or staff and/or hosted by an outside company.

The College of Pharmacy supports life-long learning in a number of ways. It offers faculty and staff free "tuition" to the College-sponsored continuing education events and spent over $90,000 in 2011 to send faculty and staff to national conferences. Faculty and staff pharmacists are required to obtain a minimum of 15 hours of continuing education each year and the College supports them financially, as maintaining their licenses is a required component of their employment. Funding for this comes from a variety of sources, such as state allocations, clinical income, and in some cases, sponsored funds.

The College of Medicine Program recognizes that "Medicine and its practice is truly a commitment to life-long learning." Within the College of Medicine, Educational Development and Support, Medical Continuing Education, and the Center for Learning and Leadership, with a combined FY11 budget of $3,104,685, focus on life-long learning.

The University of Oklahoma spends approximately $209,647 annually in faculty/staff fee waivers for the purpose of further intellectual development.

The University of Oklahoma supports professional

development opportunities and makes them available to all of its administrators, faculty, and staff. Information Technology offered 28 training courses in 2010-2011, with 259 attendees. Topics include usage of such software applications as MS Office products, OU's course-management system Desire2Learn, Dreamweaver, and Internet security. Employees can take these courses during working hours, provided they do not interfere with work responsibilities. IT also offered courses via Skillport Training Portal rather than in a classroom. With an annual budget of $47,000 for Skillport Training, IT offered 435 courses, which were accessed 2,820 times by 741 Skillport users.

The Office of Human Resources provides a variety of training workshops on work-related issues, including efficiency, interpersonal communication, management, and

team-building. It also provides a broad online collection of information, particularly for managers. The "Foundations in Management" course ran three times in 2010-2011, with 55 people completing the training. The Norman Campus Provost encourages faculty and administrators to participate in the various education leadership workshops offered by the Educators' Leadership Academy at the University of Central Oklahoma. In 2010-2011, five professors from the College of Arts and Sciences attended the Outstanding Professors' Academy at a cost of $900 for each participant. Two staff members attended the Combined Academy for Superintendents, CareerTech and Higher Ed Administrators at a cost of $1,500 for each participant. OU also offers internal workshops and retreats for Department Chairs and Directors and members of Committees A.

The [Office of Faculty Development and Interdisciplinary Programs](#) at the Health Sciences Center provides a wide range of faculty support services and free workshops, including the Faculty Leadership Program for new faculty, a collection of career development and management workshops, and Education Grand Rounds – workshops for teaching development.

The newly founded [Center for Research Program Development and Enrichment](#) (CRPDE) offers workshops related to research and proposal development for faculty and students. CRPDE also offers personalized service, helping an investigator turn a vision into a competitive proposal and then assisting in identifying and applying for funding opportunities. In 2010-11, the center held three workshops for faculty, with a total of 87 attendees. Another workshop for graduate students and postdocs had 161 attendees. This is the first year of the center's operation, so it is anticipated that these numbers will increase.

The OU Learning, Teaching, and Writing (LTW) Program offers programs, including the new Faculty Seminar series, which meet weekly during lunch to introduce all new faculty members to a variety of aspects of OU life; the Tenure and Promotion workshop, offered each year for untenured faculty who are within two years of applying for tenure and/or promotion; the new Early Tenure Workshop for faculty in their first three years at OU; and [Faculty Discussion Groups](#) on Teaching and Learning, which meet throughout the semester to hold conversations about issues related to teaching.

OU is proactive in support of the inclusion of women and minorities in the faculty and administration, which involves attention to the professional development and leadership training for members of underrepresented groups. In 2006, the university received a [NSF ADVANCE-PAID](#) grant for supporting women faculty members, particularly in areas where women are underrepresented. Following the spotlight event of the grant – a series of two diversity workshops with participants from Big 12 institutions – a speaker from the second workshop was invited to OU by the [Provost's Advisory](#) [Committee on Women's Issues](#) and OU ADVANCE to discuss the challenges and opportunities faculty face post-tenure. This led to a workshop for post-tenure women faculty in Arts and Sciences (APT – Achievement Post-Tenure - DACWI workshop, Feb. 8, 2011).

In keeping with OU's mission, faculty and students produce scholarship and create knowledge through basic and applied research. Norman Campus tenured and tenure-track faculty publish at a per capita rate of about 1.2 publications per year (2010), which is just under the average for the cohort composed of 52 peer institutions (Source: VP Research Fiscal Year 2010 Annual Report). Average citations of indexed articles from Thomson Reuters' Web of Science (2006-2008) are 2.46 as compared to the median of 2.47 for the cohort. The H-index for the Norman Campus from 2006-2008 is 28.0, indicating that for the time period, OU authors published 28 papers that have collected at least 28 citations (Source: OU VPR Research Statistics and Analysis Group Report 09-002). The average for the cohort is 28.5 and the median is 31.21.

Faculty performance also can be ascertained by national recognitions from professional organizations and agencies. In the past 10 years, faculty members from the Norman Campus have been awarded 27 Fulbright Scholarships, 21 NSF Career Awards, and five NEH Fellowships. Five current faculty members are AAAS Fellows. In addition, Norman Campus faculty members have won the Presidential Early Career Award for Scientists and Engineers (PECASE), Rome Prize, Woodrow Wilson Center residency, and fellowships from the National Humanities Center, American Antiquarian Society, and the American Philosophical Society. At the Health Sciences Center, Faculty projects also have gained national notice, such as the R & D 100 (R & D Magazine) for Dr. Jizhong Zhou's GeoChip, and Best State Wind Power Program (Department of Energy) for the Oklahoma Wind Power Initiative. In addition, the University's faculty members routinely serve as tenure reviewers for other schools and site reviewers for national accrediting organizations. See Tables pages 90-94.

Significant Recognition of Faculty Scholarship				
Name of Recipient	**College**	**Department**	**Name of Award**	**Year**
Sandie Holguin	College of Arts and Sciences	History	Fellow, National Endowment for the Humanities	2009
Pamela Genova	College of Arts and Sciences	French	Fellow, National Endowment for the Humanities	2004
Vincent B. Leitch	College of Arts and Sciences	English	Fellow, National Endowment for the Humanities	2003
Melissa K. Stockdale	College of Arts and Sciences	History	Fellow, National Endowment for the Humanities Residency, Woodrow Wilson Center for Scholars	2001 2010-2011
Penny Hopkins	College of Arts and Sciences	Zoology	Fellow, American Association for the Advancement of Science	
Michael Mares	College of Arts and Sciences	Zoology (SONMNH)	Fellow, American Association for the Advancement of Science	
Gary Schnell	College of Arts and Sciences	Zoology (SONMNH)	Fellow, American Association for the Advancement of Science	
Gordon Uno	College of Arts and Sciences	Botany	Fellow, American Association for the Advancement of Science	
Jizhong Zhou	College of Arts and Sciences	Microbiology	Fellow, American Association for the Advancement of Science	
Yun Wang	College of Arts and Sciences	Cosmology	NSF CAREER Awardee	2001
Robert Houser	College of Arts and Sciences	Chemistry	NSF CAREER Awardee	2001
Elizabeth Bergey	College of Arts and Sciences	Zoology (OK Biology Station)	Fulbright Scholar NSF CAREER Awardee	2007-2008 2005
Lloyd Bumm	College of Arts and Sciences	Physics	NSF CAREER Awardee	2003
Charles Rice	College of Arts and Sciences	Chemistry & Biochemistry	NSF CAREER Awardee	2005
Cecil Lewis	College of Arts and Sciences	Anthropology	NSF CAREER Awardee	2009
Susan Schroeder	College of Arts and Sciences	Chemistry & Biochemistry	NSF CAREER Awardee	2009

Significant Recognition of Faculty Scholarship				
Name of Recipient	**College**	**Department**	**Name of Award**	**Year**
Chuanbin Mao	College of Arts and Sciences	Chemistry & Biochemistry	NSF CAREER Awardee	2009
Gary W. Copeland	College of Arts and Sciences	Political Science	Fulbright Scholar	2008-2009
Rita Keresztesi	College of Arts and Sciences	English	Fulbright Scholar	2010-2011
Todd Lyle Sandel	College of Arts and Sciences	Communications	Fulbright Scholar	2007-2008
Steven John Livesey	College of Arts and Sciences	History of Science	Fulbright Scholar	2005-2006
Hester Baer	College of Arts and Sciences	German	Fulbright Scholar	2004-2005
Mihajlo-Misha Nedeljkovich	College of Arts and Sciences	Film & Video Studies	Fulbright Scholar	2003-2004, 2010-2011
Phillip E. Klebba	College of Arts and Sciences	Chemistry & Biochemistry	Fulbright Scholar	2002-2003
Su Fang Ng	College of Arts and Sciences	English	Fellow, National Humanities Center	2007-2008
Karin Lynn Schutjer	College of Arts and Sciences	German	Fellow, National Humanities Center	2004-2005
Daniel Snell	College of Arts and Sciences	History	Fellow, National Humanities Center	1989-1990
Stephanie Malia Hom	College of Arts and Sciences	Italian	Rome Prize	2010-2011
Francesca Sawaya	College of Arts and Sciences	English	Fellow, American Council of Learned Societies	2006
Sarah W. Tracey	Honors College		Fellow, National Endowment for the Humanities	2001
Benjamin Leontif Alpers	Honors College		Fulbright Scholar	2007-2008
Traci Ann Carte	Price College of Business	Management Info. Systems	Fulbright Scholar	2007-2008
Anthony Sterling Roath	Price College of Business	Marketing	Fulbright Scholar	2010-2011

Significant Recognition of Faculty Scholarship				
Name of Recipient	**College**	**Department**	**Name of Award**	**Year**
William Leon Megginson	Price College of Business	Finance	Fulbright Scholar	2007-2008
Kathryn Jenson White	Gaylord College of Journalism and Mass Commun.	Journalism	Fulbright Scholar	2010-2011
Petra Klein	College of Geographic and Atmospheric Sciences	Meteorology	NSF CAREER Awardee	2006
Karl Henry Offen	College of Geographic and Atmospheric Sciences	Geography	Fulbright Scholar	2004-2005
Bret Wallach	College of Geographic and Atmospheric Sciences	Geography	Fulbright Scholar	2004-2005
Zoe Carey Sherinian	Weitzenhoffer College of Fine Arts	Music	Fulbright Scholar	2008-2009
Austin Stewart Hartel	Weitzenhoffer College of Fine Arts	Dance	Fulbright Scholar	2009-2010
Rozmeri Basic	Weitzenhoffer College of Fine Arts	Art	Fulbright Scholar	2003-2004, 2010-2011
Joshua M. Landis	School of International and Area Studies		Fulbright Scholar	2004-2005
Suzette R. Grillot	School of International and Area Studies		Fulbright Scholar	2002-2003
Peter B. Kutner	College of Law		Fulbright Scholar	2003-2004
Joyce Palomar	College of Law		Fulbright Scholar	2001-2002
Drew L. Kershen	College of Law		Fulbright Scholar	1999-2000
Amy Cerato	College of Engineering	Civil Engineering & Env. Science	NSF CAREER Awardee	2001
Elizabeth Butler	College of Engineering	Civil Engineering & Env. Science	NSF CAREER Awardee	2001
Tohren Kibbey	College of Engineering	Civil Engineering & Env. Science	NSF CAREER Awardee	2001

Significant Recognition of Faculty Scholarship				
Name of Recipient	**College**	**Department**	**Name of Award**	**Year**
Binil Starly	College of Engineering	Industrial Engineering	NSF CAREER Awardee	2009
Amy McGovern	College of Engineering	Computer Science	NSF CAREER Awardee	2008
David Schmidtke	College of Engineering	Bioengineering	NSF CAREER Awardee	2006
Qi Cheng	College of Engineering	Computer Science	NSF CAREER Awardee	2003
P. Kevin Rudeen, PhD	College of Allied Health		Fellow, Association of Schools of Allied Health Professionals	
Beth DeGrace, PhD, OTR/L, FAOTA	College of Allied Health		American Occupational Therapy Association Roster of Fellows (FAOTA)	2010
Martha J. Ferretti, PT, MPH, FAPTA	College of Allied Health		Catherine Worthingham Fellow, American Physical Therapy Association (FAPTA)	2002
Toby Hamilton, PhD, PPH, OTR/L, FAOTA	College of Allied Health		Fellow of the American Occupational Therapy Association (FAOTA)	2010
Thubi Kolobe, PT PhD, FAPTA	College of Allied Health		Catherine Worthingham Fellow, American Physical Therapy Association (FAPTA)	2010
Irene McEwen, PT, PhD, FAPTA	College of Allied Health		Catherine Worthingham Fellow, American Physical Therapy Association (FAPTA)	2006
Kay S. Beavers, D.D.S.	College of Dentistry		Fellow, American College of Dentists	2010
Kevin Haney, D.D.S., M.S.	College of Dentistry		Fellow, American College of Dentists	2007
Sharukh Khajotia, B.D.S., M.S.	College of Dentistry		Fellow, American College of Dentists	2008
Dean Lazelle Benefield, PhD, RN	College of Nursing		Fellow, American Academy of Nursing	
Prof. Barbara Holtzclaw, PhD, RN	College of Nursing		Fellow, American Academy of Nursing	
Prof. Marianne Matzo, PhD, RN	College of Nursing		Fellow, American Academy of Nursing	
Dean Emeritus Patricia Forni, PhD, RN	College of Nursing		Fellow, American Academy of Nursing	

Significant Recognition of Faculty Scholarship				
Name of Recipient	**College**	**Department**	**Name of Award**	**Year**
Tracey Hagemann, Pharm. D.	College of Pharmacy		Fellow, College of Clinical Pharmacy	
Don Harrison, Ph.D	College of Pharmacy		American Pharmacists Association	March 2010
A.F. Al-Assaf	College of Public Health		Fellow, The Royal Society of Health (UK)	1989
Daniel Boatright	College of Public Health		Fellow, Royal Society of Health in Environmental Health (UK)	1994 - present
James Mold	College of Medicine		Member, Institute of Medicine of the National Academies	2008

OU scholars are well-known for their innovation and contributions to knowledge through basic and applied research. For example, Jizhong Zhou (Department of Microbiology and the Institute for Environmental Genomics) and his team of researchers received a 2009 R&D100 Award from R&D Magazine, which recognizes the 100 most innovative scientific and technical breakthroughs of the year for their work in developing the GeoChip, a powerful tool for analyzing microbial communities with important applications in the areas of ecology and environmental protection. Linda Zagzebski (Department of Philosophy), a pioneer in the field of virtue epistemology, recently was named a Guggenheim Fellow for her project "Epistemic Authority: A Theory of Trust, Authority, and Autonomy in Belief." This fellowship is awarded to individuals who have shown "exceptional capacity for productive scholarship or exceptional creative ability in the arts." And Robert Palmer (Department of Meteorology and the Atmospheric Radar Research Center) is a leading scholar in weather radar. His work is well-known for combining weather science with electrical engineering. This interdisciplinary approach has yielded impressive results in both the education of students and in the acquisition of basic and applied knowledge for solving complex puzzles in remote sensing of the atmosphere.

OU's Health Sciences Center also has impressive faculty making significant contributions to the acquisition of basic and applied knowledge. James W. Mold was recently inducted into the Institute of Medicine (IOM). Established by the National Academy of Sciences, the IOM is a nationally recognized resource for independent, scientifically informed analysis and recommendations on human health issues. Mold's research on primary care physicians and their role in preventive medicine is well-known, and his research team shares data with participating physicians to help them design prevention programs customized to their offices and local communities, with an overall goal to improve health outcomes. Internationally renowned for her work on the molecular biology of the influenza virus, Dr. Gillian Air (Biochemistry and Molecular Biology) is an AAAS Fellow. She works to find ways to design better vaccines, to investigate how the influenza virus gains entry into cells, and how antiviral drugs might block infection.

OU students, including undergraduate students, actively engage in the process of creating knowledge through basic and applied research. Examples of this activity can be found on OU's interactive Undergraduate Research webpage and in OU's Honors Undergraduate Research Journal, a forum in which undergraduate Honors students have the opportunity to publish their work. OU's undergraduate students work in a wide variety of disciplinary and interdisciplinary research areas. For example, Luke Engleman's research on the wound-healing process was awarded the Roland Lehr Phi Beta Kappa Award for Distinguished Undergraduate Research at the 2011 Undergraduate Research Day. Luke started medical school at the University of Oklahoma in the fall of 2011. Sarah Engel, Media Art major, has exhibited her work at many juried shows and has received the Oklahoma Visual Arts Coalition Student Award of Excellence and the Undergraduate Research Opportunity (UROP) Grant through OU. Sarah's UROP project will culminate in an academic research paper and gallery exhibition discussing the resurgence and significance of homebuilt musical instruments in the context of American culture, focusing largely on cigar box instruments.

Jesse Berdis, Architectural Engineering undergraduate and now master's student in Structural Engineering, and Kyle Olson, Civil Engineering and Economics undergraduate, conducted a research project titled "Reinforced Soil using Geotechnical Material" that investigated the influence of soil moisture content on the pullout capacity of geotextile reinforcement in marginal soils and is part of a larger ongoing project with the Oklahoma Department of Transportation. This project is seeking inexpensive ways to reduce such issues as landslides in Oklahoma. Andrew Carlile, Aerospace Engineering, Aimee Dilley, Industrial Engineering, and Laura Adams, Industrial Engineering, worked on a collaborative project titled "The RepRap Project: open source, adaptable fabrication platform." Their goal was to provide a machine that could create essential products and reduce dependence on outside sources for manufactured goods. The team worked to build and customize a RepRap, a desktop 3D printer capable of printing plastic objects with capabilities beyond currently existing machines. While the group ran into some roadblocks, they were still able to identify important parameters that increased the quality of 3D printing and helped to put OU on the map of those organizations contributing to this open source project. The interdisciplinary team also benefited by learning not only about adaptable, additive fabrication, but also how to conduct proper research, how to communicate with different types of engineers, and how to effectively present ideas.

OU publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge in multiple ways. OU annually honors research and creative activity by bestowing various honors on faculty members, including George Lynn Cross Research Professorships, Regents' Awards for Superior Research and Creative Activity, Faculty Research and Creative Activity Awards, and the Henry Daniel Rinsland Memorial Award for Excellence in Educational Research. The George Lynn Cross Research Professorship is an award given each year to one or two faculty members who have demonstrated outstanding leadership over a period of years in his or her field of learning or creative activity and have been recognized by peers for distinguished contributions to knowledge or creative work. This award and appointment is for life. The award of a Presidential Professorship is given to those faculty members who excel in all their professional activities, inspire their students in

the process of research and creative activity within their discipline, and exemplify to their students (both past and present) and to their colleagues (both at OU and within their disciplines nationwide) the ideals of a scholar through their endeavors in teaching, research/creative activity, and service. The awarding of endowed chairs and professorships provide another sign of recognition for the scholarly efforts of OU faculty. Additionally, the University actively encourages, supports, and recognizes faculty members in their pursuit of such national awards as Fulbrights.

OU also acknowledges the achievements of students in acquiring, discovering, and applying knowledge. In addition to college and departmental awards, the Graduate College hosts a Graduate Student Research and Performance Day honoring multiple awardees, and the Graduate Student Senate annually recognizes outstanding researchers and teachers among their ranks. Additionally, the Eddie Carol Smith Scholarship goes to a graduate student whose research/capstone project either opens a new area of scholarly endeavor or significantly expands an existing area of scholarly endeavor. Undergraduate students are honored each year at Undergraduate Research Day for their research accomplishments. Two awards are sponsored by Phi Beta Kappa, two by Phi Kappa Phi, and four by the Honors College.

The University and its units use scholarship and research to stimulate organizational and educational improvements. The College of Arts and Sciences offers a minor in Interdisciplinary Perspectives on the Environment and a major in Environmental Studies, and courses in evolution are jointly taught between the departments of History of Science and Zoology. The Atmospheric Research Radar Center provides unique and exemplary Weather Radar Program collaboration between meteorology and engineering, using the scholarship and research from each discipline. A new academic program in Geoinformatics pursues research and education as well as services to society through trans-disciplinary approaches to advancing scientific and societal understanding of the complexity and dynamics of world systems with innovations in geospatial information and spatial sciences.

The OU Health Sciences Center has developed the Graduate Education in the Biomedical Sciences, which today

does not easily fit within traditional departmental boundaries. Six graduate departments and programs created the first-year interdisciplinary curriculum (GPiBS), a collaborative effort on behalf of the basic science departments and programs, to prepare students for current careers in the biomedical sciences.

The Sarkeys Energy Center houses six interdisciplinary institutes and a special institute that focuses on the Western Hemisphere. All the institutes involve faculty from the Colleges of Atmospheric and Geographic Sciences, Arts and Sciences, Law, Business and Engineering. Similarly, the Stephenson Research and Technology Center includes members from nine different academic departments. Perhaps the most visible example of interdisciplinary research, education, and public outreach is the National Weather Center, which includes 550 faculty, staff and students from federal, state and University programs involving meteorology, geography, and engineering. Other examples include the Center for Applied Research for Nonprofit Organizations on the Tulsa campus; the Center for Applied Social Research, which is engaged in projects assisting the NIH, Air Force, and Navy; the Center for Management Information Studies, which provides business expertise; and the Institute for American Constitutional Heritage.

Several years ago, the University established a program focused on bringing together research and teaching in strategic topical areas to foster further interdisciplinary research and learning opportunities. These University Strategic Organizations (USOs) are organized scholarship units involving multiple disciplines, as well as mature linkages with industry and government. USOs promote the incubation of creative ideas and innovative/disruptive technologies within a mature, structured framework and mission directly aligned with University and/or State strategic research directions. Owing to their strategic importance, USOs receive a portion of their funding as ongoing base support from the Office of the Vice President for Research, though in all cases the majority of funding will come from external sources.

The Center for Analysis and Prediction of Storms (CAPS), established at the University of Oklahoma in 1989 as one of the first 11 National Science Foundation Science and Technology Centers, is an illustrative example of the ways in which the University uses its research to stimulate organizational and educational improvement. One of the University's USOs, CAPS' mission is to develop and demonstrate techniques for the numerical analysis and prediction of high-impact local weather and environmental conditions, with emphasis on the assimilation of observations from Doppler radars and other advanced in-situ and remote sensing systems. The products of this work resulted in the formation of a subsequent USO, the Atmospheric Radar Research Center (ARRC) *See* page 75. The beginning work of the CAPS program led to the research program in ARRC that then led to an interdisciplinary educational program.

The K-20 Center for Educational and Community Renewal, a statewide education research and development center, promotes innovative learning through school-university-community collaboration. The Center's mission is to cultivate a collaborative network engaged in research and outreach that creates and sustains innovation and transformation through leadership development, shared learning, and authentic technology integration. By establishing working relationships with most schools and districts across Oklahoma, it has created an active research network of active collaborators. This in turn has enabled the Engineering in Practice for a Sustainable Future (EiP) program, through which OU faculty and students now work in secondary school classrooms with experienced teachers as they expand the previously tested activities to incorporate engineering methodology to solve local and global societal issues.

The University faculty's commitment to the advancing of interdisciplinary research is evidenced in the graph on page 99, which shows the number of funded proposals on the Norman Campus in which the PIs have primary appointments in different departments, which have increased over the past four years.

Core Component 4b: **The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

OU integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. The Oklahoma State Regents for Higher Education (OSRHE) policy controls the minimum number and distribution of General Education credit-hours for all baccalaureate degrees awarded in the state of Oklahoma. The University of Oklahoma assures that all degree programs adhere to this policy by requiring all proposed new programs and program changes to be reviewed for compliance by the OU Academic Programs Council to obtain specific approval by the Provost before being considered by the Regents. Categories of General Education include: Symbolic and Oral Communication (3-6 Courses, 9-22 Hours), Natural Science (2 Courses, 7-8 Hours), Social Science (2 Courses, 6 Hours), Humanities (4 Courses, 12 Hours), and Senior Capstone Experience (3-Hours).

The Capstone Experience provides students an opportunity to demonstrate skilled use of knowledge gained in the program, a practical transition to the workplace, and is a vehicle to measure (assess) the performance of the student against expectations of the faculty. Proposals for Capstone courses fall under the purview of the [Provost's Advisory Committee for General Education Oversight](). This committee takes a proactive role in working with individual programs to assure that each capstone course is designed to place their field of study … "in a larger social, intellectual and professional context." *See* [PACGEO Policies, Procedures, and Guidelines](). A capstone courses is constructed to meet the specific needs of the discipline with assurance that it meets the broader, uniform objectives of the University. The capstone program for the [School of Electrical and Computer Engineering]() simulates the experiences anticipated in the first two years of an industry assignment. One [capstone course]() in Political Science provides students with a chance to bring together their accumulated skills in political science to tackle the fascinating and complex phenomenon of nationalism.

PACGEO will undertake regular reviews of existing Capstone programs to not only assure continuance of the

course components needed to meet program accreditation and gen-ed requirements, but to also avail ongoing programs to the experiences and best-practices of Capstone courses across the campus.

OU regularly reviews the relationship between its mission and values and the effectiveness of its general education. Undergraduate education falls under the purview of the Norman Campus Provost. The Provost's Advisory Committee for General Education Oversight ([PACGEO]()) assesses the OU general education program and determines whether it is serving its intended function. Focused on ensuring that each student receives a broad, liberal arts education, PACGEO consists of representatives from every college that offers an undergraduate program. The council meets on a regular basis each semester with an advertised schedule. Each PACGEO meeting is preceded by a campus-wide call for issues that lead to university-level action to support furtherance of their program mission.

PACGEO evaluates all proposals from faculty for a course to be designated a general education course. PACGEO uses its [Policies, Procedures, and Guidelines]() to evaluate course proposals. The committee also maintains the standards of the general education courses. In designing its general education curriculum, OU looked toward two new centuries — the 21st century, in which students will need to cope with global, societal, and career changes — and OU's second century, in which it will continue to produce leaders for the state, nation, and world. OU's general education curriculum is designed to help its students succeed after graduation, regardless of their field of endeavor. Because effective communication skills are essential, writing is emphasized across the general education curriculum. Courses also help students learn to express themselves orally, use mathematical analysis, examine and solve problems, explore the concepts and methodologies of the natural and social sciences, appreciate the creative arts, and better understand their own and others' cultural heritages. Courses are designed to foster enthusiasm, curiosity, and a desire to continue learning.

The [Writing Across Campus]() initiative started in 2006 in response to faculty interest in student writing improvement. Alongside the reemergence of the OU Writing Center as a campuswide resource, WAC began to offer a series of breakfast meetings with faculty through the

Provost's Advisory Committee on Writing (PAC-WRITE). This group identified areas that needed assessment. The first project involved a review of English 1213 and Expository 1213 to assess alignment of student learning outcomes for each course. Since then, regular and annual assessments are designed for English 1113, English 1213, and Expository Writing 1213. Target areas for assessment have included curriculum (assignment sequences), enrollment patterns, and attrition trends compared across first-year writing courses. The importance of this educational aspect is re-enforced in the PACGEO requirement that the Capstone experience … "must include an in-depth writing experience."

OU's Writing Center provides resources to undergraduates, graduates, and faculty to improve writing projects at any stage in the writing process. This resource is sought out by students with individual writing project needs from many disciplines. The Center regularly works with groups to affect workshops that address common needs. *See supra* pages 15 & 72.

OU assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise. Academic Program Review and Programs Outcome Assessment provide two critical mechanisms by which OU assesses the effectiveness of its graduate programs and establishes a knowledge base on which students develop depth of expertise. *See* page 54.

All HSC professional graduate programs are accredited by national professional accrediting bodies that outline specific standards for the required program effectiveness and knowledge and skills required for the profession. In addition, the Health Sciences Graduate College administers its own program review of the M.S. and Ph.D. programs it offers. The HSC Graduate College publishes an HSC Graduate College Program Review Timetable and an HSC Graduate College Program Review: Description and Procedures booklet. The review performs an outcomes assessment of the program effectiveness. The program review process, whether accreditation review of professional

Direct Measures	**Indirect Measures**
Graduation rates	Employer surveys
Tracking of graduates	Student surveys (different times post-graduation)
Time to degree	Exit surveys
Board Scores	External reviews
Licensure/certification rates	Internal reviews
Exam scores	Course evaluations
Publications	Skills measurements
	Quality of thesis or dissertation

100

80

60

40

20

0

FY06 FY07 FY08 FY09 FY10

Interdisciplinary Sponsored Projects on the Norman Campus
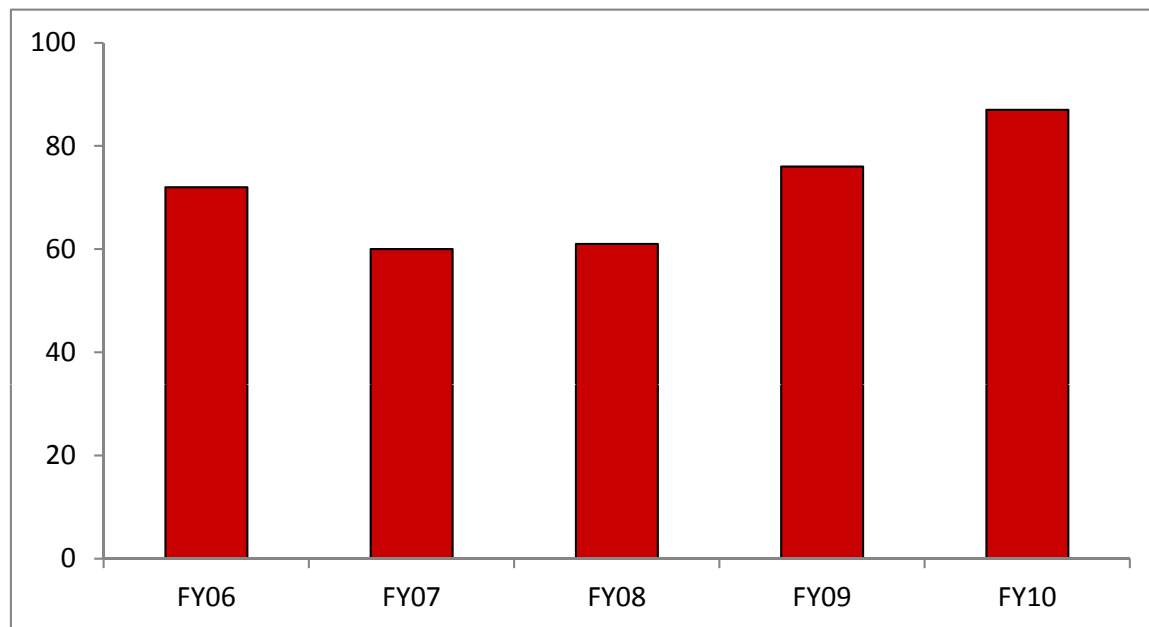
programs or Graduate College review of M.S. and Ph.D. programs, provides a number of indirect and direct measures that are used to assess program effectiveness.

In addition to accrediting bodies, boards of visitors and alumni serve as critical external drivers, providing valuable feedback. The primary internal driver for establishment of a knowledge base is the expertise of the faculty members and the administrative oversight of courses and programs provided by the program, college and institution. The self-study performed by each graduate program as part of the accreditation or program review process evaluates the knowledge base provided to students. In addition, Graduate College program review of M.S. and Ph.D. programs has an internal review committee that reviews the program and evaluates the coursework and other programmatic activities for providing an appropriate knowledge base for the students.

Based upon comments by external reviewers for a number of Graduate College programs, the Health Science Center Graduate College adopted a policy in 2004 requiring all Health Sciences Center Graduate College graduate students to receive training in responsible conduct of research prior to graduation.

A 2007 educational retreat served as the stimulus for the new preclinical curriculum for medical students in the College of Medicine. This retreat involved 135 individuals that included basic science and clinical faculty and medical students. The group engaged in a review of the purpose, structure, and function of the undergraduate medical school curriculum. Several committees were subsequently formed to explore ideas for a new curriculum. The basic sciences curriculum was subsequently changed from the current discipline-based curriculum to a systems-based curriculum. The College of Medicine educational program objectives were used to establish a series of medical student competencies for

each of the systems-based courses. The organ-system based model is consistent with curricular changes that have taken place in numerous medical schools across the United States. The systems-based curriculum became effective for incoming students in fall 2010.

The Microbiology and Immunology Graduate Program Review resulted in a change in curriculum for first-year biomedical doctoral students based upon suggestions by external reviewers. The change sought to improve topic integration and prevent unproductive overlap between topics. Coverage of immunology was adequate but basic microbiology was not well covered in the core curriculum. As a result, Microbiology requested that the Graduate Program in Biomedical Science curriculum be reviewed and revised in accordance with the committee recommendations. There was general agreement among other graduate programs in the College of Medicine that these changes would benefit all graduate programs. This curricular revision has occurred.

In response to NIH and NSF requirements for Responsible Conduct of Research training for students supported by NSF and NIH grants, the Norman Graduate College now requires that all students holding qualified graduate assistantships complete a two-day Professional Ethics/Responsible Conduct of Research Training Program.

OU demonstrates linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. In multiple disciplinary areas — Humanities, Fine Arts, Physical Sciences, Social Sciences, Engineering, Business, Education, and beyond — OU has established centers, offices, and associations, which represent loci of interaction between the academic institution and the social context in which it is housed.

Many academic units across the institution offer internships and practicum settings for their students. The K-20 Center, the Nonprofit Leadership Program, the Carl Albert Congressional Research and Studies Center, the Integrated Business Core, the College of Law's Clinical programs, and the Institute for Quality Communities provide a few examples of OU's linkages between curricular and co-curricular activities that support inquiry, practice, creativity,

and social responsibility. OU Engage lists many more of these linkages.

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry and are prepared for continued learning. All candidates for the baccalaureate degree at OU must take courses in the General Education curriculum, which includes courses in symbolic and oral communication, natural science, social science, and the humanities. *See supra* page 97.

The College of Engineering, for example, envisions producing graduates with knowledge sought first in tomorrow's technology-driven world. Each Engineering Program within the College is periodically reviewed by the Engineering Accrediting Council (EAC) of the internationally responsible Accrediting Board for Engineering and Technology (ABET). Computer Science and Computer Engineering Programs also are under ABET review under purview of the Computing Accreditation Commission (CAC).   Assessment of student outcomes of EAC and CAC are homogenized in the published Accreditation Policy and Procedure Manual. Engineering Programs and Computer Science Programs each have 11 student outcomes against which students currently in these programs are measured. These outcomes are listed under Criterion 3 in the ABET Publication.

Engineering and Computer Science programs are required to establish and publish Program Educational Objectives. The intent of these is to align the expected performance of their graduates with their program mission and their program curriculum, which prepares their graduates for success. Performance of students while on campus is to be measured against a list of specific outcomes prescribed by ABET as essential to successful careers after graduation. Programs are expected to document that their students sufficiently demonstrate acumen in each of the a-to-k outcomes. Progress toward each of these must be evinced by collection and evaluation of student performance data through documented, cyclical processes by the program faculty. This progress will be reviewed by ABET on at least a six-year interval.

All OU graduate programs include both a minimum component coursework in the major area of study and a

Comprehensive Examination. Concurrent requirements for evaluation and assessment of undergraduate programs require evidence that students not only learn the basic skills of current art, but that they are able to extend that knowledge by continuous learning experience after leaving the campus. Each program is free to choose specific metrics for measurement of these accomplishments as encouraged by the OSRHE, consistent with the University, required by their accrediting agency, and appropriate to their stakeholders. The process for continuous improvement of these methods/metrics is part of the overall process. OSRHE specifically requires program assessment reports to include an evaluation of the effectiveness of the measurement process. *See* pages 59-63 for Assessment and page 54 for Academic Program Review.

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

Regular academic program reviews include attention to currency and relevance of courses and programs. The University invests in a multi-pronged assessment process of its academic program to assure that both courses and degree programs are current and relevant. These include Academic Program Review, curriculum review committees, external accredited reports, and external advisory committees.

At the institutional level, program performance is assessed through the institution's Academic Program Review (APR) function. Academic units at OU are reviewed every seven years. External reviewers evaluate, among other aspects, the currency and relevance of courses and the unit's programs, encouraging units to be forward-looking and to have a "living" strategic plan that involves both teaching and research/creative activity. *See supra* page 54. The 2008-2009 APR for the School of Aerospace and Mechanical Engineering resulted in a finding that it had too many areas of research foci. As part of the action plan, the AME faculty unanimously decided to reorganize themselves into three areas of engineering. The College of Engineering and the University have agreed to provide more support for the Bioengineering program, partly as a result of the APR review completed in 2008-2009.

In addition to the seven-year cycle of external program review and the annual comprehensive assessment report, the University has three other processes that ensure the currency and relevance of courses and programs. First, substantive curricular changes start with academic unit curriculum committees. Their recommendations are considered sequentially by curriculum committees at the college, Graduate College, Provost and Vice Provost, and University level (the Academic Programs Council "APC"), the OU Regents, and the State Regents. These reviews consider

coordination of programs to avoid duplication and ensure efficient use of resources. The Provost's Advisory Committee on General Education evaluates all proposals for General Education courses. *See supra* page 97.

In keeping with its mission, OU provides learning goals and outcomes that include skills and professional competence essential to a diverse workforce.

In today's global society, the most important contribution a university can make is to help prepare its students for a lifetime of change and a future as an educated and responsible citizen. The university-wide general education core curriculum, which was implemented in fall 1990, meets this challenge by providing a curriculum of required courses designed to help students think creatively, reason and communicate clearly, and adapt quickly to a rapidly changing world. Undergraduate students at OU take 40 credit hours of general education in five core areas: symbolic and oral communication, natural science, social science, humanities, and a senior capstone experience. Within the humanities, students must take at least one course in three areas: understanding artistic forms, western civilization and culture, and non-western culture.

To be prepared to work in a diverse and global workforce, students must have the skills to adapt to and with technological innovations. OU provides the foundation with general and discipline-specific state-of-the-art technology. *See supra* pages 74-76. Additionally the Office of Information Technology provides technical assistance and training. *See supra* page 50. Internationalizing the educational experience, *see supra* pages 29-31, and providing significant service learning opportunities, *see infra* page 104, further ensure that OU graduates have skills and professional competence essential to a diverse workforce.

The University of Oklahoma encourages students to align their educational experience with the anticipated trajectory of their personal interests once they leave the university. The growing inventory of interdisciplinary programs allow students varying levels of flexibility to select courses and classroom-based learning experiences targeted to their interests, providing activities that potentially broaden participation among the diverse constituent groups on campus.

Outside of classroom and general computer technology, OU has many specialized labs that assist OU students in acquiring the skills and professional competence essential to a diverse workforce. Many of these labs offer lab-based classes at the graduate or undergraduate level that teach students the theories behind equipment as well as how to gain the maximum information and efficiency from it. For these classes, specific learning outcomes are set, students are given time to learn about and use laboratory equipment, and then outcomes are measured through tests, papers, and hands-on demonstration of acquired skills. For example, the Samuel Roberts Noble Electron Microscopy Laboratory teaches courses on both Scanning Electron Microscopy and Transmission Electron Microscopy. Each course is an intense study of the theory behind the equipment as well as the ability to properly use the equipment and assess the resulting data accurately. Students are tested based on goals and objectives outlined in a syllabus at the start of each semester. Assessment of skills and knowledge is conducted through such conventional means as tests and papers and also through a project where students are able, if applicable, to do some of their necessary graduate research using the lab equipment and methods learned during the course.

A different type of lab use and assessment occurs in the Supercomputing Center for Education and Research, which offers students and faculty and community members the opportunity to learn how to be more productive through the use of supercomputing. The Center offers a workshop titled "Supercomputing in Plain English" that has been taken by more than 1,000 people since 2001. While there are no formal skills measurements from this workshop, informal feedback has been very positive. Additionally, the Center works on a one-to-one basis with research teams who have a goal of gaining skills to enhance their productivity. This Center successfully facilitates many scholarly publications.

The Carbon Nanotubes Research laboratory facilities have been instrumental in developing the professional competencies and skills of students pursuing graduate and undergraduate degrees in Engineering, Chemistry, and Physics. Hundreds of publications in peer-reviewed journals and presentations at national and international conferences have been generated, with many Ph.D., Master's, and postdoctoral fellows participating in research while being trained in the fields of Catalysis and Nanotechnology.

The broadcast production lab facilities in the [Gaylord College of Journalism and Mass Communication](#) produce live newscasts that train students by participation and execution of a nightly broadcast at the college level. Other programs feature an explicit expectation that professional mastery requires a multidisciplinary approach to learning. The collaborative, multidisciplinary learning environment of the [Interior Design division](#) shares a common pedagogy within the College of Architecture divisions, engaging high-tech knowledge with skills needed in today's workplace in preparing new graduates to solve problems related to the global challenges facing the profession of interior design in practice.

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Each of the professional colleges and degree programs maintains an elaborate array of metrics to track competency and success. These range from continuing education credits, internships and residency programs, professional licensing examinations, specialty certifications, and memberships in select professional standards organizations. Levels of performance are compared annually with the goals of the unit and the prior years' performance to establish performance objectives for the following academic year. *See supra* 59-63.

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

See pages 98-99.

As a whole, OU does an excellent job of seeking out information and feedback from many different groups, including alumni and advisory boards. OU could improve its external engagement by developing a system to track professor participation in industry via consulting, serving on boards, and guest lecturing. Without this knowledge, OU has no way of knowing whether these points of contact with external constituents form part of the unit's assessment of its programs.

OU supports creation and use of scholarship by students in keeping with its mission.

See supra pages 94-95. Beginning in 2008, the Graduate College and the Graduate Student Senate teamed with the Honors College and the K20 Center to expand participation in Student Research and Performance Day and make the event more visible externally. The event now includes presentations of research and performance for students ranging from third grade to Ph.D. programs. Originally designed to showcase graduate student research, graduate student participation has risen steadily from a low of 35 to a high of 88 participants, with an average of nearly 60 each year. The event also includes a graduate school competition for 10 financial awards for the best research as judged by faculty in the field. 2011 Science Award winner Laura Brunson's work involves investigating novel, inexpensive, and sustainable methods of removing elevated fluoride from drinking water in rural developing communities to improve the health of people. She also looks at the importance of health behavior change and methods of implementation, such as social entrepreneurship, to acknowledge the fact that while the technology is important, it is not the only important thing to consider when working on drinking water improvements for communities in developing countries. Laura had (GAANN) fellowship funding for her first year of graduate school. During her second year, her major professor funded her in a research assistantship position based on his extramural funding. This was followed by a National Science Foundation Graduate Fellowship and then an EPA STAR fellowship. Laura has received funding assistance from the OU Graduate College, the OU College of Engineering, and her program to present research at conferences in Addis Ababa, Ethiopia, and Nagpur, India. Aside from fellowships and travel support, she also has won financial awards, including: 2011 Student Research and Performance Day – 1st Place Science March 2011, and NGWA "Best Student Presentations" Scholarship – Awardee April 2008.

Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice, and OU provides curricular and co-curricular opportunities that promote social responsibility. Many undergraduate fields of study offer positions ranging from

informal arrangements between a professor and a business colleague to formal required internships. Some of these are paid positions. Others provide field experience with the opportunity to earn credit toward a degree while gaining practical work experience, and others are volunteer. *See supra* page 83. In keeping with its service-based mission, the University strives to teach students to be responsible citizens within the University community and the world at large. Many degree programs have options based on social responsibility. The medical, dental, nursing, pharmacy, allied health, and public health schools are devoted to educating students who can meet the health needs of people around the state of Oklahoma and beyond. In many fields of study, students gain insight into aspects of social responsibility through service-learning courses that integrate meaningful community service with instruction and, thus, enhance the learning process, support the community, and teach social responsibility. For example, the Integrated Business Curriculum is a set of courses in the Price College of Business where students learn the

textbook basics of marketing, management and legal studies within the framework of starting a semester-long student business that donates personnel time and all profits to local nonprofit organizations. The College of Arts and Sciences in 2006 introduced a minor in nonprofit studies, which allows students to gain classroom knowledge and exposure to the nonprofit world and the numerous areas in which nonprofits can solve social issues.

In the classroom, many courses in each college are specifically geared toward learning skills to do something for the social good. To name a few, the Price College of Business now offers a course titled "Foundations of Social Entrepreneurship"; the Weitzenhoffer Family College of Fine Arts offers numerous courses designed to teach students performing arts skills that will enhance the lives of those who are able to see/hear them perform; and the College of Engineering offers "Water Technologies for Emerging Regions," which teaches engineering techniques and cultural

awareness issues needed to solve water and sanitation issues in developing countries. The Carl Albert Congressional Research and Studies Center, affiliated with the Department of Political Science, offers courses called "Community Scholars," where students serve in nonprofit organizations as part of their class work, and "Capitol Scholars," where students are placed in politics- and/or policy-related internships in and around the Oklahoma Legislature. Students interested in social justice are given the opportunity to take part in a service-learning course called Community-University Engagement toward Social Justice, and the College of Education offers a course where students put together a comprehensive transition education assessment plan to assist the education of secondary students with disabilities. The OU student then works with the disabled student, the teacher, and parents to help assess the next steps for the disabled student.

Direct benefits to people in the communities surrounding OU are also seen in "The Big Event," a day in the spring where the entire OU-Norman, Health Sciences Center, and Tulsa campuses, including students, faculty and staff, are invited to spend their day serving the communities surrounding the campuses. Initiated in 1999, this event has grown each year, with more than 5,000 students, staff, and faculty participating in the 2011 event. As part of the Big Event, students meet with and serve local organizations by painting playgrounds, building houses, spending time with the elderly at nursing homes, and much more. This activity encourages student/faculty interaction outside the classroom and allows students to learn more about the needs of the local community and what opportunities exist for service. The University hosts programs specifically devoted to "Leadership Development and Volunteerism," which include a leadership summit, United Way Day of Caring, Arbor Day events, and a "Read and Lead" book club. Campus centers, such the Center for the Creation of Economic Wealth (CCEW), are jumping in with socially minded activities. CCEW hires student interns each semester to research the business model and opportunities for taking a university-researched technology into the marketplace. In 2010, CCEW expanded beyond just the for-profit business model and began having teams work on social entrepreneurial ventures founded for the dual purpose of obtaining a profit and solving a social issue. For more, *see infra* page 112.

One area in which the University of Oklahoma is not meeting the standard of other universities in social responsibility is in environmental/sustainability issues. The University obtained a "C" on the 2011 College Sustainability Report card and did not make the Green Honor Rolls determined by the Princeton Review's assessment of 286 U.S. colleges and universities. Compared to the university administration and student-led programs at many other U.S. universities, in diverse areas such as LEED certified buildings, recycling, energy reduction, campus gardens, and more, the University of Oklahoma needs to make continued improvements and progress in this area. The University is making forward strides. For example, President Boren announced that, in partnership with OG&E, a local electric utility, the University will strive to obtain 100 percent of its OG&E power from wind power by 2013. The university food system has recently started obtaining approximately 15 percent of its food from local farmers and offering students an on-campus farmer's market every Friday. Additionally, the student group Our Earth has been implementing game day recycling programs, and the University is working to install energy conservation items such as occupancy sensor lights, low-flush toilets, and photo luminescent exit lights. At the Health Sciences Center, a Green Team has been established by the Student Association. The Green Team is charged with continually seeking to ensure an environmentally conscious campus. One such effort consists of working with HSC Food Services to offer sustainable cups available to customers. Additionally, the Health Sciences Center Student Senate established a subcommittee to research the current recycling practices as well as the possibilities for recycling services for the campus. The David L. Boren Health Sciences Center Student Union offers the HSC campus a drop-off location for campus newspapers, plastic, aluminum, and white paper.

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

OU's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. A commitment to responsible use of knowledge permeates the students' experience at OU, from the opening ceremonies when they arrive, through the broad policy statements for their degree areas, to the specific

program requirements of their individual degrees, and through individual research and professional development activities.

At the beginning of each academic year, OU President David Boren addresses the incoming class and their family members at New Sooner Convocation. President Boren states that the University's mission and vision is to prepare students to be active and responsible participants and contributors to the global society. He urges the students to be engaged in campus life and reach out beyond their own academic discipline to students from other disciplines and other countries and cultures. This speech is intended to remind students that they are not simply joining an institution to take classes and get a degree, but that they are embarking on a noble pursuit of making a positive difference in the world. This vision is reflected in Senior Vice President and Provost Nancy Mergler's introductory comments on the philosophy of OU's General Education requirements.

Entering students are welcomed into the study and practice of medicine during the White Coat ceremony, which takes place at the conclusion of first-year orientation. In front of family, friends, and faculty, the new entering class is "cloaked" by college faculty with the traditional white coat that symbolizes the medical profession. It is a personally delivered gift of faith, confidence, and compassion. Students recite the Oath of Commitment as they prepare to embark upon their medical education. The first White Coat Ceremony occurred at the University of Oklahoma College of Medicine in 1997, funded through a grant provided by the Arnold P. Gold Foundation, which fosters humanism in medicine. Patterned after the White Coat Ceremony, the College of Law began its Owl Ceremony tradition with the 2010 entering class. President Boren spoke of the role that the Rule of Law plays in the formation of a just world order and the difference lawyers can make in creating and protecting such an order. Oklahoma's Chief Justice then administered an oath to the first-year class.

Tangible evidence of this commitment to the responsible use of knowledge can be found throughout the students' academic career. OU is committed to academic integrity as a cornerstone of all its programs, exemplified by the opening quote on the Academic Integrity policy website: "Citizens cannot build and sustain communities of integrity

committed to justice for all without first committing to live their own lives with integrity." The University of Oklahoma Student Association has endorsed this policy and established the UOSA Integrity Council in collaboration with the Provost. Professional ethics and responsible conduct of research also are a central part of all graduate programs, and graduate assistants on the Norman Campus are required to complete a two-day professional ethics training program that was developed with NSF and NIH support. *See supra* page 100.

OU follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities and provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

OU provides effective oversight through the Office of Compliance, which is "responsible for overseeing, monitoring, and assisting the University in its efforts to (i) raise awareness regarding legal and ethical issues; (ii) improve compliance training and quality improvement and review functions; and (iii) ensure adherence to the highest standards of conduct." This office also monitors or collaborates with numerous areas, such as HIPPA and human and animal research training, to ensure that such practices are being maintained.

The University of Oklahoma identified the need for a comprehensive compliance program and in 2002 adopted its program and established the Office of Compliance. The mission of OU's Office of Compliance and the corresponding Compliance and Quality Improvement Program is to enhance compliance consciousness for OU's workforce by promoting the highest standards of ethics and integrity through awareness, training, education, monitoring, oversight, and appropriate responses to confirmed violations. The success of the program is measured by the ability to assess and take appropriate action to minimize risk. Initially this began with the requirement for all employees to complete the employee Standards of Conduct and Improvement training along with the establishment of Reporting Hotlines for compliance matters. Faced with the challenges of ever-changing and growing regulatory requirements, recent improvements in the program have led to the implementation of more comprehensive and proactive auditing and monitoring programs that place an increased emphasis on education, communication, and service while maintaining the highest compliance standards. The results of these efforts are

highlighted by the University's 2009 recognition and approval by the Accreditation of Human Research Protection Programs (AAHRPP).

Monitoring compliance presents a significant challenge for almost every organization, and universities are no exception. At OU, the Office of Compliance enjoys the full support and the publicly recognized commitment from the Administration and the Compliance Advisory Committee. This support has been and continues to be instrumental in the success of the Office of Compliance and the Compliance and Quality Improvement Program.

The Human Research Participant Protection – IRB requires thorough training and offers numerous resources to ensure that researchers are appropriately trained and supported for research involving human subjects. Refresher course/continuing education modules are required for every subsequent year for all researchers. The Institutional Animal Care and Use Committee also requires thorough annual training for researchers who use animal subjects in their projects. This committee offers numerous support services (training, resources, and review panels) and is in full compliance with the Animal Welfare Act and the Public Health Service Policy. Furthermore, IACUC is charged by

the Office of Laboratory Animal Welfare (OLAW) and the USDA Animal Welfare Regulations to inspect at least once every six months all of the institution's facilities for activities involving animals. Compliance is necessary for all institutions performing animal research as well as for continuation of our NIH Assurance and for continued AAALAC International accreditation.

OU also reviews policies to address concerns as they arise. Conflict of Interest management is currently in place across all three campuses and a new policy is being reviewed to develop a new Conflict of Interest policy for the Norman Campus. Review of this new policy has involved a wide variety of offices, professors, and administrators to establish an effective and supportive policy. The Office of Technology Development, also involved in the COI policy review, is another area that has been reviewed via a self-initiated internal audit and has made changes to reflect the findings of this audit and national best practices. In order to keep COI from occurring during SRA negotiations, OTD is kept separate from ORS and ORA. In addition, OTD does not address traditional works of scholarship with the aim of preventing COI. OTD also has developed an equity management committee and an internal auditing system to certify appropriate management of OU's technology portfolio.

OU strives to maintain consistency in both practice and standards for all its programs. To improve communication and project approvals, the Office of Human Research Participant Protection has begun to implement a new database that will change procedures from a paper-based method to an electronic format, which will improve efficiency for research reviews. Review of policies, including the Conflict of Interest policy, aims to update and streamline policies across the campuses. OU is challenged to incorporate the federal regulations with modern technology and current events as they unfold. OU will strive to continue to protect human and animal subjects and researchers and to maintain compliance. OU should continue to review its standard policies to ensure that they reflect the needs of the most current best research practices.

On the Health Sciences Center in Oklahoma City and Tulsa, all graduate students accepted into the Graduate College (starting in spring 2009) receive Responsible Conduct of Research (RCR) training. For doctoral students, this training occurs prior to enrolling in dissertation research hours. For master's students, training occurs prior to enrolling in thesis research hours. Non-thesis Master's trainees must enroll prior to taking the comprehensive examination. Students in the Graduate Program in Biological Sciences (GPiBS) enroll in Responsible Conduct of Research. This course is offered online for 15 weekly sessions and covers a variety of ethical and policy issues pertinent to the responsible conduct of research. It is consistent with NIH policies and covers conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, and policies involving use of human and animal subjects. The required course textbook is *Macrina*, F. L. 2005. Scientific Integrity: Text and cases in responsible conduct of research. (3rd edition). Washington D. C. ASM Press.

On the OU Norman and Tulsa campuses, seminars in RCR have been offered since 2007 to all NIH- and NSF-funded researchers and their staffs. Beginning in fall 2010, all graduate students with a 0.5 FTE assistantship must participate in a two-day, 16-hour intensive workshop covering all aspects of RCR (as above) required by NIH.

The University's Office of Compliance maintains two offices, one on the Norman Campus and one on the Health Sciences Center Campus. At both campuses, all the

Institutional Review Boards (IRB) are fully accredited by the Accreditation of Human Research Protection Program (AAHRPP). There are two IRBs that convene at OU-Norman. They review non-medical research for the Norman Campus, Tulsa Campus, and Cameron University. Each board meets monthly. Five IRBs convene at the Health Sciences Center, review human research performed at the Health Sciences Center Campus and in Tulsa. Each board has a focus for protocol review, as follows: Board 1 – medical/behavioral; Board 2 – oncology/medical/surgical/ radiotherapy; Board 3 – medical/pediatrics; Board 4 – primarily adult medical/behavioral; and Board 5 – medical.

The OU-Norman Campus and Health Sciences Center have signed a Cooperative Agreement, which determines which campus will be designated with sole IRB oversight when a research project involves both campuses or as deemed appropriate to ensure protection of human participants.

Human research projects involving both campuses may include research projects that are recruiting participants from both campuses, involve investigators from both campuses, or that will utilize resources from both campuses. Determination of which IRB (Health Sciences Center or OU-Norman) shall review a project is based on several factors, including: where participants are recruited, where participation occurs, and the type of research involved. See the Reciprocal Review Policy (Norman – OKC) for additional information.

Each IRB ascertains the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. Each IRB also promotes respect for its advice and counsel in safeguarding the rights and welfare of human participants. Each IRB consists of at least five regular, voting members. Qualified persons from multiple professions and of both sexes are considered for membership. The institution makes every effort to have a diverse membership appointed to the IRB, within the scope of available expertise needed to conduct its functions. Each IRB is analyzed in accordance to its volume of items for review. Volume is assessed via established parameters of the meeting agenda.

At the Health Sciences Center and HSC-Tulsa,

Appendix E of the Faculty Handbook contains the information relative to conflict of interest management. Specifically, it provides a general description, governing authority, identification of conflict, and details regarding financial conflict, use of university resources, use of official position, conflict of commitment, relationships with companies, and financial interests involving human research participants. The policy also describes how, when and what to disclose. After a conflict has been identified and disclosed, the Appropriate Vice President develops a written Management Plan for eliminating, mitigating, or managing the conflict, which may include, but is not limited to: full internal disclosure and annual updates on University disclosure forms; public disclosure; disclosure to individuals or entities with relevant interests, such as institutional committees, research participants, journals, and data safety monitoring boards; modification of the activity; divestiture of financial interests of the employee and/or his/her family; reduction of involvement or severance of relationships that create the conflict; alteration of participation in all or a portion of the activity; transferring securities to an independent financial manager or blind trust or limiting the timing of sales or distributions; oversight of activity by an appropriate supervisor or independent reviewer; termination of student or post-doctoral fellow involvement in the activity; independent clinical review of the appropriateness of clinical care given to research participants, if applicable; and monitoring the informed consent process.

After implementation of a Management Plan and commencement of the activity or relationship, the appropriate Vice President will review the effectiveness of the Plan as often as deemed necessary, but not less frequently than every 12 months. If, during the conduct of the activity, the appropriate Vice President determines that the conflict has not been properly managed or has become unmanageable under the Plan, he/she will then, among other options, review the activity and, as necessary, refine the Plan accordingly and/or require a new disclosure. If an outside funding agency requires notification of the conflict, the Appropriate Vice President will notify the agency in accordance with agency requirements.

For the OU-Norman and Tulsa Campuses, Section 5.10 of the Faculty Handbook provides for the appropriate Vice President giving oversight of the management protocols depending on the activity generating the potential conflict of interest. If the employee activity is a research activity, the

Vice President for Research will provide oversight, regardless of where the individual is employed within the University. If the activity is not research-related, the Vice President in whom authority resides over the particular unit in which the individual is employed will provide oversight.

Every employee of the University shall make annual disclosure of any significant financial interest(s), as defined in Section 5.10.4 of this policy that would reasonably appear to be a conflict of interest. This disclosure shall be made in writing to the appropriate Vice President. The Vice President may consult with advisory personnel, group or committee appointed for that purpose pursuant to policies and procedures established by the University or with others in connection with the review and, upon completion, shall advise the employee in writing of his or her decision, and the reasons for the decision, to accept (with or without modifications), return for more information, or reject the recommendations. If accepted, the notification shall include, among other things, requirements for immediate action and plans for continued monitoring of the potential or actual conflict.

Conditions or restrictions that might be imposed by the University to manage, reduce, or eliminate actual or potential conflicts of interest on the Norman Campus are similar to those at the Health Sciences Center.

To enhance academic integrity, the Integrity Council was formed in 2003. This council, which meets with the Provost and advising faculty, is set up to serve as a representative of the student body, to educate the University community, and to advise on academic integrity issues. The student code for each campus has an Academic Misconduct policy and, in addition to being available online (Norman, Health Sciences Center, and Norman-Law), the handbook is distributed to students at new student orientation. Furthermore, it is included in appendix 13 of the Norman Faculty Handbook and Appendix C of the Health Sciences Center Faculty Handbook. Tulsa students are advised to follow the student handbook for their associated home campus, either OU-Norman or Health Sciences Center, depending on their program. Also faculty are encouraged to place excerpts of this in their course syllabi. In addition, some instructors require students to sign an integrity pledge before turning in assignments. The integrity council has a thorough

website that includes information on academic integrity for faculty, students, and parents, including but not limited to a step-by-step guideline to the academic misconduct process, the academic misconduct code, tutorials on what academic misconduct is, and, importantly, resources that are useful in preventing misconduct (writing labs, citation tools). Writing help labs are readily available across the Norman, Health Sciences Center, and Tulsa Campuses. In addition to prevention, there is a program in place to help re-educate students following an academic misconduct violation. The class, "Do You Understand Integrity," is designed to teach the value and purpose of academic integrity and how to prevent misconduct in the future. OU also encourages ethical conduct during instruction by faculty. The Provost sends out a memo each semester about this issue. The information is also in the Faculty Handbook.

The Office of Compliance not only furthers the mission of OU's program but also effectively and efficiently operates and/or provides direction and oversight for the following compliance departments/compliance efforts: Healthcare Billing; Compliance; Environmental Health and Safety Office (EHSO); Institutional Animal Care and Use Committee (IACUC); Institutional Biosafety Committee (IBC); Human Research Participant Protection/Institutional Review Board (HRPP/IRB); and Radiation Safety (RSO).

In addition, the University is compliant with Health Insurance Portability and Accountability Act (HIPAA). At this site, notices of issues are presented and forms to file complaints are available. Regular training programs are scheduled on line for HIPAA and for Environmental Health and Safety-EHSO.

U.S. law limits the export of certain technologies, including both actual equipment and knowledge about the equipment and processes. The list of technologies extends beyond the obvious military items and can include such seemingly innocuous items as laptop computers. The list of restricted destinations also extends beyond the obvious countries, and includes transfer of knowledge to individuals from certain countries, that may actually be in the United States on legitimate visas. Committed to complying with applicable laws and regulations, the University maintains an Office of Export Controls. Each employee is expected to support this commitment and is responsible for being aware
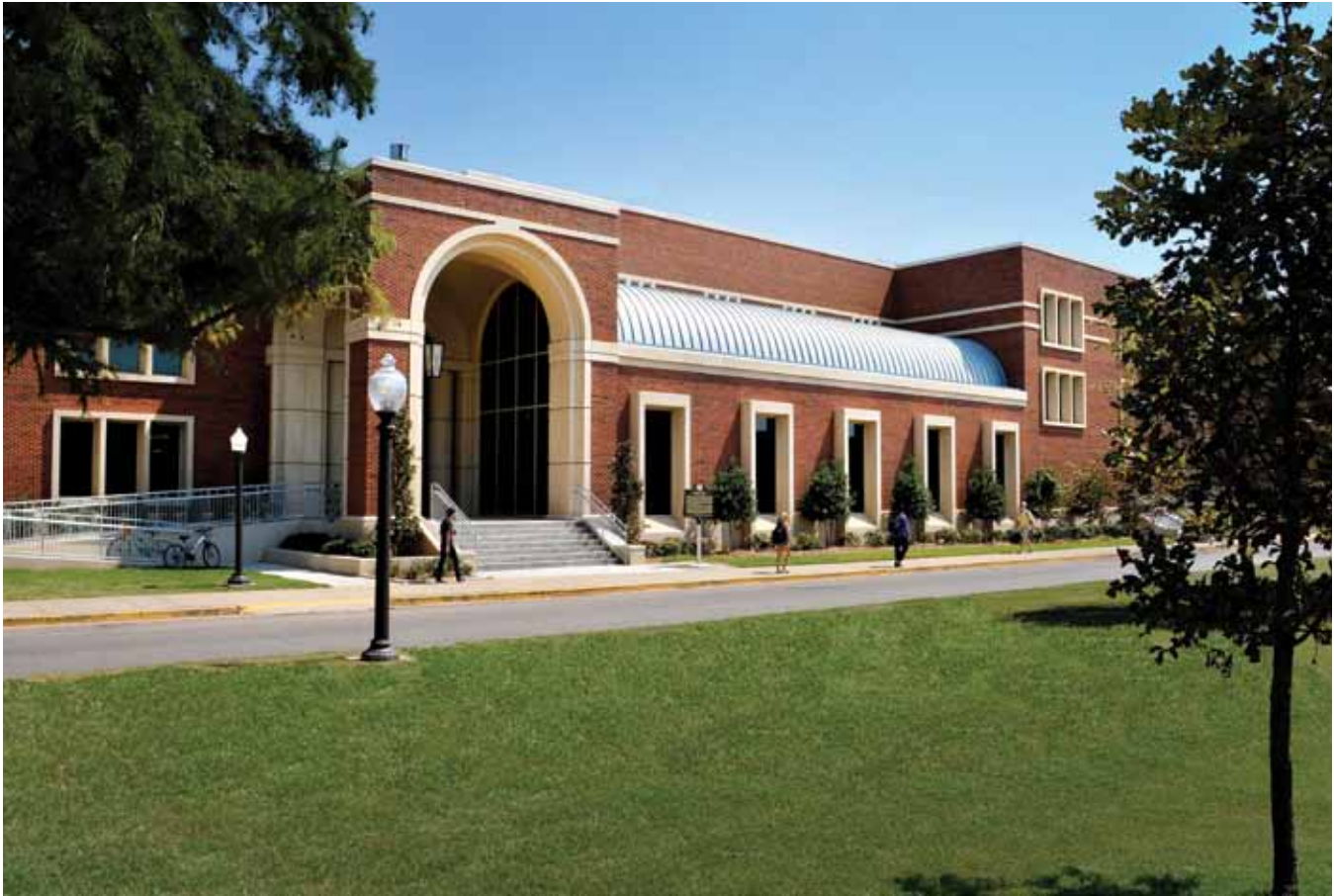
of his or her obligations and addressing them in a prompt and proactive manner. For all campuses, the University has a responsibility to obtain an export license and document this process properly; determine that no export license is required and document this determination properly; or determine that while an export license is required, an exception to that requirement exists and document this determination properly. In the event that an export license is required, the University will apply for such a license. The Office of Export Controls develops policies, training, and guidelines to ensure compliance with applicable laws and regulations.

OU encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. OU Engage provides opportunities for civic engagement and leadership development at the University of Oklahoma for students, faculty, and community members. Through innovative courses, experiential learning, political engagement, participatory action research, and direct services, members of the OU community partner the resources and expertise of the university with the knowledge and assets of diverse communities. *See supra* page 100. The University

established a Community Engagement Committee to support OU's community engagement efforts. The committee is a university-wide coordinating group consisting of 40 faculty, staff, administrators, and students who meet monthly to share documentation, coordinate and improve community engagement, and assess data collected from the 2008 Community Engagement Survey.

Committed to social responsibility, OU Housing and Food Services organized a student/staff committee to challenge the department with continual green progress. When OU Housing and Food Services introduced the Laughing Tomato restaurant in fall 2008, the community received direct access to additional healthier options, some of which are grown and supplied by local companies. To name a few current sustainable options, OU offers the items below at many campus restaurants: cage-free eggs; organic fair-trade coffee; locally produced cheese; organic beef; and natural and locally grown produce. As a Farm-to-Fork participant, OU's use of seasonal menus and educational materials brings awareness to area farms. Even the dessert station, or Sweet Shoppe, in Couch Restaurants offers locally produced desserts for the OU community.

Residents of the OU Residence Halls have direct access to recycling centers either on their actual floor or within accessible areas in their community, accepting paper, aluminum, newspaper, and plastic. In spring 2009, Hydration Stations were opened in each residence hall. These units provide unlimited filtered and chilled water, at no cost to the residents. Residents use their own drink container and decrease the chances of a plastic bottle not making it to the recycle bin by utilizing reusable canteens.

In April 2007, President Boren signed the American College and University Presidents' Climate Commitment, becoming the first institution's president in Oklahoma to sign the commitment and one of 152 college and university presidents and chancellors who have become charter signatories of the commitment at that time and pledged to eliminate greenhouse gas emissions over time. Composed of OU faculty, staff, and students, the purpose of the OU Sustainability Committee is specifically not to conflict with the work of existing environmental groups across campus, such as the Environmental Concerns Committee, OUr Earth and similar groups and organizations. The Sustainability Committee's purpose is to serve as an advisory body chiefly working to accomplish the steps set forth by the ACUPCC.

Leadership Development and Volunteerism (LD&V) provides educational programming and opportunities for students to "make a difference." Through numerous programs and activities, LD&V helps students further develop their leadership skills, assists with personal growth through student learning and connects students to volunteer opportunities in the local community and beyond.

More than 200 million people are drinking water with fluoride concentrations above the World Health Organization guideline of 1.5 mg/L. Excessive fluoride intake causes serious long-term dental and skeletal fluorosis. In Ethiopia, primarily in the Rift Valley region, 12 million people are affected by excessive fluoride levels, and this number is increasing rapidly. OU Ph.D. student Laura Brunson has proposed the bone char technique as a means of fluoride removal in order to make water safe for consumption. The CCEW (Social Entrepreneurship) team assigned to this project will develop a sustainable business model to commercialize and implement a water purification technology in the Rift Valley of Ethiopia and potentially other rural communities struggling with elevated fluoride levels contaminating the water supply.

In the Sichuan Province of China, about 950,000 people suffer from impaired vision due to cataracts. Currently, one-third of Sichuan's 187 counties lack the facilities and surgeons necessary to perform cataract surgeries. The Cataract Blindness Prevention Program aims to create a sustainable business model to plan, develop, and deploy eye care services through the rapid training of ECCE cataract surgeons. The program envisions that with such a model, 1 million surgeries can be performed in the Sichuan Province by 2015. The fall 2010 interns working on this project will have an exciting opportunity to help CCEW expand on a global scale. The potential impact of the Cataract Blindness Prevention Program will provide a framework for how CCEW can create economic wealth not only in the state, but around the world. With their well-developed plan and careful regard to social sustainability, this team won first place at the 2011 Wake Forest University Schools of Business competition in the social entrepreneur category, further evidence of the national stature of OU's programs in entrepreneurship and business creation in the field of social awareness.

The WaTER Center evolved in 2006 from the Environmental and Groundwater Institute (EGWI), which for 23 years served a leadership role in the area of groundwater resource management. The WaTER Center was formed to meet a growing need for university-based programs with the personnel and resources to assume a leadership role in the international water development scene that includes not only technical innovations, but educational opportunities for U.S. students and citizens of the affected regions. Dr. David A. Sabatini, David Ross Boyd Professor in Civil Engineering and Environmental Science (CEES), became the first director of the center. Dr. Sabatini's expertise is in the area of physio-chemical processes for water and wastewater treatment. To originally form the WaTER Center, Sabatini was assisted by two associate directors, Dr. Keith A. Strevett, whose expertise centers on biological water and wastewater treatment, and Dr. Randall L. Kolar, whose expertise centers on surface and groundwater supply. Together they began to partner with faculty from CEES and across campus to become a national center of excellence while accomplishing the center's mission. More recently, Dr. Robert Knox (groundwater hydrology) and Dr. Robert Nairn (treatment ecosystems) have joined

the leadership team and Dr. Strevett has stepped off. Over several years, many initiatives of the WaTER Center, such as having graduate/undergraduate course offerings, initiating the International WaTER Prize and building connections with many faculty around the world, have been accomplished. The Center's current leadership continues working toward implementation of additional initiatives and advancing water quality research for developing areas.

OU family medicine residents are required to spend one month in a rural setting during their second year. In August 2003, what began as an academic idea to expand health services to the working poor in Tulsa has evolved into an affair of the heart for an entire community. Through an innovative campus–community partnership, the University of Oklahoma in Tulsa is expanding health care services to northeast Oklahoma's indigent and uninsured through a new health services delivery collaborative: OU Community Health (formerly known as Bedlam Alliance for Community Health). This unique model combines private financial support, existing facilities, focused community-wide volunteerism, and compassion for the historically underserved to increase access to basic and specialty health services, alleviate pressure on area hospital emergency rooms, and improve the overall health of the Tulsa community by encouraging a new mindset for the importance of life-long volunteerism.

The OU School of Community Medicine in Tulsa has taken the lead in finding, coordinating and supporting the services of nearly 200 volunteer physicians who now staff free-to-patients after-hours clinics focused on providing primary health care to the working poor and uninsured.

OU creates, disseminates, and enforces clear policies on practices involving intellectual property rights. Intellectual property development at the University of Oklahoma is

pursued in concert with, but subject to, the University's principle responsibilities of education and knowledge creation. The University of Oklahoma's Office of Technology Development (OTD) works closely with faculty, students, and administration to create an environment that fosters the entrepreneurial experience and increases the economic vitality of the state of Oklahoma and the broader community through the transfer of intellectual property. Thus, OU has adopted an Intellectual Property Policy and has developed procedures for disclosing and protecting intellectual property. This policy is set forth to insure that creators of patentable and copyrightable works or trademarks share in any financial success enjoyed by the University through the creation and commercialization of intellectual property and that the transfer of technology is handled in an appropriate manner. The basic objectives of the University's policy concerning creative works, trademarks, discoveries, and inventions (i.e., intellectual property) are available in the faculty and staff handbooks and on the OTD website. The disclosure process and the regulation of the process are all set forth in the IP policy and the information is disseminated through a variety of mechanisms.

Following the creation of any new technology, University employees are required to disclose their new innovation or invention to the Office of Technology Development per the Intellectual Property policy in the Faculty and Staff handbook. In addition to being the first step in technology commercialization, disclosure is especially important for technologies created using funding from the federal government, as federal law has specific reporting requirements. Following disclosure of a new invention to OTD, a market analysis is performed on the technology in order to fully understand the commercialization potential and the best path for wide dissemination of a University-generated technology. OTD encourages the inventors to participate in the process as much as possible.

There are numerous mechanisms to ensure the appropriate management and enforcement of policies and procedures as they relate to intellectual property. First, as set forth by the IP policy, OU has separate Copyright and Patent Committees for each Campus that consider and investigate disputes among administrators, faculty, or staff and recommend appropriate solutions to the President. In addition, OTD works with the Office of the Provost to

delineate between University-owned intellectual property and traditional works of scholarship and the process and information is addressed within the IP policy. OTD works closely with each campus's Office of Research and Export Control to ensure that confidentiality and intellectual property issues in university contracts (i.e., Material Transfer Agreements, Sponsored Research Agreements, consulting agreements, etc.) are all monitored and administered properly and are in the best interest of the University community. Finally OTD, the Office of Research Service (OU-Norman) and Office of Research Administration (OUHSC), and the Provost's Office all work together to ensure that any conflict of interest that could occur in the process of creating and commercializing intellectual property are managed appropriately and consistently according to the Conflict of Interest Policy that is located in the faculty and staff handbooks.

OU's OTD proactively assists investigators in identifying intellectual property associated with research through easy access to the policy and information via the Web, educating faculty and students on intellectual property and commercialization via seminars and talks, and by working with the Provost's Office, the Office of Research Services, and the Office of Research Administration to ensure that the transfer of technology builds upon the high-quality research at the University of Oklahoma. In addition, OTD has a consistent internal review process that includes inventor participation as well as external review committees. Further, OTD procedures reflect the recommendations set forth by the National Research Council's Board on Science, Technology, and Economic Policy and Committee on Science, Technology, and Law.
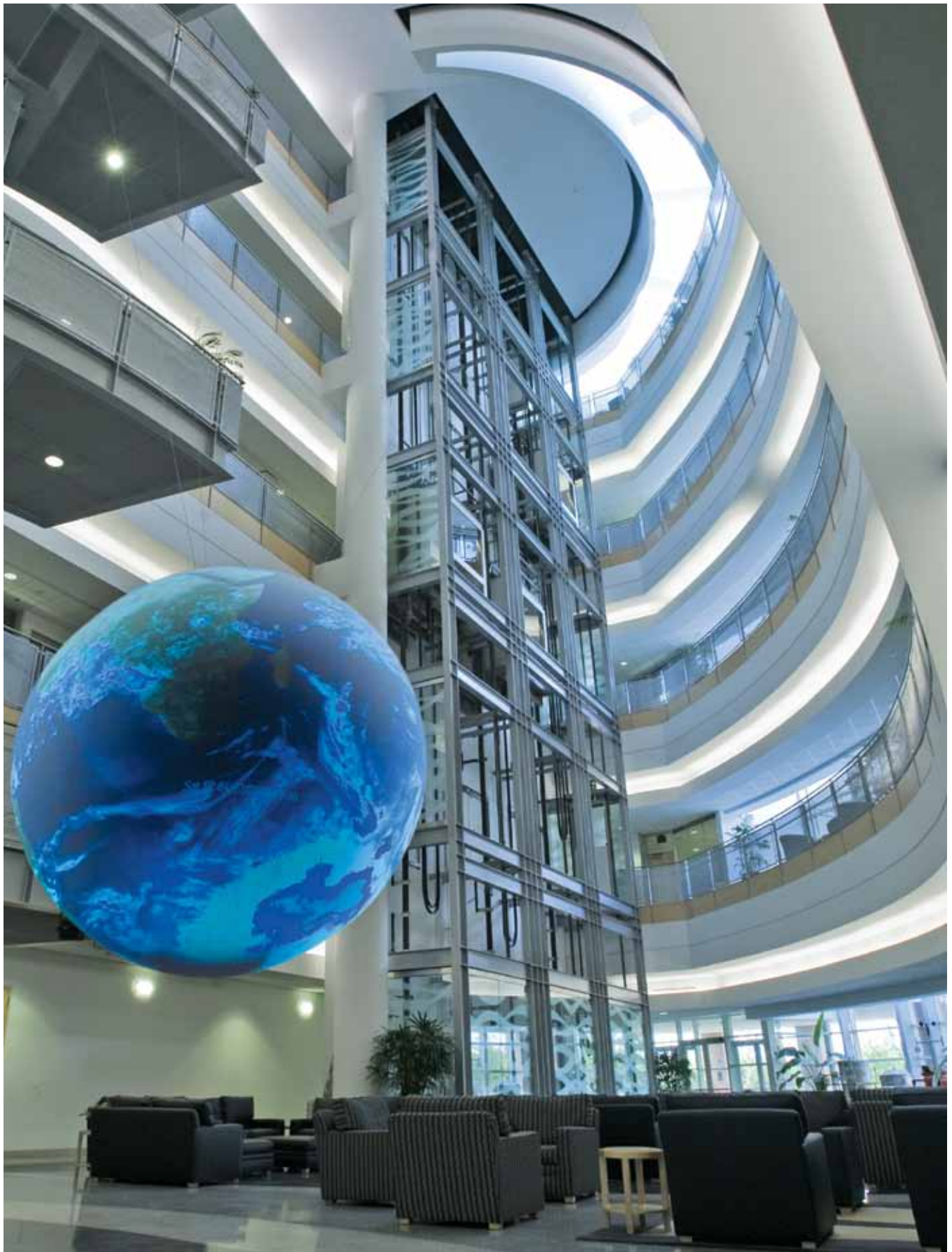
Final Chapter Five Engagement and Service:

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

More than 10 years ago (1999), the Kellogg Commission on the Future of State and Land-Grant Universities produced its third report, *Returning to Our Roots: The Engaged Institution*. In discussing "engagement," the report refers to institutions that have redesigned their teaching, research, extension, and service functions to become more sympathetically and productively involved with their communities, however community may be defined by the institution.

The University of Oklahoma has long been committed to the values of engagement and service, as shown by a willingness to draw on the intellectual capital of the faculty and the diverse resources of the university community. While the university maintains a primary commitment to serving the state of Oklahoma, the university also reaches far beyond the boundaries of the state – to the region, nation, and world. Present since the university's founding in 1890, the establishment of University Extension in 1913 enhanced the commitment to engagement. At OU, the collaboration between "town and gown" fosters innovation, partnership, and collaboration and provides invigorating opportunities to engage and serve the broader community in which the University flourishes.

This chapter provides an overview of the diverse and comprehensive activities of engagement and service that exist at the University. Examples of academic and administrative best practices and key programs will be outlined. This chapter concludes with recommendations for enhancing the University's commitment to engagement and service in both the near and long term.

Core Component 5a: The Organization Learns From the Constituencies It Serves and Analyzes Its Capacity to Serve Their Needs and Expectations.

OU's commitments are shaped by its mission and its capacity to support its commitments. The K20 Center provides leadership development and supports schools in systemic change to 21st-century learning opportunities for their students. The National Staff Development Council (2004) found the K20 Center's Phase I-Leaders program, funded by the Bill and Melinda Gates Foundation, to rank third nationally out of 50 state programs in developing educational leaders for systemic, substantive changes impacting student learning. Participating school leaders showed significant growth in three areas, IDEALS and school renewal implementation, technology integration, and leadership for technology implementation (Cate & O'Hair, 2007). The K20 network schools show a sustained increase in the state-measured Academic Performance Index. Through feedback from leaders and teachers, the K20 Center analyzes the school community needs and expectations.

The Gaylord College of Journalism and Mass Communication, for example, houses Oklahoma Watch, a nonprofit, investigative, and in-depth reporting team that collaborates with other news organizations and higher education institutions to produce journalism that makes a difference in the lives of Oklahomans. By using multimedia and higher education partnerships, Oklahoma Watch has enhanced and expanded its capabilities and products to reach the greatest number of Oklahomans possible. During the spring 2012 semester, two undergraduate journalism classes – community journalism and capitol news reporting – will participate in a project on addiction/treatment by conducting original research and conducting a pilot community engagement project with several newspapers across the state. Oklahoma Watch also has worked with students/ faculty on three projects: Oklahoma's high female incarceration rate, Immigration in Oklahoma, and Tax Policy/Consequences. All of these topics have been under reported by legacy media, so OU students/faculty have helped shine a light on the depth of the problem and the solutions that could save taxpayer dollars and improve the quality of life for children whose mothers are serving time in prison. It has been noted that coverage by Oklahoma Watch and its media partners was instrumental

in the passage last spring of Oklahoma's first prison reform legislation in two decades, H.B. 2131. That law is intended to provide more alternative sentencing options for non-violent offenders and provide more substance abuse treatment, among other things.

During its more than 80 years of continuous operation, the University of Oklahoma Press has gained international recognition as an outstanding publisher of scholarly literature. It was the first university press established in the Southwest and the fourth in the western half of the country. Over the years, the press has grown from a staff of one to an active and capable team of almost 35. The OU Press continues its dedication to the publication of outstanding scholarly works. The major goal of the OU Press is to strengthen its position as a preeminent publisher of books about the American West and American Indians, while expanding its program in other scholarly disciplines, including classical studies, military history, political science, and natural science. Since publishing its first book in 1929, the press and its authors have received more than 200 honors. Of these, more than 120 have been received in the past 10 years. In 2006, the Arthur H. Clark Company, a distinguished publisher of more 650 books on the history of the American West, became an OU Press imprint. The press has published approximately 3,000 titles, has more than 1,400 active titles, and maintains an inventory of approximately 750,000 books. The press publishes approximately 80 books per year and maintains 28 active book series.

University Outreach's Sooner Flight Academy uses experiential education related to the world of flight to teach science, math, engineering and technology concepts to children and teachers. The academy's activities include summer flight camps (for students ages 6-18), day camps held on teacher in-service days and before certain holidays, school programs, and field trips. In Science Club, children (kindergarten through fifth grade) come to the academy's campus at the Max Westheimer Airfield in Norman to participate in hands-on learning activities about rockets, Newton's laws, astronomy, and telescopes, as well as night kite-flying and radio control demolition derby. Sooner Flight Academy's programs have continually produced very positive feedback from parents and educators, and even former camp cadets speak highly of its influence in their decision to pursue higher education degrees in engineering or aviation careers. Parents' feedback through verbal contact and annual end-of-

camp surveys indicate that their children are more confident and strive to do better in math and science after being exposed to the academy's programs. The academy is partially funded by grants from governmental and private entities. The remainder of the academy's budget is paid through tuition and contracts with families and organizations. During the summer camps, nearly 300 students attend camp sessions and throughout the year the program provides education to thousands of students in the forms of field trips, school visits, and the annual airport community open house.

The Osher Lifelong Learning Institute (OLLI) has operated on the OU Norman campus since 2006, providing low-cost, noncredit courses for the 50-plus age group. This program now engages nearly 700 mature learners in 82 courses and activities each year. Formerly known as Senior Adult Services under the responsibility of University Outreach, the OLLI at OU program was created as a result of an initial $100,000 grant from the Bernard Osher Foundation of San Francisco. Subsequent annual gifts of $100,000 have helped to sustain the program. In 2010, the Osher Foundation endowed the program with a $1 million gift. OLLI at OU is one of 117 OLLI programs across the United States, 101 of them endowed. OU's mission to "…serve the state and society" with its educational resources shape its commitments to these representative programs.

OU practices periodic environmental scanning to understand the changing needs of its constituencies and their communities. The Donald E. Pray Law Library conducts an annual survey of summer interns and monitors national surveys and literature on the use of legal resources. This ensures that the library provides up-to-date legal research instruction in this rapidly changing environment. The law library furthers the instructional and scholarship missions of the law school through its state-of-the-art facilities and extensive research collections. Student use of the library is high, and students view the library as their place for quiet study, group study, access to technology, and access to legal information. In 2009, the library constructed four "multimedia study rooms," which provide access to modern technology and allow students to practice professional skills such as negotiation, client counseling, and oral advocacy. The library's research collection includes more than 350,000 print volumes and

provides access to all major legal databases, including Westlaw, LexisNexis, HeinOnline, Bureau of National Affairs (BNA), and Commerce Clearinghouse (CCH). Public access versions of these databases are available to members of the Bar and the general public at no charge. The library also has a specialized research collection in Native Peoples law, agricultural law, water law, and natural resources law, which provide the research foundation for OU's LLM program in International Energy, Natural Resources, and Indigenous Peoples. This program was inaugurated in 2011 after a scan of the legal education environment to determine the feasibility of starting an LLM program in an area of programmatic strength. In a typical year, law librarians respond to 1,500 requests for research assistance and 500 requests to obtain or purchase materials. Continually scanning the environment to ascertain trends in usage, the library maintains a centralized database of reference requests, and faculty and students may submit questions in person, by phone, or through a centralized email address and web page. A team of librarians monitor these services to ensure rapid response. Finally, the library provides annual research refreshers to students and guest lectures in substantive law classes that have research and writing components.

In fall 2010, University Libraries surveyed users to determine how library space was used and what users valued most about this space. More than 1,100 individuals responded to the survey. A list of short- and long-term goals for improvements to the facilities was developed based, in part, on the responses to the survey. In response to the survey, University Libraries has renovated two large group study rooms to provide more comfortable seating and collaborative technology capabilities as well as worked with University administration and the student congress to add an additional 1,200 electrical outlets to the public spaces of Bizzell Library. A Space Planning Task Force was appointed to analyze longer-term solutions and make recommendations for phased implementation as the budget allows. In addition, University Libraries regularly assesses its website by observing users completing common tasks. These observations are used to make improvements to the library's site. Examples of some of the changes as a result of the usability studies include: adding a call number location chart to the library catalog, making the research guides more prominent on the website, and changing the verbiage to reduce library jargon.

Engaging OU Information Technology's constituents and facilitating feedback (and appropriate responses to feedback) are two of the primary goals of OU IT's marketing and communications team. The feedback gathered by this team allows OU IT to execute strategies to enhance the overall customer experience and increases OU IT's customer knowledge. For example, prior to a recent renovation of a computer lab in Oklahoma Memorial Union, OU IT surveyed students, faculty, and staff and received more than 1,500 responses. OU IT used this data to set the vision for the learning space itself and to identify key finishing touches, such as hardware-agnostic cell phone chargers. This group also focuses on a holistic experience; instead of asking, "does it work?" OU IT asks, "Does this service or product support a unified, satisfying experience for the customer?" To ask this question and to actively analyze customer experience, OU IT uses comprehensive data gathering and analysis, including analytics, qualitative interviews, quality control inspections, pilot programs, focus groups, social engagement, surveys, expert panels, business analysis, consultation, and proofs of concept. Feedback from these activities has driven positive change in IT services, including these three examples: Changes to policy, functionality, process, and training for OU's oZONE student system as a direct response to social media conversations with students; creation of course photo rosters to enable faculty to provide a more personalized experience for students; and development of multimedia training materials to familiarize faculty with classroom technology prior to semester's start.

Located in the heart of the Health Sciences Center Campus, the HSC Information Technology Service Desk in the David L. Boren Student Union provides all members of the campus community easy access to a spectrum of IT services. Per HSC Student Satisfaction Surveys, HSC Information Technology has expanded services to include Mac support and increased promotion of services throughout the academic year.

OU demonstrates attention to the diversity of the constituencies it serves. The College of Law's Office of Professional and Career Development (OPCD) provides services to a diverse array of current students, employers, and graduates with different career goals and options. Through questionnaires, quality surveys, and both student and professional advisory boards, OPCD assesses the needs of its various constituencies and tests the effectiveness of its services. The past three

years have seen growth of the percentage in student use of every area of operation: counseling services, on-campus interviewing, judicial clerkships, programming, and resources. More than 90 percent of the student body at the law school regularly uses OPCD's services, while nearly 100 percent interact with OPCD via the mandatory 1L programs. Programming is a large and valuable component to the law student's career development experience. Most students are not initially familiar with different practice areas, career paths, or what life holds beyond law school. Through the Lunch and Learn Series, students are exposed to various career paths and practice areas. More than 20 students attend each of the more than 16 programs offered each year.

Learning from constituencies can take many forms. In OU's College of Medicine, the School of Community Medicine (SCM) track is a separate educational program track in which students spend their first two years on the Oklahoma City campus, then move to the Tulsa campus for their third and fourth years. The Tulsa clinical experience occurs in a community-based setting. The track was developed in response to the growing need for physicians focused on serving vulnerable populations, the number of people without access to quality health care in northeastern Oklahoma, and the relatively poor health status of Oklahomans. First-year students attend the pre-matriculation Summer Institute, which immerses them in community medicine and Oklahoma's health care needs. The curriculum requires attendees to visit community providers and experience health care from the patient's perspective. Twice each month, SCM students participate in longitudinal clinical experiences with vulnerable populations.

The American Indian Institute (Aii) was established in 1951 as a nonprofit American Indian service, training, and research organization. The institute, within University Outreach, assists American Indian, Alaska Native, and Canadian First Nation tribes and bands. The institute focuses on Native health and wellness, American Indian common and higher education, culture and language preservation, tribal leadership and organizational development, and business and economic development. Aii provides workshops, seminars, conferences, on-site consultation, and technical assistance on a state, regional, national, and international basis. Aii's events attract hundreds of North American Indian tribes and bands to examine contemporary problems and solutions from a North American Indian perspective. Key activities of Aii include:

- Annual Native Women and Men's Wellness Conference (in its 10th year), the largest comprehensive wellness conference for Native and Indigenous people throughout North America

- Native Diabetes Prevention Conference (in its 14th year), which brings together individuals representing academia, tribal health systems, public health research and behavioral health with practitioners, and tribal members from American Indian, Alaska Native, and Canadian First Nation communities

- American Indian Prevention Services Conference, which explores strategic and community planning, services for returning veterans and their families, problem and compulsive gambling, substance abuse issues and prevention, suicide prevention, domestic violence prevention, chronic disease and diabetes prevention, culturally relevant methods for American Indians, and developing inter-agency and inter-tribal relationships

The Mid-Continent Comprehensive Center (MC3), an Outreach unit, is part of a network of 16 regional centers and five national content centers funded by the U.S. Department of Education (ED) to support state education agencies in closing achievement gaps among student populations, improving low-performing districts and schools, and meeting the requirements of the Elementary and Secondary Education Act (ESEA). MC3 serves Arkansas, Kansas, Missouri, and Oklahoma. Among other resources, MC3 supports states' efforts with the process of school turnaround through MC3's School Improvement, Classroom Assessment, and Program Evaluation KnowledgeBases. For those pursuing grants to implement these programs, MC3 offers the Writing Successful Grants KnowledgeBase. MC3 also offers a vast database of Internet resources offering support on such topics as standards, state report cards, school-to-work, school reform, and accountability and AYP. MC3 has a long history of supporting diverse learners, and its English Language Learner and American Indian Education KnowledgeBases provide online resources to parents, educators, school and district staff members, and state education agencies. MC3 also has collected Internet resources on English as a Second Language,

special education, gifted and talented students, high-poverty areas, and homeless students. The MC3 website includes information on Indian education, and migrant education programs. Among other initiatives, this focus area will expand on the Race to the Top and Investing in Innovation grants authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), which focus on innovative and effective school improvement strategies and programs, such as charter schools and public school choice options. MC3's Internet resources provide information on small learning communities and community schools. Other specific initiatives of MC3 include:

- Oklahoma State Department of Education — evaluation support of the department's existing data collection process for migrant students and brokering of resources and services to the department to develop a service delivery plan

- Parent Advisory Council — support and expansion of parent outreach

- Outreach to Parents Model — Supplemental Educational Services Parent Training — supports districts in the development of parent outreach strategies

- Missouri Regional Professional Development Centers (intermediary agencies of the Missouri Department of Elementary and Secondary Education) — builds capacity in assessment for learning and instructional coaching.

Through two GEAR UP grants, the K20 Center works with a rural cohort of students and schools and an urban cohort of students and schools addressing the needs of each community as they develop action plans to prepare their students for career and college. The rural cohort serves schools in which 71 percent of the students on average qualify

for free or reduced cost lunch and the student population is 27 percent Native American, 9 percent Hispanic, and 7 percent African American. While the urban cohort averages 90 percent free and reduced lunch, with an ethnic diversity of 47 percent Hispanic, 27 percent African American, 6 percent Native American, 2 percent Asian, and 1 percent multiracial.

The Gaylord College is home to the Native American Journalists Association (NAJA), a national association that serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native cultures. NAJA provides student and faculty opportunities for collaboration, research, and creative works. Additionally, NAJA connects University and Gaylord College students, faculty, and staff with Native people and concerns across the country.

The mission of the Center for Effective Schools, within University Outreach, is to provide high-impact, capacity-building training and technical assistance for school improvement. The center assists in the implementation of the Effective Schools Model, which enables schools and districts to operationalize all comprehensive reform/restructuring and improvement efforts. The Effective Schools Model is based on the conviction that all children, regardless of race, socioeconomic status, or gender, can and will learn the required curriculum. The Center offers content institutes (fall and spring) each school year for classroom teachers, paraprofessionals, parents, and school administrators; sessions showcasing effective teaching methods and best practices by classroom teachers from across the state are shared. Schools are grouped in regional consortia for specific training and to build positive networking opportunities for classroom teachers, paraprofessionals, and administrators. On-site training also is provided. The center's staff works with administrators to help develop school improvement plans, provide one-to-one assistance to teachers, work with grade-level teams for horizontal and vertical team talks, and model lessons.

The College of Dentistry is actively engaged with its community. More than 20 years ago, the College established the Good Shepherd Mission, a free exodontia clinic for adults. This clinic is open every Monday evening in downtown Oklahoma City and is totally supported by volunteer students and faculty. A pedodontic clinic was added seven years ago and a free denture clinic was added two years ago. Students

also participate on a weekly basis at Health for Friends, a charity clinic in Norman. The College of Dentistry recently received the Orna Shanley Service Award, presented annually by the American Dental Education Association to recognize a dental institution for providing access to care to the underprivileged. Dental students organize and run Kids Day, an annual event in which free care is provided to hundreds of children in the greater Oklahoma City area. Kids Day is held every February, during National Dental Health Month. More than 60 percent of the College of Dentistry's student body participates in Oklahoma Mission of Mercy, an event sponsored annually by the Oklahoma Dental Association, during which free care is provided for both children and adults. In February 2011, more than 2,000 patients received more than $1.2 million in services.

Other service programs, which are part of the College of Medicine's required curriculum, include:

- A four-week rural preceptorship in Oklahoma communities with populations of less than 10,000, in which fourth-year students are required to participate. During this rotation, students learn about the special patient care needs and challenges that exist in rural communities.

- The Psychiatry clerkship requires students attend a variety of community mental health centers that address the needs of underserved populations. These sites include the Crisis Center, North Rock/Red Rock, and several locations associated with the U.S. Veterans Affairs (VA) medical center.

- The Obstetrics and Gynecology clerkship requires that students attend three community heath sites addressing the needs of underserved pregnant patients: the HOPE Center in Edmond, the Mid-Dell Variety Clinic, and the Variety Health Center. At each of these centers, students conduct comprehensive prenatal evaluations and discuss family planning issues.

- The Geriatrics clerkship requires that students work with underserved patients at the Easter Seals Adult Day Care. Students perform functional assessments, screen for depression, and conduct mini mental status exams.

- During the Ambulatory Medicine clerkship, students address the outpatient needs of underserved patients in the local community. Students are required to conduct a

history and physical exam, define diagnostic and treatment plans, document the patient's visit, order lab tests and other studies, and schedule return appointments. During this clerkship, students spend one-half day at the Oklahoma County Health Department working with underserved patients with sexually transmitted diseases.

OU's outreach programs respond to identified community needs. The K20 Center for Educational and Community Renewal, for example, was founded for the purpose of educational and community renewal. In conjunction with the Jeannine Rainbolt College of Education, the K20 Center has taken steps to increase community engagement across the university. In 2008, for example, the K20 Center and the Vice Provost's office established the Community Engagement Committee (CEC), which is composed of more than 40 representatives from University administration, College and Department leadership, faculty, students, and community leaders. In the spirit of forming leaders dedicated to the common good in a global environment, CEC's goals include defining and developing institutional engagement strategies to ensure meaningful partnerships and maximum reciprocity for both University and community; broadening participation in service learning, student volunteerism, and engaged research; and centralizing the effort to document and promote community engagement to sustain community involvement. In support of this initiative, Vice Provost and CEC accomplishments include: creating and supporting the OU Engage Portal, a website providing a single point for the University's community engagement efforts, knowledge sharing, and an entrance into a matching and tracking database for students, faculty, and community organizations; and the Nonprofit Committee, a mechanism for nonprofit organizations to work closely with the University to ensure mutual reciprocity; the OU Community Engagement Survey, a University-wide audit of engagement activities that identified more than 300 community engagement opportunities across the three campuses; and knowledge-sharing presentations, workshops, and conferences to communicate processes, activities, and examples across the university, state, and nation. At present, OU Engage lists 19 projects from a broad array of disciplines.

Within Student Affairs, the office of Leadership and Volunteerism website addresses immediate community agency needs and ongoing volunteer opportunities for students. Approximately 150 community partners/agencies submit their needs via email. Students, as well as student organizations, then access the site to see ongoing needs as well as short-term volunteer efforts. Immediate needs are communicated in a clear and concise manner on the website, and agency listings and needs are organized categorically (e.g., seniors, children, animals, health, etc.) to assist students in connecting with their audience of interest. The office of Leadership and Volunteerism also maintains a database of students interested in receiving updates or announcements of special events and volunteer opportunities. For example, a popular student program is Tuesday Tutors, a partnership with local elementary schools and Big Brothers Big Sisters.

University Outreach's E-TEAM (Educational Training, Evaluation, Assessment, and Measurement), a research and evaluation unit, designs research and evaluations to help organizations understand and use information and data to solve real-world problems. E-TEAM researchers and evaluators are experienced in research and evaluation design, quantitative and qualitative methods, data collection and analyses, reporting and report automation, cost/benefit analyses, needs assessments, survey development and administration, database design and development, secure web data implementations, locating relevant funding opportunities, grant writing and consultation, and training. The E-TEAM also provides community partners with database training and disseminates research findings to the community via national and state conference presentations and publications. And, it helps clients monitor progress with regular feedback, technology solutions, study findings, and recommendations.

An example of one of E-TEAM's many projects is the Oklahoma Systems of Care Evaluation. The Oklahoma Systems of Care (OSOC) supports, maintains, and grows local systems of care communities by providing infrastructure, training and technical assistance, staff professional development, and peer-to-peer mentoring. Evaluation is an integral part of the Systems of Care movement in Oklahoma and provides evidence documenting service utilization, program effectiveness for children and families, and system costs. Evaluation data is utilized to inform decision-making and has systems impact at multiple levels.

The evaluation provides feedback to OSOC central

management, site leadership and staff, families, and partners on whether OSOC goals and objectives are being achieved so that changes and adjustments can be made in practice. The evaluation also provides outcomes information for individual children/youth and families, as well as outcomes information for local sites and the state as a whole. The OSOC state evaluation is intended to provide reliable outcome and quality improvement measures while keeping the data collection effort imposed on families and staff at an acceptable level. The E-TEAM serves as the evaluators for the Oklahoma Systems of Care (OSOC).

The College of Architecture, through a grant from the Oklahoma State Regents for Higher Education, sponsors a "Going Green" Precollegiate Summer Camp to encourage math and science skills development for 11th- and 12th-graders. Students from high schools throughout the state participate in this one-week program, which exposes them to five areas of study: Architecture, Interior Design, Construction Science, Landscape Architecture, and Regional and City Planning. Funding from the Regents covers the costs of instruction so that the students do not pay a registration fee. Additionally, the College of Architecture is engaged in several activities that demonstrate its commitment to the communities and constituencies served by the University. The Dean of the College helped develop earth-building technology to build housing communities for the world's poor through the nonprofit agency Instituto Tierra Y Cal. The organization works toward a global resurgence of healthful and sustainable rural communities, rooted in cultural tradition and a shared sense of belonging and responsibility. The Urban Design Studio, in collaboration with Texas A&M University, is working with Tulsa leaders to redesign the neighborhood adjacent to the OU Wayman Tisdale Specialty Health Center to promote health, safety, and economic development. To facilitate economic development in the region, OU has contracted with north Tulsa builders to construct the Tisdale Center. Through its Research and Graduate Programs, the College is working with the Wind Hollow Foundation in Anadarko, Okla., to design and renovate a 35,000-square-foot former nursing facility into a business incubator. This project is aimed at creating jobs and improving the economy in this southwestern area of the state.

Through its Research and Graduate Programs, the College of Architecture is working with the Wind Hollow Foundation in Anadarko to design and renovate a

5,000-square-foot former agricultural products facility into another business incubator. This project is aimed at creating jobs and improving the economy in this rural area of the state. In addition to representing many of the unfortunate economic problems of rural Oklahoma, Anadarko is home to five sovereign tribes. The new business incubator will incorporate a commercial kitchen that will be used by local residents to create and distribute their products legally under USDA guidelines, and a sewing center with sewing stations to be used by a similar population. In addition, students at the College of Architecture will assist in finalizing the design for the existing areas in this facility devoted to computer training, and also may assist in the design of a future phase involving the transformation of existing warehouse space into workshop space for craftspeople. In its entirety, this facility will enable both production and training aimed at creating jobs and opportunity for the community of Anadarko.

In responding to external constituencies, the University is well-served by such programs as continuing education, outreach, customized training, and extension services. The U.S. Postal Service's National Center for Employee Development (NCED), established in 1985, is a self-contained, living-and-learning center, offering training and conference services to agencies and business groups from across the nation. The extensive use of high-technology, computerized equipment in all areas of business creates continuing needs for advanced technical training and job-proficiency training for the work force. Beyond its resident classrooms, NCED delivers services, including live satellite broadcasts, through its national distance learning networks. Computer, video, and Internet technology also are used to deliver training. Before completion of the 72-acre residential facility in southeast Norman, the U.S. Postal Service (USPS) students were housed and trained in OU's Couch Tower. Although the USPS remains the NCED's biggest customer, NCED also hosts other businesses and groups, offering training for technicians, mechanics, computer specialists, managers, and others. University Outreach's affiliation with NCED is in the form of a $64 million, five-year contract, through which it provides instructors and support personnel to the center. The center trains approximately 40,000 postal technicians at the NCED facility and 250,000 through web-based and e-learning each year.

University Outreach works with the College of Law

to offer quality Continuing Legal Education (CLE), as well as to promote career development and personal growth. CLE courses provide attorneys with credit programming to fulfill their mandatory annual requirements as established by the Oklahoma Bar Association. The seminars offered through CLE also are excellent opportunities for paralegals, legal assistants, legal secretaries, and other professionals to obtain certifications or simply to further their knowledge, performance, and marketability. Recent programs include the Eugene Kuntz Conference on Natural Resources Law and Policy and the Legal Issues in Higher Education conference, both day-long events.

Founded in 1962, the Economic Development Institute (EDI) is the only multi-year professional program of its type in the United States. It provides professional economic developers with the up-to-date knowledge and tools necessary to succeed in a constantly changing economic development marketplace, to positively impact their communities, and to equip these professionals for the CEcD credentialing examination. More than 3,200 economic development professionals have graduated from the Institute, which manages 600 new enrollments annually in Oklahoma City, Indianapolis, and Mexico. EDI is accredited by the International Economic Development Council and was cited by the *Wall Street Journal* as the second-most-popular public-enrollment executive education offering in the nation. Most students complete the 117-hour EDI program over three calendar years, although this schedule can be accelerated by attending multiple locations. The current EDI curriculum and schedule have been newly reengineered in response to the evolving needs of the economic development community.

Advanced Programs was established in 1964 as part of the University's engagement and service commitment to its continuing education and public service programs. Funded by student enrollments under the 1958 Government Employees Manpower Act, and with the support of the W.K. Kellogg Foundation, OU pioneered the intensive seminar-teaching format specifically for the military/adult learner. Graduate courses are delivered worldwide to military and civil service personnel through nearly 30 locations worldwide. As a result of this innovative program, thousands of men and women have completed their master's and doctoral degrees. In 1982, Advanced Programs became the only graduate military program to undergo external evaluation, conducted by the Educational Testing Service (ETS). The study compared main

campus classes to classes offered through Advanced Programs. The findings were that the classes were the same or similar in the following: reading assignments, textbooks, syllabi, examinations, and the lecture/discussion methodology. ETS concluded: "The central question that guided this evaluation, 'Are degrees offered through the Advanced Programs comparable in quality to the same degrees offered through the regular on-campus program at Norman?,' can, according to the results of this evaluation, be given a generally positive response."

The Southwest Prevention Center (SWPC), a department within University Outreach, serves as a catalyst for positive social change and is committed to the prevention of alcohol, tobacco, and other drug abuse, as well as related high-risk behaviors. For more than a decade, SWPC has provided prevention information, training, technical assistance, and prevention resource system development for clients across a multi-state region. SWPC offers courses and workshops to support prevention providers and community leaders. On-site training courses include: Certified Prevention Specialist Exam Preparation Course; Community Mobilization Training; Ethics in Prevention; Growing Up Strong; Prevention Across the Lifespan Training; and Substance Abuse Prevention Specialist Training. Online training courses include: Ethics for the Prevention Professional; Inhalants: Drug Facts for Preventionists; Marijuana: Drug Facts for Preventionists; Methamphetamines: Drug Facts for Preventionists; Strategic Prevention Framework (SPF) Overview; Opiates: Drug Facts for Preventionists; Prescription Drugs: Drug Facts for Preventionists; Prevention and Early Childhood Development; and Prevention Science Master's Degree. SWPC contracts with state agencies and organizations to support prevention provider training to achieve established prevention outcomes. Through grants and contracts, SWPC also provides technical assistance to state agencies, prevention providers, community coalitions, and evidence-based programs. This assistance includes: developing and conducting needs and resource assessments, developing and documenting effective programs, establishing and sustaining effective practices, developing evaluations, and sustaining the prevention workforce. The types of technical assistance provided include: state capacity-building, community mobilization, curriculum development and data analysis and assessment services.

Through its contract to provide services as the Center for Substance Abuse Prevention's Southwest Center for the Application of Prevention Technologies (CAPT), SWPC hosts a two-day Service to Science Academy twice each year. The program is designed to enhance the capacity of states, sub-state recipients, and community-based organizations and coalitions to plan, design, implement, and evaluate evidence-based effective prevention interventions. SWPC provides professional training and technical assistance in cooperation with National Prevention Network representatives and affiliated state offices in the nine states of the Southwest Region: Arizona, Colorado, Kansas, Louisiana, Missouri, Nevada, New Mexico, Oklahoma, Texas, and the Cherokee Nation. In addition, SWPC offers noncredit online courses, the three-day annual Southwest Regional Prevention Convention, community mobilization training in cooperation with the Texas Education Agency and the Texas Education Service Center #1, and, in cooperation with the College of Liberal Studies, courses leading to a master's degree in prevention science.

Within the Mewbourne College of Earth and Energy, the Oklahoma Geological Survey (OGS) hosts many workshops and meetings on hydrocarbon exploration and production in Oklahoma. These low-cost sessions are well known and sometimes include field trips. They often sell out well before the workshop date and feature play-based geological studies and technical information about exploration and production. In 2010, 929 participants attended OGS-sponsored workshops and field trips. Including other meetings attended by staff members (or meetings in which they delivered papers or lectures), the total number of OGS outreach contacts reached 15,586.

Core Component 5b: **The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

OU's structures and processes enable effective connections with its communities. The University learns from all the constituencies it serves, whether they are based locally, statewide, or beyond. One of the formalized ways it accomplishes this is through the participation of hundreds of community representatives on advisory boards. These boards provide useful insight for colleges, schools, programs, and other entities by aiding in improvement, reality checking, qualitative evaluation and analysis, and, in many cases, financial support. School, college, and programmatic advisory boards include: Anne and Henry Zarrow School of Social Work Board of Visitors, the College of Law Board of Visitors, Harold Hamm Diabetes Center Board of Advisers, Peggy and Charles Stephenson Cancer Center Board of Advocates, College of Allied Health Board of Advocates, College of Nursing Corporate Advisory Board, College of Pharmacy National Advisory Board, Aviation Advisory Board, College of Arts and Sciences Board of Visitors, College of Engineering Board of Visitors, College of International Studies Board of Visitors, Fred Jones Jr. Museum of Art Board of Visitors, Gaylord College of Journalism and Mass Communication Board of Visitors, Landscape Architecture Board of Visitors, Mewbourne College of Earth and Energy Board of Visitors, Sam Noble Oklahoma Museum of Natural History Board of Visitors, School of Aerospace and Mechanical Engineering Board of Advisors, and School of Electrical and Computer Engineering Advisory Board.

The structure and processes of the School of Civil Engineering and Environmental Science allow it to impact the local and global communities for the common good. In November 2008, Dr. Robert Nairn, a faculty member, finished construction of a passive treatment system for mine drainage at the Tar Creek Superfund site, the nation's No. 1 Superfund site. The treatment system uses no chemicals and the only energy inputs are wind and solar. This achievement received national and international coverage. Another faculty member, Dr. David Sabatini, formed the Water Technologies for Emerging Regions (WaTER) Center in 2006. The center was developed to meet a growing need for university-based programs with the personnel and abilities to play a key part in

the international water supply and sanitation scene through the development and transfer of appropriate and sustainable water and sanitation solutions. In the fall of 2009, OU held an International Water Conference and awarded the first OU International Water Prize ($25,000 funded by the President's office). In January of 2011, OU announced the establishment of the Corix Institute for Water and Sustainability. The Institute will be led by a national expert, who will be appointed to an endowed faculty position. Corix provided $2 million to endow the position for the new Director of the Institute. The Corix Institute, which will be located within the National Weather Center, will consist of three programs: the established and internationally noted Water Technologies for Emerging Regions Center; the Oklahoma Water Survey; and a future program focused upon water and sustainability in critical regions.

The [Oklahoma Geological Survey](#) (OGS), within the Mewbourne College of Earth and Energy, participates in *The Oklahoman's* Newspapers in Education program. In 2010, OGS produced two 16-page newspaper supplements for schools in Oklahoma: *Oklahoma Rocks!* and *Oklahoma Rocks! Energy!* Teachers who signed up for the program received 25 printed copies for the classroom, additional materials, and a teacher's online workbook. A series of six one-quarter-page lessons appeared in the newspaper and were delivered to classes electronically. The first *Oklahoma Rocks!* supplement reached more than 15,000 students across the state; *Oklahoma Rocks! Energy!* reached even more. After discovering that participation was low for *Oklahoma Rocks!* in eastern Oklahoma, OGS contacted schools and newspapers in that part of the state. As a result, participation increased for the *Oklahoma Rocks! Energy!* supplement. OGS also incorporated a board of visiting Oklahoma teachers to help guide the staff in developing the *Oklahoma Rocks! Energy!* publication, receiving important suggestions and feedback from them.

OU's co-curricular activities engage students, staff, administrators, and faculty with external communities.
Every year, students in the College of Architecture work on a community-based project through the OU-Tulsa Urban

Design Studio on the Tulsa Campus. Examples include a redevelopment plan for the area around the new OU-Tulsa Wayman Tisdale Clinic in north Tulsa, for Fair Park, for the Northeastern State University Campus in Tahlequah, for the city of Skiatook, and for southwest Tulsa. The Graduate College sponsors the Steering Committee of Students in Service, an AmeriCorps student activity available to both undergraduate and graduate students. Students involved in the program perform 300 hours of community service outreach activities to help underserved populations. Since the activity's inception at OU, 75 students have applied to participate, with 48 selected, representing such academic departments as social work, the Carl Albert Center, the College of Education, and women's and gender studies.

Student Affairs oversees several activities that demonstrate the University's capacity and commitment to engage with identified constituencies and communities. These include:

- The President's Community Scholarship (PCS) program is a 100-plus freshman scholarship group that meets once a week to learn about community engagement while learning leadership skills that complement their academic experience. During the 2010-2011 academic year, PCS students completed more than 3,900 hours of community service, an average of 24 hours per member, and exceeded more than 2,500 total hours of community service.

- The annual Adopt-a-Child program benefiting approximately 125 patients at Children's Hospital in Oklahoma City has been held for the past six years during the holiday season. The program raises approximately $11,000 to$12,000 each year in needed items (e.g., pajamas, blankets, books, toys). At a time when other donations for patient needs have declined, the hospital has come to rely on Adopt-a-Child for these much-needed items. Since 2007, more than $30,000 in gifts has been donated.

- The annual Winter Wonderland party, co-programmed annually through Leadership and Volunteerism and the President's Leadership Class, provides dinner, activities, and an age-appropriate holiday gift for each child of more than 100 local families. Participants are identified via letters of invitation to local agencies. The agencies that responded and participated in the most recent event include Crossroads Youth and Family Services, Head Start, and the Salvation Army.

- The annual United Way Day of Caring Drive is a university-wide effort involving more than 45 student groups and campus departments which collects identified items and supplies needed by local community agencies. Boxes are distributed to groups and offices for donations and, on a designated date, a large moving truck and volunteers pick up the boxes and transport the supplies (generally more than 5,000 items) to the United Way site to be sorted and distributed among the agencies.

- Each spring, for more than a decade, Arbor Day has been observed via a University picnic, recognition of University landscape teams, and student adopt-an-area awards. More than 250 students, faculty, and staff members partner with landscaping staff to plant 75 to 100 trees in a designated campus area. Since 2007, almost 2,000 trees have been planted to compensate for tree losses due to recent damaging ice storms.

OU's Confucius Institute strives to build strong relations between the people of the south central United States and the people of China. The Institute works with governmental, corporate, and educational institutions and organizations to offer China-related educational and community services. Established in 2006 as a partnership between Beijing Normal University and the University of Oklahoma, the Institute became the first Confucius Institute in the southern United States and has since become one of the most comprehensive Confucius Institutes in the nation. In addition to the College of Arts and Sciences and University Outreach, sponsors for the OU Confucius Institute include the Office of Chinese Language Council International, the Consulate General of P.R. China in Houston, the College of Chinese Language and Literature, and the Office of International Cooperation and Exchange at Beijing Normal University. Partners include many public and private schools throughout the state.

World Literature Today (*WLT*) was founded at OU as *Books Abroad* in 1927. Fifty years later, the journal became

known as *World Literature Today*, reflecting the international range its coverage and reputation had acquired. *WLT* is the second-oldest such literary periodical in the United States and is devoted to serving students, scholars, and general readers worldwide. The Neustadt International Prize for Literature, established in 1969, is a biennial award sponsored by OU and *WLT*. The prize consists of $50,000, a replica of an eagle feather cast in silver, and a certificate. A generous endowment from the Neustadt family of Ardmore, Okla., and Dallas ensures the award for perpetuity. It is the first international literary award of this scope to originate in the United States and is one of the few international prizes for which poets, novelists, and playwrights are equally eligible. Chinese poet Duo Duo, winner of the 2010 Neustadt Prize, is featured in the March 2011 issue of *WLT*. The NSK Neustadt Prize for Children's Literature is a new award intended to celebrate children's literature by promoting writing that contributes to the quality of children's lives. Made possible through the generosity of Nancy Barcelo, Susan Neustadt Schwartz, and Kathy Neustadt Hankin, this award, sponsored by *WLT* and OU, recognizes a writer whose work has made a positive impact on the quality of children's literature. As with the Neustadt Prize, all nominations come from the jury members. Recipients receive $25,000, a silver medallion, and a certificate at a public ceremony at the University of Oklahoma every other year in odd-numbered years. The most recent laureate is Virginia Euwer Wolff. The Puterbaugh Festivals of World Literature and Culture are made possible by a grant from the J.G. Puterbaugh Foundation of McAlester, Okla., and sponsored by *WLT*. The Puterbaugh Festivals bring the world's greatest authors — often a winner or a soon-to-be winner of the Nobel Prize — to the Norman Campus for a course built around the author's work, an international symposium, public talks and performances, and engagement with students, many of whom receive fellowships to study the Puterbaugh fellow's work. Since 1968, the Puterbaugh series has furthered the educations of thousands of OU students. The Puterbaugh Foundation continues to make grants to benefit Oklahoma education, health care, medical research, youth and children's programs, and other projects that enhance the quality of life in Oklahoma. The next Puterbaugh Festival will take place in spring 2012. Czeslaw Milosz, a Nobel Prize-winning author, said of *World Literature Today*: "If *WLT* were not in existence, we would have to invent it."

The College of Public Health has implemented Public Health Grand Rounds as a forum for engagement and exchange of information across the broad public health practice and academic communities. The College also is a leading contributor to the State Coverage Initiative in collaboration with the Oklahoma Insurance Department and the Oklahoma Healthcare Authority. In addition, the College participates as a co-leader of the Bridges to Access program, which allows students to learn and discuss the current health care issues facing Oklahomans in order to prepare them to take action toward a better tomorrow.

Student Affairs offers the alternative spring break program, with a Human Relations course (credit option) linked to the service learning experience. The [Pay It Forward Tour](#) (PIF) is a multi-day, multi-city experience that engages students in community service, leadership, travel to and service in a new city each day, learning about social issues, building lasting relationships, and making a commitment to continued action when they return home. These tours travel to six U.S. cities in nine days. Each tour consists of up to 40 students. In 2010, 25 OU students participated, and in 2011, 35 students will participate in the tour, which includes stops in Athens, Texas; Alexandria, La.; Jackson, Miss.; Birmingham, Ala.; Madison, Ga.; and Charleston, S.C.

The [Michael F. Price College of Business's Integrated Business Core](#) Program (IBC) actively involves students and local charities in activities that have resulted in more than $948,000 in donations and more than 44,000 community service hours since inception. In addition, the IBC program has donated more than $69,000 and more than 5,000 community service hours in the last 12 months to 18 local charitable organizations.

Since 2005, the official philanthropy of OU's Campus Activities Council has been Dance Marathon, an annual event occurring at U.S. colleges and high schools. Money raised is donated to Children's Miracle Network (CMN), a national charitable organization. Money raised at OU remains in-state and goes directly to the Oklahoma Medical Research Foundation, which assists the CMN and Children's Hospital in Oklahoma City. Dance Marathon was revitalized in 1996 within the OU Greek community, and $7,000 was raised. In 2001, the greatest number of students participated (1,100) and the largest amount of money was raised ($73,000). That year, a representative from CMN attended every student executive meeting to educate students about what their money would support. Families supported by the Children's Hospital spoke at student executive meetings about three times each semester.

This allowed students to see what families go through, how students can help, and how to get others to help. Students serving on the executive committee tour Children's Hospital in Oklahoma City to see how their efforts affect the hospital and those served there. During the day of Dance Marathon, students host the families they have adopted, and, at the event, children in the adopt-a-family program and their families talk about how students are helping to fight childhood sicknesses and cancers.

OU's education programs connect students with external communities. Lindsey and Asp Advertising and Public Relations Agency, a student-run advertising and public relations agency within the Gaylord College of Journalism and Mass Communication, is located on the Norman Campus in Gaylord Hall. The agency routinely takes on clients who seek a variety of public relations and advertising services. While a large share of the work taken on by agency is fee-based, it also accepts pro bono work, often for community agencies and nonprofit agencies.

Student Affairs sponsors Higher Education Service Learning Social Justice, a graduate-level course that explores the relationships between community agencies and universities. The course includes a service-learning component so that students engage in and reflect upon the principles of the class in a community setting. This course is offered through a collaborative initiative between the Center for Learning, Teaching, and Writing; the Center for Social Justice/Women's and Gender Studies; and the Department of Educational Leadership and Policy Studies/Adult and Higher Education.

The mission of the College of Law is reflected in its clinical programs. Both the live client and advocacy clinics serve various constituencies: the community, students, the College of Law, the world, and the profession of law. In the live client clinics, the student interns provide clients with civil and criminal legal representation, otherwise unavailable to them due to financial circumstances. For students, the clinics serve as a bridge between theoretical study and application of that study to the role of an attorney. For the College, clinics are both the primary public service component and the public face of the law school. From representation in individual cases in Cleveland County to the submission of reports

to the United Nations Human Rights Council in Geneva, Switzerland, the clinics represent the commitment to justice, passion for service, and commitment to excellence that are core principles of the College.

Each fall and spring semester, Gaylord College Public Relations capstone courses allow students to engage with nonprofit organizations in the Norman and greater Oklahoma City metropolitan areas, providing assistance in the form of publicity, branding, event management, and general public relations campaigns. These services are offered without charge and connect OU students, faculty, and nonprofit organizations in relationships designed to facilitate learning, understanding, a defined work product, and growth for all involved. Each of the nonprofit organization clients provides the faculty members and students with feedback regarding the effectiveness of their campaign or event. This feedback is generally very positive. The organizations that have received promotional assistance include: Oklahoma Healthcare Authority, Big Brothers Big Sisters, Oklahoma Lawyers for Children, Mary Abbott Children's House, Center for Children and Families, Inc., Norman Arts Council, Girl Scouts of Western Oklahoma, and the City of Norman — Recycling and Anti-Litter campaigns.

In Tulsa, all third- and fourth-year College of Medicine students have the opportunity to participate in a student-run free medical clinic twice a week, the Bedlam Evening Clinic. Students who choose to volunteer a significant amount (more than 30 sessions) receive elective credit for their experience. Service-learning opportunities are a major component of MS3 student orientation. In addition, student leadership actively supports these activities and helps educate and recruit student participation.

University's resources — physical, financial, and human — support effective programs of engagement and service. As one of the nation's finest university-based natural history museums, the Sam Noble Oklahoma Museum of Natural History contains more than 7,000,000 artifacts in a 198,000-square-foot building on 40 acres of land. The museum's exhibits include the largest Apatosaurus on display in the world and the oldest painted object ever found in North America — the 10,000-year-old skull of an extinct bison, painted with a lightning bolt design. The museum's exhibit space includes

five vast galleries that give visitors an in-depth tour of more than 500 million years of Oklahoma's natural history. In addition to providing professional development and instruction in life sciences to elementary school teachers, the museum welcomes more than 20,000 school children each year from across the state. The museum also hosts visitors from nearly every state in the nation and a number of foreign countries, as well as a variety of educational and research institutions for participation in programs and utilization of museum collections in ongoing research. The museum's annual Native American Youth Language Fair draws more than 500 K-12 students each year to compete in more than 25 Native languages. The museum also has received grant monies for research and conservation projects, including the prestigious "Save America's Treasures" grant to restore 19th-century Native American ledger-bound drawings.

Through its growing collections, diverse exhibitions, and educational programs, the Fred Jones Jr. Museum of Art is one of the finest university art museums in the United States. The museum creates opportunities for the University family, the people of Oklahoma, and national and international audiences to derive knowledge, understanding, and enjoyment from the visual arts. Strengths of the 12,300-object permanent collection (including the approximately 3,300-object Adkins Collection) are French Impressionism, 20th-century American painting and sculpture, traditional and contemporary Native American art, art of the Southwest, ceramics, photography, contemporary art, Asian art, and graphics from the 16th century to the present. Temporary exhibitions are mounted throughout the year, which explore the art of various periods and cultures. The museum offers a wide range of programs for adults, children, families, students, and teachers. Special programs of the museum include Art Adventures, which engages the creativity of children (ages 3-5) through stories and art activities; Art After Hours, 45-minute talks featuring works included in temporary exhibitions; Art "à la Carte," a Norman community arts event held each month; Family Days; lectures related to the collection and the exhibition schedule; and Tuesday noon concerts performed by students and faculty of the OU School of Music. Museum admission is free on Tuesdays and for special events and lectures.

Founded in 1998, the Charles M. Russell Center for the Study of Art of the American West is the first such university-based program in the nation. The center, which opened to the public in fall 1999, is dedicated to the pursuit and dissemination of knowledge in the field of American art history as it relates to the western United States. Through its national symposia and lectures, resource center, course offerings, book series, and related outreach programs, the Russell Center actively engages students and the public in developing a better understanding of, and appreciation for, 19th- to 21st-century Euro-American and Native American artistic traditions. An integral part of the School of Art and Art History and the Weitzenhoffer Family College of Fine Arts, the Russell Center – which is operated by three staff members, one student (the Robert S. and Grayce B. Kerr Fellow) and occasional volunteers – works in concert with several other OU areas, including the University of Oklahoma Press, the Western History Collections, the Fred Jones Jr. Museum of Art, Sam Noble Oklahoma Museum of Natural History, College of Liberal Studies, and the College of Arts and Sciences' departments of History, Native American Studies, and Film and Media Studies. The Russell Center also actively interacts with institutions across the country and Canada, including museums of western art and universities that support related programs or collections of western material culture or art.

The Russell Center offers biennial national symposia and the Merkel Family Foundation Distinguished Lecture series on alternating years, bringing leading scholars in the field of western American art to campus. Events are offered with no admission charges and are attended by faculty, staff, students, and the public. The 2010-2011 lecture series saw record-setting numbers, filling the auditorium and the overflow space on at least one occasion. Typical event audiences range between 75 and 100 people. All events are taped and made available at the Russell Center's resource center.

Visitors to the Russell Center have access to an ever-growing collection of scholarly resources on art of the American West and Native American art. The center currently houses approximately 800 books, 80 periodical and newsletter titles, 80 video or audio items, 80 dissertations or theses, and 40 archival materials, artist papers and one-of-a-kind files. Additionally, the Center owns a few original artworks by historic and contemporary western artists and is home to more than 100 early prints of paintings by Charles M. Russell.

In 2004, the Russell Center and the University of Oklahoma Press established the Charles M. Russell Center Series on Art and Photography of the American West. The Center provides a subvention to enhance the production values of each book in the series. The first of the eight volumes currently in the series is Charles M. Russell: A Catalogue Raisonné (2007). Produced in partnership with the C.M. Russell Museum in Great Falls, Mon., this hard-cover book features essays by top Russell scholars, over 200 illustrations, and is accompanied by an online catalog with additional information on more than 4,000 works by the artist. The Russell Catalogue Raisonné won the 2007 Western Heritage Award for the best art book of the year from the National Cowboy and Western Heritage Museum, the 2008 Caughey-Western History Association Prize for best book of the year in western history, the 2008 High Plains Book Award for nonfiction, and the 2009 Joan Patterson Kerr Award from the Western History Association for the best illustrated book on the American West.

The Russell Center is currently working with the Fred Jones Jr. Museum of Art on campus and National Museum of Wildlife Art in Jackson Hole, Wyo., on traveling art exhibitions as well as with the Gilcrease Museum in Tulsa, Okla., on an online database and published volume of correspondence of Charles M. Russell. Courses on art of the American West are offered by the Charles Marion Russell Memorial Chair, through the School of Art and Art History, on a regular basis. The Russell Center also is an integral part of the new doctoral programs in art history, specializing in art of the American West and Native American art.

Planning processes at OU project ongoing engagement and service. OU's stated commitment and complete immersion in engagement and services as seen in its response to Core Component 5b and throughout this self-study document that its planning processes project ongoing engagement and service. The recent creation of the Institute for Quality Communities with the College of Architecture provides a final piece of evidence that OU's planning processes project ongoing engagement. The Institute provides a forum for researchers, students, and Oklahoma community leaders to collaborate in an effort to enhance Oklahoma communities, with the Institute providing assistance and expertise on the forces of community growth and decline and with a specific focus on improving the practice of community planning, design and governance.

Core Component 5c: **The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

Collaborative ventures exist between OU and other higher learning organizations and education sectors. As evidenced at page 124 (collaboration with Texas A&M), page 132 (partnership with OSU on Oklahoma Climatological Survey), and pages 136-7 (relationships with foreign institutions), OU invests heavily in collaborative ventures.

The College of Atmospheric and Geographic Sciences supports a myriad of engagement activities that have national impact. Through these activities, A&GS faculty and staff have partnered with numerous federal, state, and local entities to reach across gender, ethnic, socioeconomic, and education spectra. Included in these activities are a partnership with the National Oceanic and Atmospheric Administration to provide direct education regarding severe weather safety via tours of the National Weather Center on the OU Research Campus. In 2010, more than 50,000 visitors were treated to tours, field trips, Boy Scout and Girl Scout badge days, the National Weather Festival, storm-spotter training seminars, and community town hall meetings with federal, state, and local leaders. In addition, A&GS faculty and staff made over 100 presentations to civic groups such as Kiwanis, Optimist, and Rotary clubs.

Through the Oklahoma Climatological Survey and in partnership with Oklahoma State University, more than 200 Oklahoma emergency management officials have been trained by A&GS to use weather data to save lives and property in weather-impacted situations. This program, called OK-FIRST, has been awarded the Innovations in American Government Award by the Ford Foundation and Harvard University.

Through partnerships with the Mewbourne College of Earth and Energy and the OU Native American Studies Program, A&GS participates in an annual summer camp for Native American middle and high school students with membership in the American Indian Math and Science Society. These students are immersed into National Weather

Center activities focused on wind, water, and climate. And, Oklahoma Mesonet, the state's weather network, hosts a weather summer camp for middle school students each summer. As a result, several middle school students have become volunteers and interns at the National Weather Center. This camp serves as an important pipeline for students across the region to become involved in important global issues before reaching college. The OU Student Chapter of the American Meteorological Society also is heavily involved in engagement through its outreach division. Over 30 school visits are made each year that impact almost 2,500 students in the City of Norman Public School system. A&GS staff also has developed traveling weather camps, most recently presented at the William Clinton Presidential Library in Little Rock, Ark. These camps reached more than 100 economically disadvantaged youth and allowed them to experience the study of science and the atmosphere in a hands-on way. In addition, three Super Summer Saturday presentations were made at the library targeted to families visiting the Clinton Library. These sessions reached over 3,000 people from all 50 states.

Community leaders testify to the usefulness of OU's programs of engagement.

The Big Event is the University of Oklahoma's official day of community service. On the Health Sciences Center campus, the Big Event is a student activity that unites all seven HSC colleges in an effort to say "thank you" to the Oklahoma City metro area. The goal of the Big Event on the HSC campus is to maximize applied learning in service to the HSC community. Students assess community needs and provide health-related education to the immediate community through organizations in the Oklahoma City metro area. Over 200 students participated in the 2011 HSC Big Event. In October 2011, the National Association of Black Social Workers presented HSC Student Affairs and the HSC Student Association a Community Partner Award for their community efforts tied to the Big Event.

Numerous gifts to the OU provide evidence that community leaders testify to the usefulness of OU's programs of engagement. The Choctaw Nation's recent $1million gift to the Stephenson Cancer Center and the Stuart Family Foundation gift to establish the John B. Turner LL.M. program at the College of Law are but two examples.

OU's engagement program evidences building effective bridges among diverse communities. The College of Engineering engages with future and current constituents through a number of initiatives. These include:

- Summer Camps (BP DEVAS and BP Engineering Academy) are for high school students and are aimed at increasing diversity among engineering students. The

Sooner Elementary Engineering and Science program, K-12 Engineering Outreach, a bioengineering course for eighth-grade gifted and talented students, ROTC Junior Cadet Camps, and Chickasha Middle School visits also are designed to increase the number of students interested in engineering.

- The Summer Bridge program focuses on improving mathematics skills of incoming engineering students. Lean and Six Sigma Green Belt certification are both workshops for OU students and for companies to augment the marketability of engineering students.

- Undergraduate students benefit from research experiences that prepare them for graduate study. Faculty and graduate students participating in the Small Business Research Initiative and the IOTA Center engage in applied research experiences.

- The K20 Center, through the Jeannine Rainbolt College of Education, and the College of Engineering, work together on Game Development, a form of engineering education research with an impact on K-12 education.

The College of Law has two signature volunteer programs, in addition to its extensive clinical offerings. The Volunteer Income Tax Assistance Program is an IRS-sponsored program that provides free income tax assistance to low-income individuals, senior citizens, non-English-speaking individuals, and the disabled. Students are available to assist taxpayers at the Norman Public Library two evenings a week from January through April 15. Students for Access to Justice (SATJ), a student-led organization within the College of Law, promotes a culture of public service commitment by connecting students with meaningful pro bono volunteer opportunities. Each year, a number of local government and public service organizations are invited to campus for a Public Interest and Pro Bono Career Fair, where students and organizations' representatives can make connections. Through the fair, students find unpaid internships with such organizations as the Catholic Charities Immigration Assistance Program, Legal Aid, local prosecutors and public defenders, and Oklahoma Indian Legal Services. Oklahoma Lawyers for America's Heroes, a new program sponsored by the Oklahoma Bar Association, attended the 2011 fair to recruit students to match with volunteer attorneys who are providing pro bono legal assistance to local soldiers and veterans.

In 2009, SATJ launched its own pro bono program providing assistance to victims of domestic violence seeking protective orders. Students staff an office at the Cleveland County Courthouse during peak hours and guide victims through the protective order application. Students are encouraged to participate in pro bono activities through a series of awards. Each spring, SATJ hosts the Annual Pro Bono Recognition reception, where those students who performed at least 25 hours of pro bono or unpaid public interest work during the prior calendar year are honored. At Commencement, graduates who have completed 50 or more hours of pro bono work during their law school careers receive cords. Those who have worked more than 100 hours receive two cords. The College of Law also sponsors several fellowships each summer to provide financial support to students who are working more than 200 unpaid hours for a government or nonprofit organization.

The OU IT Store works with OU's K20 Center to obtain technology for Oklahoma K-12 schools participating in the center's Gear Up Program. Vendor partnerships created and enhanced by the store resulted in savings of $261,299 for the K20 Center in 2009. Because the OU IT Store has already established contracts through a competitive bid process, state agencies can avoid this process.

The National Center for Disability Education and Training (NCDET) within University Outreach offers innovative training, direct service, and research in the field of disability. It delivers a variety of programs to advance the employment and independent living of individuals with disabilities. NCDET develops management and executive leadership training coursework for rehabilitation staff at state agencies and community rehabilitation providers. NCDET has built its program through grants and contracts with a variety of state and federal agencies. Its programs include:

- DRS Job Coach Training — a program for employment specialists, case managers, residential counselors, clubhouse staff, and those assisting people with disabilities to find and keep employment. It is a required class for all job coaches employed by agencies with contracts funded by the Oklahoma Department of Rehabilitative Services (DRS) and is conducted in cooperation with DRS staff.

- Job Club Training—a comprehensive one-day

seminar to assist those working with people with disabilities gain knowledge and preparation for the job search process. The course covers skill evaluation, where to look for work, preparing a resume and references, personal appearance, interviewing, and professional follow-up.

- Youth Programs — leadership training academies, recreation, mentoring services, community service projects, and other opportunities that build skills, communication, and the confidence to succeed. These programs and services help youth and young adults with disabilities learn new skills to help them prepare for the transition from school to work, postsecondary education, careers, and full participation in society.

- E-Learning — research and development via accessible e-learning and courses on CD-ROM and online courses for personnel who provide job development and training for people with disabilities.

- DRS Job Coach Training — a program targeting employment specialists from community-based providers working under contract with the Oklahoma Department of Rehabilitation Services. To fulfill requirements, these staff must successfully complete several courses developed and offered by NCDET: Basic Job Coach Training; Job Club Training; a CD-ROM based course titled "Effective Training at Work"; a web-based pre-course and classroom instruction in Positive Behavior Support. Throughout the 21 years this training has been offered, NCDET has positively impacted the quality of vocational services delivered through over 100 community-based agencies scattered across the state, which has resulted in   thousands of Oklahomans with significant disabilities becoming employed.

- Oklahoma Work Incentives Planning and Assistance – Through grants from the Social Security Administration, NCDET has provided return-to-work information to Oklahoma's Social Security beneficiaries receiving

Supplemental Security Income and Social Security Disability Insurance for over 10 years. Through this project, NCDET reaches out to 200,000-plus potential beneficiaries and to the community-based and state agencies who deliver services and information to assist them.

- Youth and Adult Employment Programs — NCDET offers successful model programs based on evidence-based practices to improve post-secondary and employment outcomes for youth and young adults with disabilities. These are typically programs that capitalize on collaborations built with community-based vocational programs and other entities such as public schools and businesses. For example, through technical assistance, planning and coordination, NCDET is responsible for implementing Project SEARCH in Oklahoma, based upon a model developed at Cincinnati Children's Medical Center. Now implemented in five sites around Oklahoma, Project SEARCH offers year-long internship opportunities in partner businesses for youth with disabilities their senior year, resulting in employment opportunities in host companies such as Chesapeake Energy Corp., Mercy Health System, and other Oklahoma businesses. The employment rate of Project SEARCH graduates is 80 percent.

Through its diverse interests and capabilities in training and program development, NCDET builds bridges with other programs with disability interests, with community-based vocational providers, people with disabilities, public schools, state agencies, and employers to promote the creation of post-secondary and employment opportunities for Oklahoma's youth and young adults with disabilities. These programs have not only been effective in creating employment but also awareness among the business community that a valuable pool of potential employees exists.

Under the auspices of University Outreach, the National Resource Center for Youth Services (NRCYS) serves the youth services community as they seek to assist the approximately 400,000 young people in out-of-home

care and the between 1 million and 1.5 million runaway and homeless youth in the United States. Through a cooperative agreement with the U.S. Department of Health and Human Services Children and Youth and Family and Youth Services Bureau, the NRCYS serves as a bridge in terms of providing training, technical assistance, and resources to the state child welfare (50) and community based agencies (345) that provide services to this population of young people. The National Resource Center for Youth Services has established working relationships with all 50 states to improve the effectiveness of the delivery of services to at-risk youth and has been instrumental in assisting state child welfare and community based agencies to include the "voices" of young people in their work.

NRCYS has established a Young Adult Training and Technical Assistance Network (YATTA) that is serving as a technical assistance and training bridge to state child welfare agencies. YATTA members (50) are current and former youth in foster care who are trained in delivering training and technical assistance throughout the nation. This model of training and technical assistance is being replicated by state child welfare agencies at the local level. Evaluation efforts consistently show that NRCYS has increased the post knowledge scores gained by the participants in training by 85 percent.

In addition, evaluation of the delivery of technical assistance (TA) has shown a very favorable response. In New Jersey, for instance, the TA requestor and the NRCYS lead staff reported a positive TA experience. Facilitators of that experience included laying groundwork for a positive working relationship prior to the TA and NJ staff's willingness to own and sustain the curriculum. Outcomes include the NJ TA requestor is highly satisfied with the training, the training has been imbedded and sustained, and additional trainers have been developed beyond original expectations.

OU participates in partnerships focused on shared educational, economic and social goals. In 2005, the K20 Center created the K20 Scholars Program, which offers scholarships to high school graduates from the K20 Center's network schools who are entering OU to pursue degrees in science, technology, engineering, and mathematics. Currently, the program sponsors 20 scholarships, funded by BP and the K20 Board of

Advisors. K20 Scholars receive four-year scholarships, a laptop computer, and additional money to design and implement a service-learning project in their hometown. K20 Scholars participate in multiple volunteer activities throughout the year, ranging from assisting in college awareness programs to encouraging young scientists through science fairs. IDEALS is one of the K20 Center's 10 research-based practices linked directly to high student achievement. The Center encourages and supports community engagement within the K20 network of schools that includes nearly 800 K-12 schools across Oklahoma.

The K20 Center and the Jeannine Rainbolt College of Education have reached beyond Oklahoma's borders to engage educators around the world. Accomplishments of the Center include:

- Enabled effective connections to facilitate a new Oklahoma State Department of Education partnership with the Academie d'Amiens, France, in 2006-2007

- Provided an opportunity for five French teachers from Académie d'Amiens to spend one month working alongside OU researchers and K20 Center staff, learning how to integrate university-level research into classroom lessons. French students then presented their class work live via video to Oklahoma students at OU's Student Research Day.

- Facilitated opportunities for Académie d'Amiens representatives' introduction to the Oklahoma Career Tech system, resulting in culinary school exchanges and a new French/Oklahoma Career Tech culinary partnership in 2008.

- In July 2008, OU graduate students and faculty and Oklahoma high school science teachers spent three weeks at Prince of Songkla University in Hat Yai, Thailand. Thai educators made a reciprocal visit to interact with OU researchers and educators and observe applied educational practices.

- Hosted a session on International Education Partnerships — The Need for a Global Perspective in fall 2009. More than 600 K-12 and OU educators and administrators, as well as business and industry leaders, attended.

- Facilitated discussions and provided connections between educators from France and educators from the College of Education that led to a partnership with the Université d'Picardie, Jules Verne, Amiens, France.

Through Educational Psychology, the K20 Center and the College of Education offer a pro bono program at the [Counseling Psychology Training Clinic.](#) This program benefits the local community; clients with no ability to pay for mental health services are enrolled in the program and receive eight free sessions from student counselors. At the end of these sessions, clients are re-enrolled for another eight sessions, referred to a community agency, or transitioned to low-fee services.

The [Oklahoma Supercomputing Symposium](#) is an annual event hosted by the [OU Supercomputing Center for Education and Research](#), a division of OU Information Technology. Hosted each October on the Norman Campus, the symposium features nationally recognized speakers and experts in high-performance computing and is free for participants. Over seven years, the symposium has attracted more than 1,400 participants from more than 55 universities, colleges, and high schools; 50 commercial firms; 20 government agencies; and six non-governmental organizations. Attendees have travelled from 16 states and Washington, D.C., as well as Puerto Rico, Canada, India, and Korea. The symposium averages between 350 and 500 registrants each year.

The [Center for Public Management](#) (CPM) was established in 1994 to help Oklahoma state agencies with federally mandated training. The project began as a live, interactive satellite-based system to deliver training to all Oklahoma counties. Today, CPM creates technology-based solutions for both the public and private sectors. CPM's staff combines the latest theories in adult learning, cognition, and principles of evaluation with cutting-edge technology to create training solutions that are both economical and easy to deploy. CPM has the capacity to evaluate an organization's training needs and recommend the right choice. With a wide array of options, CPM can provide the right blend of media (e.g., satellite broadcasts, video production, classroom training, conferences, e-learning, etc.), in addition to serving as the web host for training courses or post-conference surveys. CPM also can provide consulting services, custom

software applications development, data warehousing, OLAP solutions, web design, technical training, e-learning solutions (both custom and off-the-shelf), record-keeping solutions, applications for the storage and presentation of information, and databases for multiple platforms and operating systems. CPM's staff includes research professionals experienced at research design, data analysis, program evaluation, survey development, needs assessments, and other means of data collection.

Contracted by the Oklahoma Child Support Services to establish a process to increase and improve collections, CPM established a call center and trained experts in child support collections. The ASAP program was initiated when letters were sent to non-custodial parents at least three months in arrears in support payments. Each letter prominently displayed the toll-free number of the call center. CPM staff took these calls, obtained needed information, assisted callers, and updated the Oklahoma Child Support Database. CPM then created a database and management system to send the newly obtained information to the relevant district child support offices and caseworkers. By utilizing CPM's expertise, ASAP returned 100 percent of the client's investment within six months.

Through the [Oklahoma New Hire Outreach Campaign](#), CPM joined forces with Oklahoma Child Support Services and the Oklahoma Employment Security Commission to educate Oklahoma employers on the Federal Personal Responsibility and Work Opportunities Reconciliation Act, a law requiring businesses to report newly hired employees to a central state location. When employers report new hires, the Oklahoma Employment Security Commission uses the information to stop fraudulent unemployment claims and Oklahoma Child Support Services uses the information to locate individuals who owe child support, initiate, and expedite income assignments, and establish paternity. Through the combined efforts of CPM, state agencies, and individual employers, employer compliance rates continue to steadily improve.

In 2004, the U.S. Air Force chose University Outreach to design, develop, and implement the [Lean Institute](#) as part of a major employee transformation program at the Oklahoma City Air Logistics Center. The Center, located on Tinker Air Force Base, provides management, logistics support, and repair and maintenance for a wide range of

weapons systems. Since it works with some of the world's most sophisticated equipment, its business practices needed advancement. The Lean Institute supports enterprise-wide transformation of core processes through dynamic, focused, customized professional training, including workshops, coached activities, and certification programs that employ Lean, Six Sigma, and SCOR process improvement knowledge and skills. (A Lean enterprise essentially eliminates waste throughout the business. Six Sigma is a disciplined approach to decision making using data to analyze the true costs and benefits of operations. The Supply Chain Operations Reference [SCOR] model is used throughout many industries to improve communication.) In addition to working with Tinker Air Force Base, OU's Lean Institute has expanded its course offerings and services to the Oklahoma Department of Human Services; the U.S. Postal Service; and local businesses, nonprofit organizations, and governmental institutions, including University departments. Lean's programs are offered at Rose State College, the OU Health Sciences Center campus, and client facilities.

Established in 1980, University Outreach's Workforce Oklahoma Training Institute is one of the original and longest continuously operating training institutes in the national workforce network. The Institute, funded by a grant from the Oklahoma Employment Security Commission, is the capacity-building unit of the Oklahoma Workforce Development System. The Institute provides certification training (Employment and Training Professional Certification), tools, online training, resources, and workshops (including Management/Supervision in a Workforce Center).

OU maintains a number of health-related partnerships. For instance, the VA Nursing Academy is one of 14 VA-funded initiatives nationally aimed at coordinating clinical-academic partnerships to enhance undergraduate nursing education through intensive acculturation and training within one health care institution — in this case the local VA medical center. The partnership is a model for innovative learning, and the OU-VA program has received national merit for evidence-based practice initiatives. In addition, it provides an avenue for the Veteran's Hospital to recruit and retain high-quality nurses for the future. Duncan Regional Hospital partners with OU to address the nursing shortage in southwestern Oklahoma. In 2007, Duncan Regional Hospital (DRH) constructed the DRH Learning

Center, a 12,000-square-foot facility on its campus, to address the growing national nursing shortage (and specifically to address a shortage of registered nurses in rural Oklahoma). Nursing students in Duncan complete classroom and laboratory experiences in the learning center and much of their clinical experiences at DRH. To date, 51 students have completed OU College of Nursing programs at the Duncan site. This model has proven successful over the past four years for both agencies. College of Nursing faculty and students also provide educational tours of the facility for school-age children in order to introduce them to health care and nurture an early interest in the health profession.

The College of Pharmacy was approached by this federally qualified community health center to develop advanced diabetes services for its population, primarily Hispanic patients. Pharmacy students may complete advanced pharmacy practice experiences (APPEs) at this location, and the pharmacy services provided have improved indicators of diabetes care significantly.

The University of Oklahoma serves as the home office for the Association for Continuing Higher Education (ACHE). Staffed and supported by University Outreach, ACHE is an institution-based organization of colleges, universities, and individuals dedicated to the promotion of lifelong learning and excellence in continuing higher education. With members throughout the United States and Canada, ACHE's 1,500 individual members represent more than 400 different institutions and organizations. ACHE encourages professional networks, research, and exchange of information for its members and advocates for continuing higher education as a means of enhancing and improving society.

OU Aviation is one of two university programs in the nation with direct-hire agreements with American Eagle Airlines and Pinnacle Airlines. These agreements guarantee students interviews with the airlines upon graduation, and the airlines also can directly hire graduates without interviews. With the competition for jobs so fierce, this provides OU Aviation graduates a leg up on students at other institutions.

The organization's partnerships and contractual arrangements uphold the organization's integrity. The moral

integrity of OU's commitment to providing service to the state, the nation, and the world in the context of providing an excellent education is lived out and experienced through all of the partnerships and contractual arrangements mentioned throughout this self-study. The legal integrity of these relationships is upheld by right conduct by employees throughout the institution and by the processes and structures put into place by the Office of Legal Counsel, the Office of Compliance, and similar offices.

Core Component 5d: Internal and external constituencies value the services the organization provides.

OU's evaluation of services involves the constituencies served; service programs and student, faculty, and staff volunteer activities are well-received by the communities served; OU's economic and workforce development activities are sought after and valued by civic and business leaders; and external constituents participate in the University's activities and co-curricular programs open to the public.

See, for example, pages 137-8 (Oklahoma Supercomputing Symposium and the Lean Institute).

OU's facilities are available to and used by the community. The Medieval Fair of Norman, held each spring, was the first medieval or Renaissance fair in the state and is one of the few free-admittance medieval fairs in the nation. The Medieval Fair has been held annually since 1977. Interest from primary and secondary schools resulted in expanding the fair to a three-day event in 1993 so students from around the state could attend on Friday as part of a unit of study on the Middle Ages. In 2003, with cooperation from the City of Norman, the fair moved to Reaves Park, one of Norman's largest parks. Today, the Medieval Fair is the state's largest weekend event and the third-largest event in Oklahoma. It was selected by Events Media Network as one of the top 100 events in the nation. The fair includes an array of presentations in a medieval village and more than 200 arts and craft booths. A recent complementary activity is the Medieval Film Series, featuring medieval- and Renaissance-related films at no cost and screened on OU's Norman Campus.

A unit of University Outreach, KGOU Radio is a full-service public radio station licensed to the University of Oklahoma (since 1983). With a staff of nine full-time and five part-time employees, the station serves Oklahoma with a news/talk/jazz format, utilizing programs from NPR, PRI, and others. KGOU Radio originates from studios on OU's Norman Campus and is delivered by three transmitters (Norman, Spencer, and Woodward) and three translators (Ada, Chickasha, and Seminole) to more than 1 million citizens in central, southeastern, and northwestern Oklahoma. Since 1983, KGOU has grown from one transmitter with 9,000 weekly listeners and $4,400 raised in private funds to four transmitters and three small translators with more than 64,000 active listeners and more than $600,000 raised in private funds annually. See also pages 130-131 (Sam Noble Oklahoma Museum of Natural History, Fred Jones Jr. Museum of Art, and the Charles M. Russell Center).

OU provides programs to meet the continuing education needs of licensed professionals in its community.

In conjunction with the OU College of Law, Continuing Legal Education (CLE) programs are offered throughout the year by University of Oklahoma Outreach. Continuing Legal Education programs provide lawyers with credit to fulfill mandatory annual requirements. Programs include the annual Eugene Kuntz Conference on Natural Resources Law & Policy and the annual Legal Issues in Higher Education symposium. HSC offers numerous continuing educations opportunities through the College of Nursing, the Department of Rehabilitation Sciences, the College of Pharmacy, and many other programs.

Response to previous challenges raised by the Commission

1. *It is clear to the Team that institutional vision, as articulated by the leadership, has added value to the university in demonstrable ways, e.g., the Honors program, increase in National Merit Scholars, and endowed chairs and professorships. However, the University needs to more specifically articulate what it means "to build an environment of academic intensity" to be certain that it is broadly understood across the University community and to determine how it will be measured so that investment in the academic enterprise will continue to produce intended and predictable benefits to the University. That dialogue needs to include faculty leadership, as well as students and staff so that there is systemic ownership in the direction of the university.*

Engaging a broad array of stakeholders including faculty, staff, and students, OU has taken several measures to more specifically articulate what it means "to build an environment of academic intensity." The President's Graduation and Retention Task Force, for example, involves faculty and staff from across the Norman Campus analyzing impediments to academic success and responding with changes in policy and the creation of programs and initiatives to remove those impediments. *See supra* page 60. The Provost's Advisory Committee for General Education Oversight has begun reviewing the current inventory of general education courses to ensure continued compliance with OU's general education goals. *See supra* page 60. The Writing Center works with faculty, students, and academic units to increase writing rigor and proficiency. *See supra* pages 60 & 72. In recognition of the importance of writing, the Executive Director of the Writing Center has been named Associate Provost for Academic Engagement. *See supra* page 87. Greater coordination and emphasis on advising with the creation of the position of Associate Provost for Academic Advising Oversight further evidence of OU's attempt to increase academic intensity throughout its educational programs. *See supra* page 70. Undergraduate Research Day has expanded beyond the Honors College to involve students across the University. *See supra* page 94. Splitting the positions of Dean of Graduate College and Vice President for Research for the Norman Campus, associated developments in those

areas, and strategic faculty hiring for defined research initiatives also demonstrate OU's intentional focus on academic intensity. *See infra* Response to Concern 6.

The HSC campus has increased the academic intensity in each of the health professions colleges. This has come about primarily due to changes in national accrediting standards and has resulted in significant changes to the colleges' curriculum. For instance, in 2008 the College of Medicine began a four year project to change the curriculum from a set of discipline-based courses taught during the first two years of medical school to a set of integrated, systems-based courses that emphasize clinical relevancy. The target date for implementation for the basic sciences curriculum was 2010 and 2012 for the incoming third year students. The process involved 21 working groups and committees and input from students. The three aims of the change are to better prepare students to integrate the information they are taught, to give the basic sciences curriculum more clinical relevance, and to incorporate new student evaluation tools that assess skills, behaviors and attitudes in addition to knowledge.

The College of Dentistry has undergone a two year process to change its curriculum from discipline-based, lecture-style teaching that emphasized technical expertise to one that emphasizes the development of critical thinking/problem solving skills and the integration of knowledge. The new standards will focus on comprehensive, patient-centered care, critical thinking, integration of knowledge, self-directed learning, summative and formative assessment, and the application of interdisciplinary technology-based education/training.

2. *The University needs to continue to address the importance of bringing a better balance among undergraduate enrollment, the available fiscal and human resources, and the quality of the undergraduate education experience. Achieving this balance should allow the University to protect and expand the gains in quality of undergraduate education that have been achieved in the past few years, yet also provide reasonable access for new freshmen and transfer students.*

A decade ago the state legislature delegated tuition
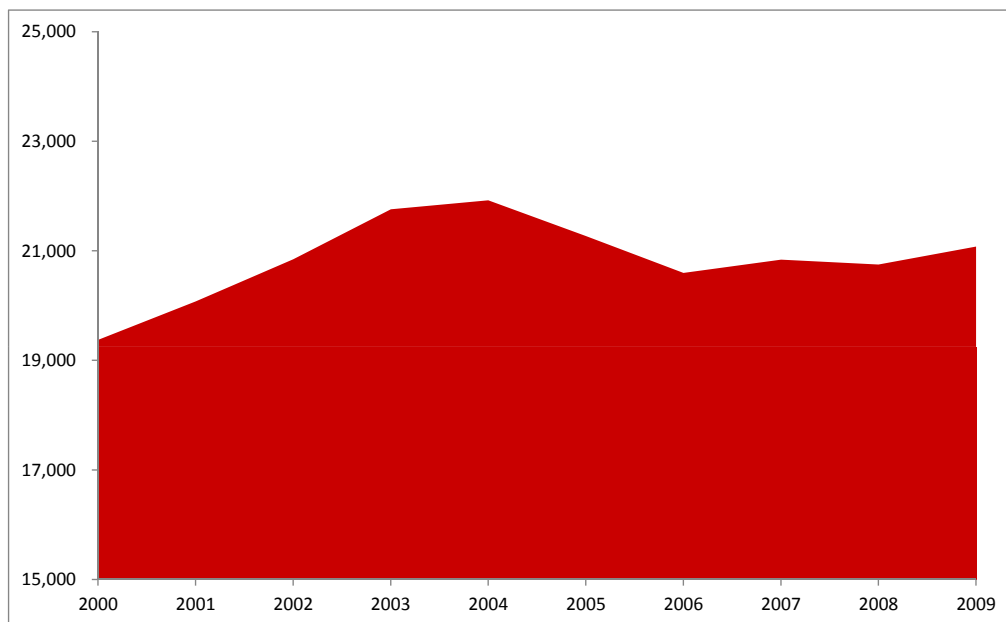
**Total OU Undergraduate Fall Enrollment**
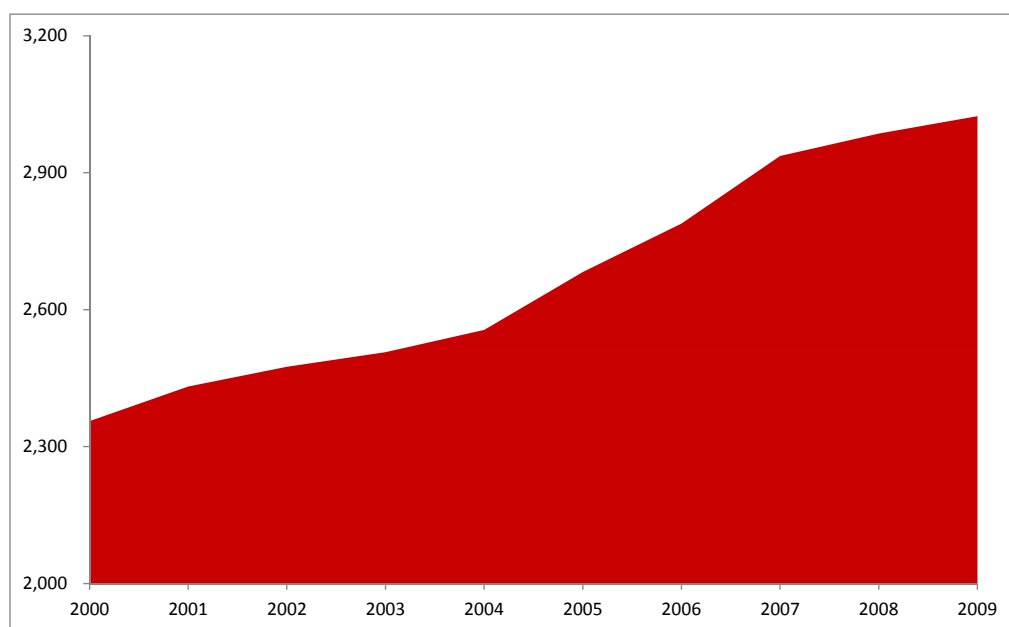
Total OU Faculty

setting authority to the Oklahoma State Regents for Higher Education allowing the State Regents to set tuition with safeguards to ensure that tuition does not exceed regional/peer averages. This delegation has allowed OU to provide a balance between undergraduate enrollment and the available fiscal and human resources.

At the request of the Enrollment Management Board, the Office of Institutional Research and Reporting created a system of monthly and weekly reporting to tracks applications and admissions for new freshmen, new undergraduate transfers, and new graduate students. These reports compare this year to last year at the same time. The new freshmen report also tracks these data as compared to the last 5 years and includes data on enrollment commitments paid, housing contracts signed, and beginning in March the number of orientation/advising appointments made. This gives OU a better and earlier projection of the size and demographics of the entering classes.

The responses to concerns 3-6, *infra*, also address balance among undergraduate enrollment, the available fiscal and human resources, and the quality of the undergraduate education experience.
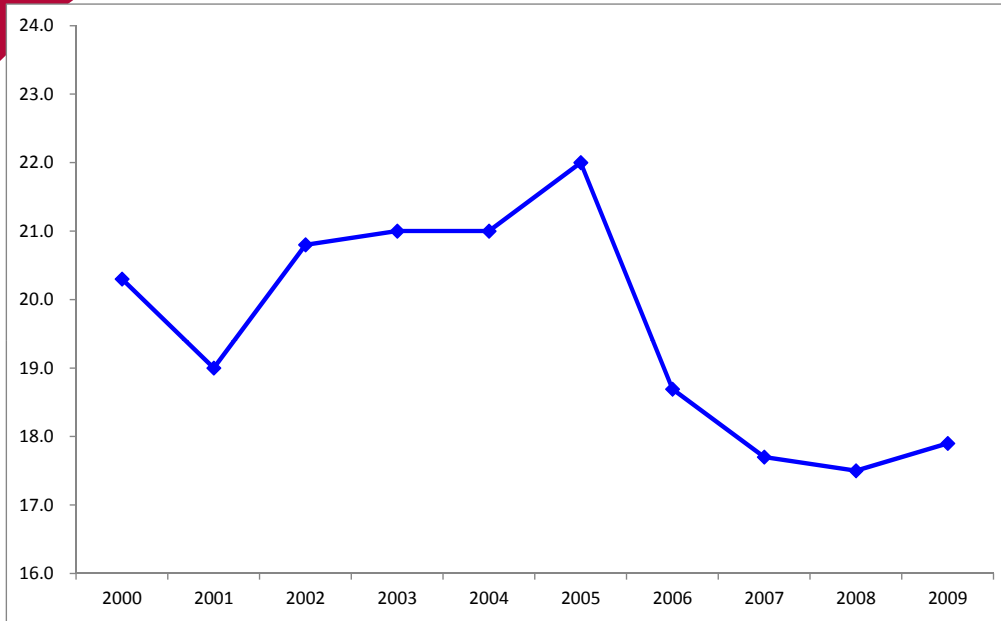
Student to Faculty Ratio - Total OU
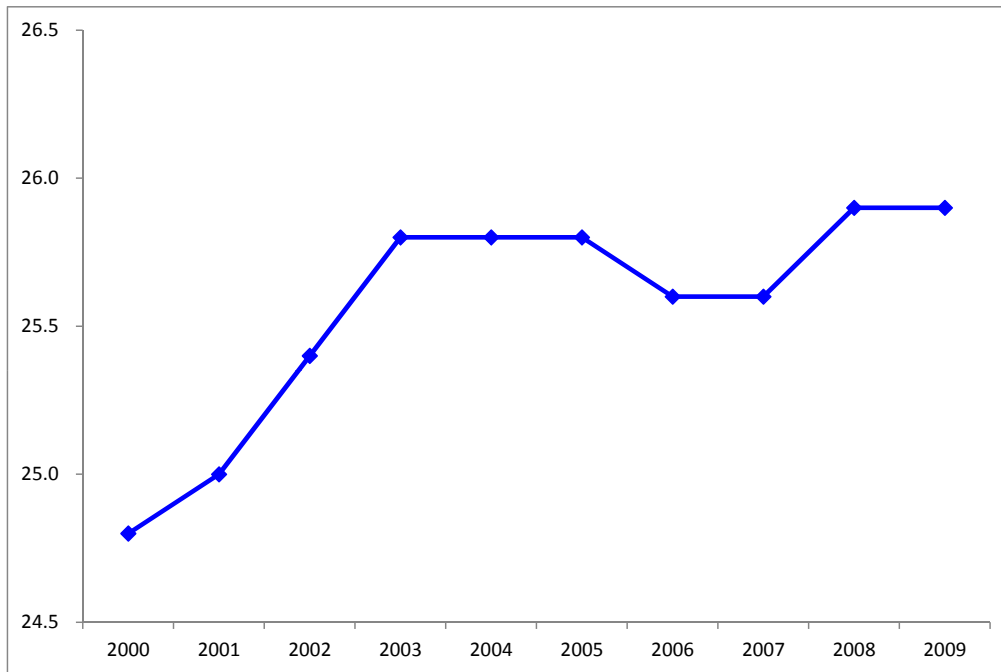
**Average ACT/ SAT Score of Incoming Freshman Class**

(SAT scores converted to the ACT equivalent)

3. *The University needs to address its low retention and graduation rates.*

The University of Oklahoma has seen significant increases in both its retention and graduation rates over the last ten years. OU reported a first-year retention rate of 83% for 2009 and projections for 2010 indicate rates closer to 85%, a five percent increase over the last decade. OU's current six-year graduation rate is 64.5% for the 2004 incoming cohort, marking the most significant gain in graduation rate of any Big 12 institution. According to College Results Now Online, during the time period between 2004 and 2009, OU engineered a more than eight percent increase in graduation rate, almost two percentage points higher than the institution with the second most-significant percent change.

Since the last HLC campus visit, OU has seen a meaningful increase in its four-year and five-year graduation rates, ten and seven percent increases respectively, which has been a significant benefit to our students looking to minimize
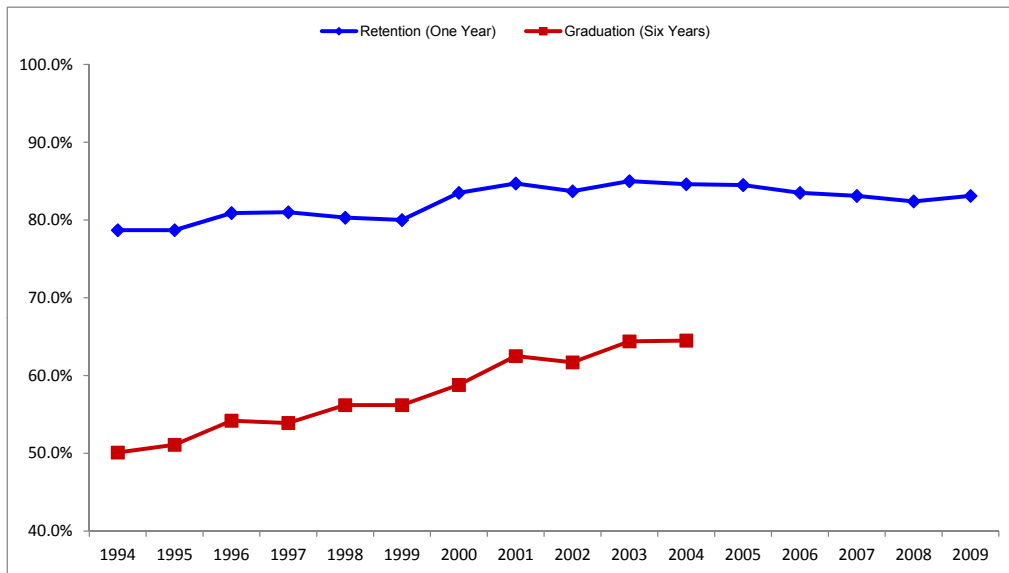
Cumulative Retention & Graduation Rates of Full-Time, First-Time Degree-Seeking Students

By Cohort Entry Year

college expenses and enter the job market in a more timely manner. This comes as a direct result of a university-wide emphasis encouraging students to think intentionally about a degree-completion path using the Graduation Planner, a keystone to University College's summer enrollment program and a creation of the President's Graduation and Retention Task Force and the Graduation Office. The Graduation Planner serves as a consistent academic advising resource throughout the student's tenure at OU.

Over the course of the past four years, the Graduation Success Rate (GSR) for football has improved slightly (from 46 for the 1998-01 cohort to 48 for the 2001-2004 cohort). For men's basketball, the rate has remained fairly constant at 55. There are a number of factors that account for the rates being what they are, and it is important to note that these rates do not account for transfers out who graduate elsewhere, or professional departures, or those student-athletes who depart before graduating, but then return and graduate outside of their 6-year window.

Some of the efforts employed to enhance graduation rates over the past eight years include:

- Expanding the Athletics Academic Support offerings to include a team of learning specialists, psychologists, and reading specialists,

- Changing to an objectives-based Study Hall,

- Restructuring the academic advising reporting line, and reassigning teams and portions of teams to advisors with demonstrated ability to contribute to improved student-athlete retention and satisfaction,

- Establishing an extensive academic assessment program to identify learning deficiencies as early as possible, and to ensure the availability and utilization of remediation opportunities, and

- Establishing biweekly multidisciplinary meetings to discuss, staff, and make early adjustments for at-risk individual student-athletes.

- Establishing a nationally-recognized (NCAS) degree completion program, whereby Oklahoma consistently sponsors (provides financial assistance to) more returning student-athletes than any other institution nationally, in their pursuit of their degree.

With these continued efforts, along with new efforts to enhance overall student-athlete graduation rates, we hope to continue improving the graduation rate of all our athletic teams, but in particular, our Men's Football and Basketball teams.

Throughout the 2008 academic year, using the exemplary programming of University College as a guide, President Boren's Graduation and Retention Task Force conducted a major review of OU's academic advising culture. A survey of the student body and an analysis of all advising procedures were executed. President Boren sponsored a University of Oklahoma Student Association research team as they explored the best practices for academic advising of aspirational institutions. The Provost's Advisory Council on Academic Advising initiated a parallel self-study and sent a team to the NACADA Summer Institute with the objective of moving toward a more holistic approach to academic advising. As a result, the President's Graduation and Retention Task Force developed a guiding document for academic advising

By Cohort Entry Year

Graduation Rates, by Time to Degree

By Cohort Entry Year

Legend: Four Year | Five Year | Six Year

Chart showing graduation rates from 1995 to 2004, with y-axis from 0.0% to 80.0% in 10% increments, and three stacked segments (Four Year, Five Year, Six Year) per year.

at OU and a newly formed Associate Provost for Academic Advising position was filled to address the gap in advising from University College to the degree-granting colleges. Work has begun to create a unified advising experience for all students - freshmen to seniors - with emphasis on addressing junior and senior attrition.

Multiple research studies have been conducted by faculty who serve on the President's Graduation and Retention Task Force to help inform our retention efforts and to specifically target the retention of students determined to be most academically at-risk. To support our students in achieving an outstanding educational experience, OU created Lissa and Cy Wagner Hall, a centralized academic support center and the cornerstone of the student services hub; established the Center for Student Advancement, an office to assist students who are struggling academically; founded the Graduation Office with responsibility for aiding students in meeting their graduation goals; developed the OU Cares program, a referral program for students experiencing roadblocks to graduation; initiated the Sooner Success program, a coaching program specifically targeted to academically at-risk students; and created the Learning and the Writing Centers, aimed at supplementing the learning that goes on within the classroom with mentoring provided by professors, teaching assistants, and peer learning assistants.

A chronicle of actions taken by the Graduation Rate and Retention Task Force as of December 2011 is available in the Resource Room.

To assist colleges and departments in assessing their

success in graduating students, the Office of Institutional Research and Reporting generates a graduation rate report based on the student's college and major when the student reaches the 30th credit hour earned. The Graduation Rate Task Force established this threshold in consultation with the colleges. This new report looks at the University's overall 6 year graduation rate as well as the graduation rate by college and major. This data feeds back into annual planning and will be part of Academic Program Review.

4. *Student infrastructure systems need to be expanded to accommodate the growth in undergraduate enrollment over the last five years, e.g., advising, automated degree audit.*

The University has taken a number of steps to expand and update student infrastructure systems. oZONE portal provides personalized, one-stop, single sign-on Web-based access to the university's student information resources. The portal unifies multiple stand-alone systems into a single point of access and simplifies the way everyone at the university interacts with student data and systems. *See infra* Response to Concern 5. The University has also collected on one webpage links to multiple resources for student success, including advisement, counseling, degree planning and tracking, enrollment, financial aid and scholarships, and a GPA calculator. OU now has the capability of monitoring enrollments with real-time data allowing the administration to adjust sections numbers up or down to accommodate student course demand. *See supra* page 29. University College's Academic Advising Office, Assessment Center, Center for Student Advancement, Freshman Programs, and

Student Learning Center bring together a full-service learning environment in the aesthetically pleasing Wagner Hall, which also houses the University's Writing Center. See supra page 69. Over the past decade, OU has added 109,355 square feet of classroom space. *See supra* page 29.

The investment in StudentVoice (now CampusLabs) facilitated a Student Affairs-wide mandate to incorporate learning outcome-based assessment. Training for staff includes the Student Affairs Assessment Workbook and a series of workshops to help staff better understand the value and importance of leaning outcomes and assessment. Adoption of the CAS Standards has been an integral part of the process.

Each semester 25 to 30 Student Affairs professionals also teach academic courses. Both literally and symbolically, the teaching activities provide an important link between Student Affairs and the academic side of the university. Additionally, academic courses are taught in Student Affairs facilities, specifically through Student Media (Journalism courses), Fitness and Recreation (Health and Exercise Science courses) and Leadership Development and Volunteerism (Adult and Higher Education courses). Additionally, departments throughout the division are involved in programs that actively engage the academic community. Specifically, Housing and Food Services provides 24-hour monitored study rooms for residents and houses and provides financial support for University College's Housing Learning Center, which provides residents with tutoring services; Career Services works directly with academic units to coordinate the recruiting, internship, and hiring process for students beginning as early as the freshman year; and freshman scholarship programs such as President's Leadership Class and President's Community Scholars regularly include programs for participants by OU's top teaching faculty.

In short, Student Affairs' mission statement and goals are directly tied to student learning and community engagement and each department's mission and goals tie back to these.

5. *Increased computer technology infrastructure is needed to advance the university's administrative information technology support systems in Financial Administration, Student Information, Human Resources, and for other administrative functions.*

The Norman Campus successfully implemented PeopleSoft Human Resource Management System for all its Human Resources needs for staff and faculty. That success was followed up by the implementation of the PeopleSoft Finance Module for Norman Campus Financial Services to include accounts payable. HSC developed its own Strategic Plan for Technology and implemented the PeopleSoft suite of products for administrative and student information systems.

The Norman Campus Student Information System project was a challenge necessitated by the University's dependence on an aging mainframe computer system, outdated silo based and legacy systems, a strong desire to enhance business practices, establish common technology platforms, and the desire to integrate activities and services. The University chose to enter into an agreement with SunGard Higher Education to implement a new student information system on the Norman Campus. The project as scoped encompassed the functional areas of Recruitment, Admissions, Financial Aid, Bursar, Records, Registration

and Institutional reporting.   This was the largest system implementation ever done at The University of Oklahoma. The project was planned for thirty months and began in June of 2007. The Recruitment and Admissions modules went live in August of 2008, followed by Financial Aid who went live in March of 2009. The Registration and Records modules were brought up in September of 2009, and finally the Bursar went

live in January of 2010. All modules were implemented on time and on budget.

The oZONE portal, as the new system is called, provides personalized, one-stop, single sign-on Web-based access to the university's student information resources. The portal unifies multiple stand-alone systems into a single point of access and simplifies the way everyone at the university interacts with student data and systems. Faculty and staff use the oZONE portal to submit grades, access course information, advise students, view enhanced reports and data, manage class schedules, view student information, view listings of active classes, and access other class information. Students register for courses, interact with Financial Aid, and pay their Bursar Bill online through the new system 24 hours a day, 7 days a week.

6. *As recognized by the university, sustaining and strengthening the quality of graduate students, strengthening start-up funding for new faculty and enhancing other research mechanisms are critical for continued recruitment of leading edge faculty and will contribute to the competitiveness of research programs in strategically targeted areas.*

For many years, the positions of Vice President for Research (VPR) and Dean of the Graduate College on the Norman Campus were held by the same person. In recognition of the importance of and workload associated with these two critical areas, the University split the associated leadership into two full-time positions in Fall 2009. The Graduate Dean position presently is held by the former VPR/Graduate Dean, T.H. Lee Williams, and the VPR position is held by Kelvin K. Droegemeier.

Shortly after the two positions were split, the Norman Campus VPR initiated a comprehensive research strategic planning effort dubbed Aspire 2020. In contrast to most such planning within universities, which result in documents so large and complex they tend to be unhelpful or ignored, Aspire 2020 took a different approach. Namely, it sought to establish a decadal roadmap to frame research and creative activities and investments into daily activity and a living culture rather than a written document. Informed by several years of data analysis, Aspire 2020 initially involved meetings with the leadership of each college to describe the purpose and intended outcome of the planning effort. Through numerous other conversations, including with

President Boren, Aspire 2020 set an institutional goal to become the nation's foremost public, comprehensive research university of our size. Within this goal are three objectives, again informed by data and broad conversations from deans, chairs, directors, and faculty: Transforming our Research Engagement, Transforming our Research Competitiveness, and Transforming Research Culture. Significant progress in each of these objectives was found to be essential for moving OU to the next level in research and creative activity.

Three important points are worth noting about this approach. First, the involvement of faculty members from all Norman Campus programs in establishing these objectives has achieved broad investment. Second, the objectives operate functionally allowing them to become part of OU's institutional DNA. Third, within each transformational objective are five goal areas, and within goal areas are specific actions to be taken for which substantial progress has been and continues to be made. To date the response has been quite positive as faculty members, chairs, and deans align their research planning with Aspire 2020 with the University strategically investing in activities that maximize intended positive impacts.

Aspire 2020 also involves the use of Action Teams, each led by two faculty members, to make recommendations for action regarding specific topics of strategic importance. Action teams typically meet for a period of four or five months, hold meetings every two weeks, and are open to anyone who wishes to participate. Summaries of discussions are posted on the web and a web-based feedback system is used to encourage online dialog. To date, six such teams have completed their work on the following topics: (1) Faculty Incentives and Rewards, (2) Cross-Cutting Campus-Wide Research Themes, (3) Arts and Humanities Research and Creative Activity, (4) Graduate Research and Creative Activity, (5) Undergraduate Research and Creative Activity, and (6) Education Research and Creative Activity. The resulting brief reports are used to inform policy decisions and guide strategic research investment.

Nearly a decade ago, the Norman Campus launched a Strategic Research Initiative (SRI), which has had a profound impact on research, particularly that of an interdisciplinary nature. The SRI concept envisions the research enterprise as a pyramid. Individual faculty members funded by research grants comprise the base. Informal, self-organized clusters of
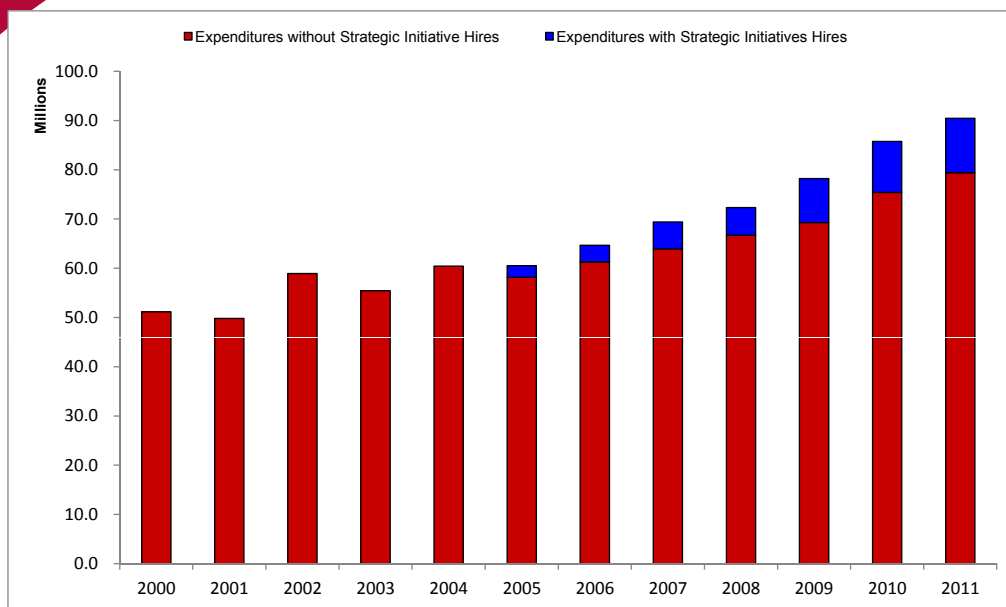
researchers working together to solve problems, typically of an interdisciplinary nature, form the next level of the pyramid. Sometimes these groups grow into formal centers (next level of pyramid) having their own administrative structure with multi-decadal missions supported by center-based programs in Federal agencies. Once specific clusters or centers increase in capability and stature, the University identifies certain of them as potential areas for investment as Strategic Initiatives and challenges the researchers involved to define a bold vision for achieving national and international prominence (top of pyramid).
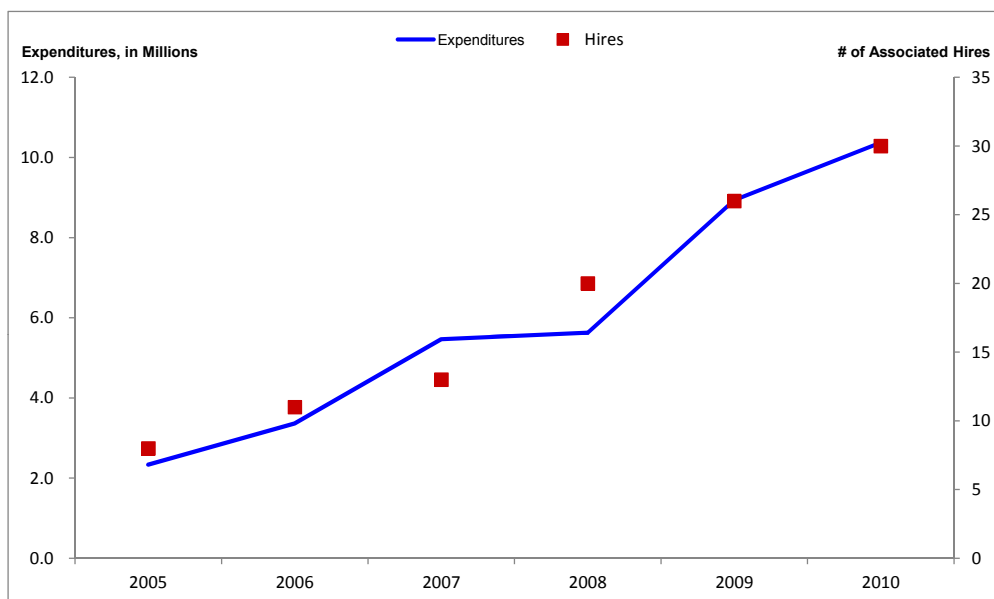
This grass-roots philosophy ensures that the researchers take full ownership of the effort, that they work as a team to develop and execute the vision, and that they identify needs – such as faculty, research staff, equipment, work space and other facilities – which may cut across traditional departmental and college boundaries. Because

most strategic initiatives are highly interdisciplinary, the process for developing the vision encourages faculty to support new hires not only in their area of scholarship but in others as well – an important component of building a strong collaborative enterprise. If the vision for the strategic initiative is endorsed by the University, the researchers are given a "hunting license" to recruit the best individuals available and execute the vision. The first SRI was launched in fall, 2003 in the area of weather radar. Building upon a nearly 5-decade history of research, operations, and training and underpinned by two major projects totaling more than $150M, the Radar Strategic Initiative has led to more than a dozen new faculty hires across three departments, a new interdisciplinary radar curriculum unique in the nation, a new Radar Innovations Laboratory, and the new Atmospheric Radar Research Center. As part of the initiative, the National Severe Storms Laboratory, a Federal facility, has hired several new employees.

Expenditures for Strategic Initiative Hires

Legend: ■ Expenditures without Strategic Initiative Hires ■ Expenditures with Strategic Initiatives Hires

Y-axis: Millions; values 0.0 to 100.0; X-axis years 2000 to 2011

Strategic Initiatives: Expenditures vs. Hires

Legend: — Expenditures ■ Hires

Left Y-axis: Expenditures, in Millions (0.0 to 12.0); Right Y-axis: # of Associated Hires (0 to 35); X-axis years 2005 to 2010

Three other strategic initiatives exist: Integrative Life Sciences, K20 Education and Community Renewal, and Applied Social Research. The impact of the four SRIs on Norman Campus expenditures is shown in the two accompanying graphs. And, the University recently launched a strategic initiative in Defense, Security and Intelligence (DSI).

The Norman Campus also created a Center for Applied Research and Development (CARD), which provides an administrative framework for pursuing grant and contract work of a largely applied nature, as compared to inquiry-driven research. CARD gives the Norman Campus greater opportunity to interface with private companies, which often desire assistance in developing new capabilities for

the marketplace, and it also positions OU to work on major projects of relevance to the nation, such as new systems for defense and security. Both CARD and DSI extend well beyond the physical science and engineering disciplines to areas such as languages, culture, behavioral science, business, and international relations.

The Norman Campus also established a Center for Research Program Development and Enrichment (CRPDE) that works with faculty to identify funding opportunities and develop competitive grant proposals. CRPDE also helps faculty develop long-term strategies for their research programs, thus preparing alternative pathways if traditional funding sources become uncertain. The faculty response to
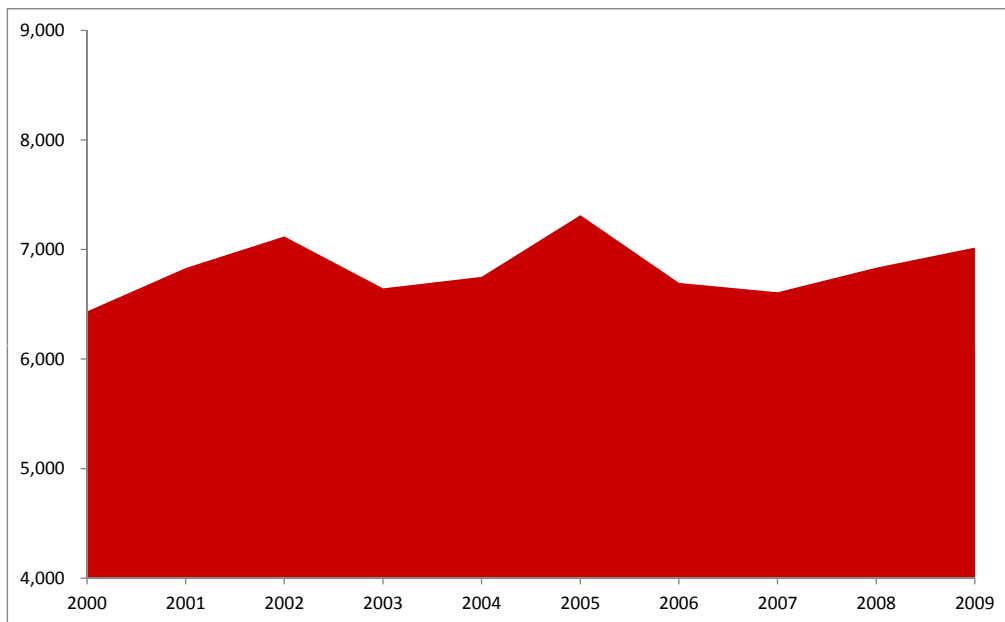
Total OU Graduate Fall Enrollment

9,000									
8,000									
7,000									
6,000									
5,000									
4,000	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009

CRPDE has been overwhelming, and many recent successes, including for large projects, are directly attributable to CRPDE.

The Norman Campus continues to provide internal seed funding for new projects, invest strategically to develop areas of existing strength for which funding remains strong (such as radar remote sensing), and expand undergraduate research opportunities to enrich students' overall learning experience.

The Dean of the Graduate College on the Norman Campus oversees the Graduate College and English Assessment Program (which tests and certifies the English proficiency of International graduate teaching assistants) with the assistance of a full-time Associate Dean, 14 academic counselors and support staff, and 15 graduate student assistants. The Graduate College has overall responsibility for about 7,000 students. The Tulsa campus graduate programs associated with the Norman campus are overseen by a Dean, who also serves as Vice-Provost. The number of students holding Graduate Research Assistants has grown with the externally-sponsored research to approximately 800 and continues to grow. Graduate Teaching Assistant positions have grown also, to around 800, but have leveled off and may fall slightly with recent budget cut-backs. An additional 200 students hold Graduate Assistantships in Student Life, Athletics, and administrative offices (such as the Graduate College). Overall, 1800 graduate students hold on-campus Graduate Assistantship positions. GA stipends have grown but still lag behind peer institutions with stipends often cited as the reason for losing the best students. To stem these losses, a Graduate Fellowship program, funded through the OU Foundation, provides a $5,000 per year stipend increase for superior students for four years. Several departments also offer fellowships. Despite the loss of 20 Fellowship slots as a result of the national financial crisis' impact, the Norman Campus currently supports approximately 120 Graduate Fellows. The University is working with donors to restore and increase the support. OU has also improved the graduate assistant tuition waiver package and now provides a full waiver of all resident and non-resident tuition costs.

The Graduate College has become more proactive in advocating for and developing programs for the graduate community. The Graduate College has taken the lead in planning for a new graduate admissions system and has developed an in-house tracking system to monitor students' progress to degree, providing departments access to Graduate College information systems so they can better manage their graduate programs. A major new theme in Graduate Quality of Life recognizes that their primary engagement is within their department and with their faculty advisor, but also includes them in the broader graduate community on campus through a series of social and academic activities.

The research enterprise at the Health Sciences Center maintains a diversified mix of federal, state, and industrial funding that remains stable even in an era of declining national resources for research that totals over $140 million

for FY2011. The HSC boasts 147 current awards of all kinds from NIH, the gold standard for medical research. Multi-million dollar monetary gifts this past year resulted in the emergence of the Stephenson Cancer Center and Hamm Diabetes Center as major components of the research engine on campus. In order to aid new faculty in establishing their laboratories and to nurture established faculty research programs, the Vice President for Research and the 2 Research Centers fund yearly programs supporting seed grants, translational science grants, and bridge support. The staff and faculty of both Centers are intimately immersed in research and support of the graduate programs through student and postdoctoral support on grants and contracts.

The HSC Graduate College has 183 PhD students and 409 MS students, with almost all PhD students supported on grants and contracts. Each year the Graduate College provides 20 fellowships to new PhD students to assist in recruiting top students from both Oklahoma and across the country; fellowships provide a stipend of $24,000, tuition, fees and health insurance. The Graduate College has initiated program review of all its PhD and MS programs to assist programs in identifying strengths to build upon and weaknesses to address with the goal of improving graduate education at OUHSC. To address the growing clinical and translational research enterprise on the OUHSC campus the Graduate College has initiated a new Masters of Science in Clinical and Translational Science degree program. In addition, the Office of Research Administration and the Graduate College have instituted an Office of Postdoctoral Affairs, with a faculty scholar serving as director, which supports and provides mentoring for the approximate 80 Postdoctoral Research Fellows on the OUHSC campus.

7. *The University needs to continue to focus on expanding the number of women and minorities in key leadership and faculty positions.*

OU continues to focus on expanding the number of women and minorities in key leadership and faculty positions. Pursuant to federal law, the University determines the availability of females and minorities for each job group, comparing this data against the percentage of female and minority incumbents at OU. Where the difference between availability and incumbency equals one person or more, underutilization is declared and placement goals established. These goals serve as objectives or targets reasonably attainable and allow OU to measure its progress toward achieving equal employment opportunity. In implementing these goals, OU does not set quotas or deviate from merit selection principles. *See* University of Oklahoma Norman Campus Affirmative Action Plan.

OU continues to lag behind its targets with respect to the employment of females and minorities in Executive Officers and Academic Administrators positions but not in the areas of Administrative Officers and Administrative Staff. Given the wide variations of availability of females and minorities in different academic disciplines, no one size fits all calculation can be made. Many academic units have met or exceeded reasonably expectations for the hiring of females and minorities, while some academic units underutilize females, minorities, or both. In addition to analyzing the incumbent workforce against the availability of females and minorities, OU monitors women and minority faculty hiring procedures. When a vacancy occurs, the department's search committee is informed of underutilization in the college and charged with the responsibility for taking affirmative action to recruit women and minorities with the details of the actions taken becoming part of the search files. See graphs pages 12, 13, & 14.
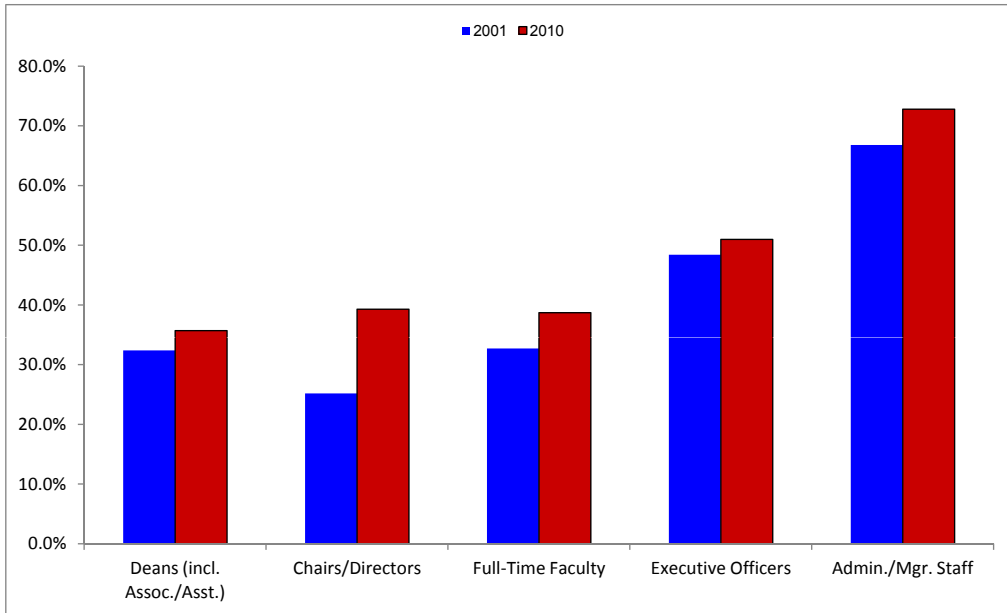
Leadership Diversity - Percent Women: 2001 vs. 2010

Leadership Diversity - Percent Minority: 2001 vs. 2010

HLC-NCA Self-Study Timeline

Spring 2009   Self-study pre-planning committee established to review all aspects of assessment and accountability processes.

July 8, 2009   Pre-planning Committee Meeting

October 14, 2009   Pre-planning Committee Meeting

March 10, 2010   Pre-planning Committee Meeting (self-study coordinator introduced)

Summer 2010   Create Self-study Design, gather mission documents, draft charges to Committees, create power point presentation for various constituencies, create an electronic data collection plan, and submit self-study design to HLC liaison for review and comment

August 2010   Steering Committee meeting; Committee structure and personnel finalized

Aug./Sept. 2010   Coordinator meets with committees to give them their charges

Sept./Oct. 2010   Coordinator meets with the Board of Regents, Vice Presidents, Councils of Deans, Faculty Senates, Staff Senates, and Student Governments to discuss self-study process

AY2010-2011   Reporting Committees meet through the academic year, marshalling evidence, analyzing data, and drafting reports

Dec. 15, 2010   Criterion One Committee Completes its Report. Since its work will form the foundation for the whole self-study document, its report must be finished first. Criterion One Committee will continue to work in the spring of 2011 as needed.

January 2011   Review suggested site team, checking for conflicts

April 30, 2011   Other Reporting Committees Complete Reports

Summer 2011   Coordinator drafts Self-Study

September 2011   Finalize Strategy for Third Part Comment – Alum magazine

Sept./Oct. 2011   Coordinator meets with the Board of Regents, Vice Presidents, Councils of Deans, Faculty Senates, Staff Senates, and Student Governments to provide update and seek input on draft

October 15, 2011   Self-study disseminated to all university constituencies for review and comment

November 15, 2011   Last day for community to comment on Self-Study draft.

December 2011   Seek Third Party Comment

December 5, 2011   Revised and completed self-study given final review in President's Office

January 6, 2012   Last day to send Self-Study to the HLC and the site evaluators
Institutional Snapshot, including fall 2011 enrollment and faculty data

Jan/Feb 2012   Self-Study Coordinator continues to prepare campus for site visit through media and by meeting with individuals and groups who will visited by the site team

February 5, 2012   Virtual Resource Room completed

March 1, 2012   Physical Resource Room completed

March 5-7, 2012   Campus Site Visit

Ongoing   Review draft of team report and send comments for errors of fact
Final report reviewed and create institutional response
Share team findings with campus community

HLC-NCA Self-Study Committee Structure

STEERING COMMITTEE

Chair - Michael Scaperlanda, Edwards Family Chair in Law and Professor of Law (HLC-NCA Self-Study Coordinator and Special Assistant to the President)

Paul Bell, OU-Norman Campus Vice Provost for Instruction and Dean, College of Arts and Sciences (Chair, Criterion Three Committee)

Marcia Bennett, OU-Health Science Center Vice Provost for Health Sciences

Catherine Bishop, Vice President for Public Affairs (Chair, Communication & Third Party Comment Committee)

Gerry Clancy, President of OU-Tulsa

Kelvin Droegemeier, Vice President for Research (Chair, Criterion Four Committee)

Nanette Hathaway, Director of President's Leadership Class and Crimson Club Coordinator (Chair, Hospitality Committee)

Julius Hilburn, Associate Vice President and Director of Human Resources (Chair Criterion Two Committee)

Cheryl Jorgenson, Associate Provost and Director, Institutional Research & Reporting, OU-NC (Chair, Data Coordination & Resource Room Management)

Nancy Mergler, Senior Vice President and Provost – Norman Campus

Berrien Moore, Vice President for Weather and Climate Programs and Dean, College of Atmospheric and Geographic Sciences

Zach Messitte, Vice Provost for International Programs, Dean, College of International Studies and William J. Crowe Chair in Geopolitics

James Pappas, Vice President for University Outreach and Dean College of Liberal Studies (Chair of Criterion Five Committee)

Daniel W. Pullin, University Vice President for Strategic Planning and Economic Development; Chairman, Center for the Creation of Economic Wealth; and Regulator, Office of the Regulator

Chris Purcell, Vice President for University Governance; Executive Secretary of the Board of Regents governing the University of Oklahoma, Cameron University and Rogers State University; and Secretary of OU, CU and RSU

David Ray, Dean, Honors College

William Ray, Associate Vice President for Academic Affairs and Dean, Tulsa Graduate College

Clarke Stroud, University Vice President for Student Affairs and Dean of Students

REPORTING COMMITTEES

Criterion One Committee: Mission and Integrity

Chair - Michael Scaperlanda, Edwards Family Chair in Law

Hugh Benson, Professor and Chair, Department of Philosophy

Suzette Dyer, Director of Disability Resource Center

Matt Hamilton, Vice President for Enrollment and Student Financial Services and Registrar

Nick Hathaway, Executive Vice President for Administration and Finance

Greg Heiser, Associate Provost and Director, Academic Integrity Systems

Jason Leonard, Executive Director of Athletic Compliance

Richard Little, Associate Vice President for Outreach

Bobby Mason, Director of Compliance and Associate Equal Opportunity Officer

Chris Purcell, Vice President for University Governance

Shad Satterthwaite, University Equal Opportunity Officer

Mitchell Smith, Associate Professor, School of International and Area Studies

Jon Stuart, Member, University of Oklahoma Board of Regents

Valerie Williams, Vice Provost for Academic Affairs (HSC)

Ex Officio: Cheryl Jorgenson

Criterion Two Committee: Resource Development in Preparation for the Future

Chair - Julius Hilburn, Associate Vice President and Director of Human Resources

Dave Annis, Director, Housing and Food Services

Michael Bemben, Professor and Chair, Department of Health and Exercise Science

Amy Davenport, Director, Recreational Services

Loretta Early, Associate Vice President for Information Technology

Douglas Elmore, Associate Provost and Coordinator, Academic Program Review

Tripp Hall, Vice President for Development

Craig Hayes, Coordinator for International Recruitment

Rick Koontz, Associate Vice President, Finance and Administration, OU-Tulsa

Chris Kuwitzky, Associate Vice President, Administration and Finance

Burr Millsap, Associate Vice President, Administration and Finance

Guy Patton, President of the OU Foundation

Daniel W. Pullin, University Vice President for Strategic Planning and Economic Development; Chairman, Center for the Creation of Economic Wealth; and Regulator, Office of the Regulator

Ken Rowe, Vice President for Finance (HSC)

Andy Roop, Interim Executive Director of Recruitment Services

Candace Shaw, Associate Vice Provost for Academic Technology (HSC)

Ex Officio: Terri Pinkston

HLC-NCA Self-Study Committee Structure

REPORTING COMMITTEES continued

Criterion Three Committee: Student Learning and Effective Teaching

Chair - Paul Bell, OU-NC Vice Provost for Instruction and Dean, College of Arts and Sciences

Joyce Allman, Associate Provost, Academic Advising Oversight

Scott Boeh, Assistant Vice Provost for Academic Affairs (HSC)

Jane Bowers, Assistant Dean of the Graduate College (HSC)

Christopher Conrady, Student, HSC

Nicole Judice Campbell, Associate Dean, University College

Kelly Damphousse, Associate Dean and Professor of Sociology

Michele Eodice, Executive Director of Learning, Training, & Writing

Becky Heeney, Director of Graduation Office

Susy Jorgenson, Assessment Coordinator

Glen Krutz, Professor of Political Science and Associate Director, Carl Albert Center

Zach Messitte, Vice Provost for International Programs, Dean, College of International Studies and William J. Crowe Chair in Geopolitics

Hannah Morris, President, University of Oklahoma Student Association

Kristen Partridge, Director, Student Life

Janis Paul, Associate Dean and Director, EAP

Tamara Pratt, Director of the Assessment and Learning Center

P. Simin Pulat, Associate Dean of Undergraduate Programs, College of Engineering

David Ray, Dean, Honors College

Karen Rupp-Serrano, Director, Collection Development and Scholarly Communication

Susan Sasso, Associate Vice President and Associate Dean of Students

Bette Scott, Director of Career Services

Stephen Walston, Associate Professor and Director, Executive Education Programs, College of Public Health

Justin Wert, Assistant Professor of Political Science

Franz Zenteno, President, University of Oklahoma Student Association

Ex Officio: Breck Turkington
            Susannah Livingood

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

Chair - Kelvin Droegemeier, Vice President for Research

Belinda Biscoe, Assistant Vice President for Public and Community Services

Meta Carstarphen, Associate Professor, Journalism and Mass Communication

Jerry Crain, Professor, Electrical and Computer Engineering; Chair Academic Programs Council, 2010-11

Connie Dillon, Professor, Educational Leadership and Policy Studies

Silas DeBoer, Chair, Graduate Student Senate

Douglas Elmore, Associate Provost and Coordinator, Academic Program Review

Morris Foster, Professor, Anthropology and Associate Vice President for Strategic Planning & Technology Transfer and Associate Vice President for Research

Aimee Franklin, Associate Professor, Political Science

Pamela Genova, Chair, Modern Languages, Literatures and Linguistics

Ralph Hamerla, Associate Dean, Honors College

Elaine Hamm, Director, Office of Technology Development

Sam Huskey, Chair, Classics

John Iandolo, Vice President for Research (HSC)

Susy Jorgenson, Assessment Coordinator

Keri Kornelson, Assistant Professor, Mathematics

Faustina Layne, Director, Office of Human Research Participant Protection

Paul Risser, Chair and CEO of the OU Research Cabinet

Carol Silva, Associate Professor, Political Science

Jim Tomasek, Dean Graduate College (HSC)

Lee Williams, Dean, Graduate College

Ex Officio: Ernest Abrogar

Criterion Five Committee: Engagement and Service

Chair - James Pappas, Vice President for University Outreach and Dean College of Liberal Studies

J.P. Audas, Associate Vice President for Alumni and Development

Becky Barker, Director, Leadership Development and Volunteerism

Rennie Cook, Associate Vice President for Alumni Affairs and Executive Director of the OU Alumni Association

R. C. Davis, Director, World Literature Today

Jessica Elliott, Student, College of Allied Health

Gregg Garn, Associate Dean, College of Education and Director, K20 Center

Arch Gilbert, Member of the OU College of Law's Board of Visitors

Danny Hilliard, Vice President for Government Relations

Ghislain d'Humieres, Director, Museum of Art

David Kendrick, Kaiser Chair of Community Medicine – Tulsa

Donna Lewis, Compliance Outreach Coordinator

Richard Little, Executive Director of the Center for Entrepeneurship

Michael Mares, Director, Sam Noble Oklahoma Museum of Natural History

Mark McMasters, Director, Office of Admissions

Angela Monson, Associate Provost for Community Partnerships (HSC)

Berrien Moore, Vice President for Weather and Climate Programs and Dean, College of Atmospheric and Geographic Sciences

Byron Price, Director, University Press

Cindy Simon Rosenthal, Carl Albert Center

Kate Stanton, Executive Director of HSC Student Affairs

Ex Officio: Jerry Jerman
                 Brynn Daves

SERVICE COMMITTEES

Data Coordination & Resource Room Management Committee

Chair - Cheryl Jorgenson, Associate Provost and Director of Institutional Research and Reporting

Ernest Abrogar, Information Analyst, Office of the Vice President for Research

Brynn Daves, Assistant to the Vice President for Student Affairs

Tom Hardy, Director, Institutional Research, Academics and Director, Headlands Program

Eddie Huebsch, Director, Information Technology

Jerry Jerman, Director of Development for University Outreach

Robert Kelly, Manager, Information Technology, Norman Campus Provost's Office

Susannah Livingood, Assistant Director of Institutional Research and Reporting

Terri Pinkston, Controller

Breck Turkington, Director, Registration and Classroom Scheduling

Maura Valentino, Assistant Professor and Coordinator of Digital Initiatives, University Libraries

HSC members

Federal Compliance Subcommittee (TBA)

Communication and Third Party Comment Committee

Chair - Catherine Bishop, Vice President for Public Affairs

David Craig, Associate Dean, College of Journalism

Melanee Hamilton, Director of Web Communications

Judy Gibbs Robinson, Editorial Advisor, Oklahoma Daily

Michael Nash, Press Secretary and Director of Marketing and Communication

Chris Shilling, Press Secretary and Director of Marketing and Communication

Erin Yarbrough, Director of Web Communications

Hospitality Committee

Chair - Nanette Hathaway, Director of President's Leadership Class and Crimson Club Coordinator

Sarah Soell, Assistant Vice President for Public Affairs

Pam Sullivan, General Manager, Sooner Suites