

CHAPTER 5

Criterion I – Mission and Goals

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Criterion II – Governance

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

In accordance with Criterion II this chapter contains and discusses the patterns of evidence in relationship to how the University effectively organizes its governance, administration, and organizational structure for accomplishing its purposes.

Introduction

To meet the challenges of an ever-changing landscape in higher education and to take advantage of the opportunities presented, a University must have an up-to-date mission, embrace strategic planning, and possess a governance system that allows for efficient functioning. The first section of this chapter describes the mission and goals of Southeastern. The faculty, staff, students, and administration believe that Southeastern “has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution” and, therefore, fulfills the requirements of Criterion I of The Higher Learning Commission for Accreditation.¹ Furthermore, Southeastern believes it has developed a mindset such that activities, from day-to-day functioning to strategic long-range planning, embrace the mission and strategic goals. Two primary documents provide the framework by which the University operates: Southeastern’s Mission Statement (this chapter) and Vision 2005 (see Chapter 8, p. 212).

The second section of this chapter details the governance system at Southeastern. This section will: (1) establish the congruence of the system of governance with the University mission and objectives; (2) provide evidence that Southeastern clearly and fully describes the decision-making process and the roles of its various governing boards, administrators, and committees; (3) provide evidence that the grievance procedures are described, known by and appropriately used by students, faculty, staff, and administrators; and (4) present evidence that the system provides opportunity to introduce change.

Institutional Mission

Historical Perspectives

The mission of Southeastern has evolved since being founded as a state normal school in 1909 (see Table 5.4, p. 69). Southeastern first offered a two-year program to educate teachers of

public schools in Oklahoma. Today, Southeastern is a senior regional state university that operates under the auspices of the Oklahoma State Regents for Higher Education (OSRHE)² and the Board of Regents of Oklahoma Colleges (BROC) (see Chart 5.1, p. 50).³ OSRHE serves as the coordinating board for all the public institution of higher education in the state including 25 colleges and universities, 10 constituent agencies, and 2 higher education centers. BROC specifically serves as the coordinating board for the 6 regional institutions of higher education in Oklahoma including Southeastern. Southeastern was designated to serve a 12-county region which includes Atoka, Bryan, Carter, Choctaw, Latimer, LeFlore, Love, Marshall, McCurtain, McIntosh, Pittsburg, and Pushmataha (Figure 5.1).

Figure 5.1. Service area of Southeastern Oklahoma State University.



On May 29, 2001, a committee of faculty, students, administrators, alumni, and community leaders first received the charge from President Johnson to review the mission, scope, and function of Southeastern. After assessing the old mission statement, reviewing mission statements from other entities (e.g., public universities, private universities, private businesses), reflecting on The Higher Learning Commission’s criteria for accreditation, and considering Southeastern’s strategic plan, the committee drafted a new mission statement. It was forwarded to the Faculty Senate, Student Senate, and the Staff Association for review and then submitted to the President for his consideration. The current mission, scope, and function statement listed below was approved by BROC on April 12, 2002. The mission, scope, and function statement is published in the current Undergraduate⁴ and Graduate catalogs,⁵ and on Southeastern’s website (www.sosu.edu).

MISSION STATEMENT

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extracurricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

SCOPE AND FUNCTION

The major emphasis at Southeastern continues to be a quality undergraduate education. The University offers an array of baccalaureate-level programs that prepare students for a changing society. In addition, selected graduate level programs are provided to serve the needs of the region.

In fulfilling its mission, Southeastern fosters the region's cultural opportunities, economic growth, environmental quality, scientific and technological progress, as well as social and personal well being.

Consistent with Southeastern's mission and regional focus the University concentrates on achieving the following objectives:

For students Southeastern will:

- 1. Provide an opportunity to succeed through a challenging, learner-centered academic environment.*
- 2. Offer an undergraduate foundation in the liberal arts and sciences, with an emphasis on integrating critical thinking, communication skills and appropriate technological applications into the curriculum across all disciplines.*
- 3. Provide a general education program that familiarizes students with major areas of scholarship.*
- 4. Provide professional, academic and career-oriented undergraduate and graduate programs to meet the changing needs of the workforce.*
- 5. Provide an environment for non-academic experiences, which fosters the development of personality, social living and effective citizenship.*
- 6. Present a system of governance that provides reliable information and, as appropriate, involves the students in the decision-making process.*
- 7. Actively recruit traditionally under-represented students and offer scholarship programs to attract students of various socio-economic and academic levels.*

For the faculty and staff Southeastern will:

- 1. Provide opportunities for professional development.*
- 2. Use assessment to improve student learning and effective teaching.*
- 3. Adhere to well-defined organizational structures, policies, and procedures.*
- 4. Adapt to a changing higher education environment.*
- 5. Administer a system of shared governance that provides dependable information to the institution's constituencies.*

6. *Nurture a campus community responsive to the needs of a diverse population.*

For the region Southeastern will:

1. *Provide in-service instruction for educators and other professionals needed to make Southeastern competitive in national and world markets.*
 2. *Continue its historical preparation of quality educators for Oklahoma.*
 3. *Provide advanced graduate studies and research in areas of particular strength and need for the region and the state of Oklahoma.*
 4. *Provide opportunities for global awareness.*
 5. *Share human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities.*
 6. *Serve as a cultural, artistic, and information center.*
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In Fall 2002 an NCA Self-Study Survey⁶ was distributed to faculty, administration, professional staff, and support staff to gather information for the accreditation visit. Responses to questions 25, 26, and 48 concerning the Mission Statement were puzzling. The vast majority (86%) of respondents approved/endorsed the University's current mission and 70% indicated that they had a good to excellent awareness of the University's mission (22% adequate and 9% slight or not at all (see Table 5.5, p. 70); however, only 55% indicated that they knew Southeastern had modified its Mission Statement since the last accreditation visit in 1998 (7% said no and 38% indicated that they didn't know). The current Mission Statement was distributed campus-wide by an e-mail broadcast and paper fliers, Undergraduate and Graduate Catalogs, and is on the University's website.

Is Southeastern Living Up to Its Mission, Scope and Function?

Southeastern is committed to its Mission Statement, Scope and Function Purposes/Objectives. Southeastern demonstrates this commitment by providing students with the opportunity to succeed through a challenging, learner-centered academic environment that will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning. To emphasize Southeastern's commitment to its mission a Director of Assessment and a Director of General Education (DGE) have been appointed. This past spring the Director of General Education conducted an inventory of all courses on the general education matrix to determine if the institution is living up to its mission with respect to general education.

In February 2003 each chair in each department that offered at least one general education course was requested to complete a questionnaire concerning which of the basic program objectives, program outcomes, and ACT CAAP skills were addressed by the course(s) in her/his department. Additionally, they were asked to estimate the level of emphasis for each. Questionnaires⁷ were completed by department chairs and/or faculty after discussing the items with faculty that taught the courses. Some departments summarized the data from multiple questionnaires completed for each course, whereas other departments returned multiple questionnaires for each course. Lastly, department chairs were requested to provide syllabi for all sections of each general education courses taught during the last academic year.

The next step in the course inventory process was to examine how each instructor and department assessed student success in achieving goals and outcomes addressed by specific courses. Questionnaires asked individuals how they addressed each objective and outcome. After these data have been compiled and coupled with a review of the syllabi, we will have a better picture of assessment of objectives and outcomes within each course.

Our initial concerns were somewhat abated when it was determined that all of the objectives and outcomes of the general education program were covered by at least one course. However, we were still concerned because students have the option of taking one of several courses within an area of concentration in the general education program. However, we were surprised to find out that no matter which combination of courses was completed by a student, each of the objectives (see Table 5.1, p. 42) and outcomes (see Table 5.2, p. 43) were addressed by at least one course. However, one concern appeared from these data. There was a great deal of variation (from 0 to 5) among multiple sections of the same course for the same objective and/or outcome. This variation may be due to at least two factors that were not mutually exclusive. First, the objectives and outcomes may need to be refined so that instructors and students have a clear understanding of their meaning. Secondly, instructors may vary in their interpretation of the goals and/objectives of the course and which objectives and outcomes of general education are/should be addressed by the course.

A comprehensive review of syllabi for all sections of all general education courses has been initiated. In some cases, faculty members have developed a standard syllabus that is distributed in every section of a course. In other courses, the syllabi are less standardized and differ from according to the instructor. To reduce variation observed in syllabi and the questionnaire, as well as to promote more uniformity among different sections of the same course, the DGE requested that the General Education Committee approve a policy statement regarding the outcomes and objectives. The policy requests that a minimum of two objectives and outcomes of the general education program addressed by the course be listed on the syllabus of each course. Furthermore, the syllabi of all sections of each course will identify the same objectives and outcomes. Because the request was made at the end of the semester, the General Education Committee could not meet to address this issue. The DGE then requested that the Executive Committee of the Faculty Senate consider the request so that if approved, it could be implemented during Fall Semester 2003. The Executive Committee met on July 3, 2003, and endorsed the request. However, the Executive Committee indicated that this request would be addressed at the next meeting of the General Education Committee and they would have the power to modify, reject, or accept the policy as written.

Table 5.1

Level of emphasis (mean score and range) for each objective for all courses offered within an area of concentration in the General Education Program at Southeastern Oklahoma State University (0 = course does not address objectives; 1 = 1-19% of course spent on objective; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = >80%).

Area	Courses	Measure	OBJ 1	OBJ 2	OBJ 3	OBJ 4	OBJ 5	OBJ 6	OBJ 7	OBJ 8
English	2	Mean Range	0.5 0-1	0.0 0	5.0 5.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
Speech Communication	2	Mean Range	5.0 5.0	4.0 3-5	5.0 5.0	4.0 3-5	1.5 1-2	3.5 3-4	3.0 3.0	4.0 3-5
Political Science	1	Mean Range	4.0 3-5	3.7 3-4	1.7 0-3	1.3 0-2	1.0 0-2	0.3 0-1	2.0 0-4	0.3 0-1
American History	2	Mean Range	3.0 3.0	4.0 3-5	2.5 2-3	3.0 2-4	1.5 1-2	1.0 1.0	2.5 1-4	0.5 0-1
Social Sciences	4	Mean Range	4.0 1-5	4.0 1-5	2.8 0-5	2.8 1-5	2.0 1-5	0.8 0-2	2.5 1-5	0.0 0.0
Mental and Physical Health	2	Mean Range	1.0 1.0	2.0 1-3	0.0 0.0	1.0 0-2	0.5 0-1	0.0 0.0	0.5 0-1	1.5 1-2
Biological Sciences	3	Mean Range	0.7 0-1	1.3 1-2	0.7 0-1	0.7 0-1	2.3 0-4	1.3 0-3	1.0 1.0	0.7 0-1
Physical Sciences	6	Mean Range	1.7 0-5	0.8 0-2	2.3 2-3	0.5 0-2	2.3 1-4	1.3 1-3	2.0 0-5	1.2 0-3
Mathematics	9	Mean Range	1.7 0-3	0.6 0-1	4.3 1-5	0.3 0-3	0.9 0-5	0.9 0-5	0.2 0-1	0.4 0-2
Humanities, Philosophy and Literature	6	Mean Range	5.0 5.0	5.0 5.0	4.3 3-5	4.7 4-5	0.0 0.0	4.2 0-5	0.0 0.0	0.0 0.0
Fine Arts	13	Mean Range	2.2 0-5	0.8 0-3	2.6 0-5	1.8 0-4	1.2 0-4	4.5 3-5	1-3 0-3	0.0 0.0
Foreign Language	Variable	Mean Range	0.0 0.0	5.0 5.0	5.0 5.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0

Objective #1 – To foster an appreciation of human kind as creatures of worth, capable of rational thought and action.

Objective #2 – To develop responsible citizens for membership in the human family in a dynamic global society.

Objective #3 – To facilitate understanding and use of symbols for communicating effectively in society.

Objective #4 – To explore sensitively those moral and ethical concerns that are common to human kind.

Objective #5 – To foster understanding of human kind in relationship to nature.

Objective #6 – To expose students to those aesthetic aspects of life toward the end that they appreciate and utilize beauty in its multiform expressions.

Objective #7 – To demonstrate the interdependence of human kind through a study of production and consumption functions in a global society.

Objective #8 – To help students develop and maintain good mental and physical health habits and life-styles.

Table 5.2

Level of emphasis (mean score and range) for each outcome for all courses offered within an area of concentration in the General Education Program at Southeastern Oklahoma State University (0 = course does not address outcomes; 1 = 1-19% of course spent on outcome; 2 = 20-39%; 3 = 40-59%; 4 = 60-79%; 5 = >80%).

Area	Courses	Measure	OUT 1	OUT 2	OUT 3	OUT 4	OUT 5	OUT 6	OUT 7	OUT 8	OUT 9	OUT 10	OUT 11	OUT 12
English	2	Mean Range	5.0 5.0	5.0 5.0	5.0 5.0	2.0 1-3	5.0 5.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.5 1-2
Speech Communication	2	Mean Range	5.0 5.0	5.0 5.0	4.5 4-5	4.0 3-5	5.0 5.0	2.5 2-3	5.0 5.0	4.0 3-5	3.0 3.0	3.5 3-4	3.5 2-5	5.0 5.0
Political Science	1	Mean Range	3.3 0-5	3.3 0-5	0.3 0-1	2.0 0-5	2.7 1-5	3.0 1-5	3.7 1-5	3.0 0-5	0.7 0-2	0.3 0-1	2.0 0-5	3.3 1-5
American History	2	Mean Range	4.0 2-5	3.5 1-5	0.3 0-1	1.5 0.3	4.0 1-5	4.8 4-5	4.5 4-5	1.8 1-4	2.3 1-5	0.5 0-2	2.0 1-5	2.8 0-5
Social Sciences	4	Mean Range	2.3 0-4	2.5 0-5	1.5 0-5	1.5 0-4	2.8 1-5	2.5 1-5	3.8 1-5	2.8 1-5	1.3 0-5	0.0 0.0	2.5 1-5	2.3 1-5
Mental and Physical Health	2	Mean Range	0.5 0-1	2.5 0-5	1.0 0-2	1.0 1.0	2.5 1-4	0.0 0.0	3.0 2-4	1.0 0-2	0.0 0.0	3.5 2-5	1.5 1-2	0.5 0-1
Biological Sciences	3	Mean Range	1.0 0-2	2.3 1-4	1.7 1-2	1.0 1.0	2.0 1.4	0.7 0-1	0.7 0-1	2.7 2-3	0.0 0.0	0.3 0-1	2.3 1-4	1.7 1-3
Physical Sciences	6	Mean Range	0.5 0-1	1.2 0-4	3.3 1-5	0.8 0-3	4.0 2-5	0.2 0-1	0.5 0-1	3.7 1-5	0.0 0.0	0.2 0-1	3.3 1-5	2.0 0-4
Mathematics	9	Mean Range	1.3 0-5	1.4 0-5	4.7 2-5	1.4 0-5	4.0 1-5	0.4 0-3	0.1 0-1	1.4 0-5	0.2 0-2	0.2 0-2	0.8 0-5	1.6 0-4
Humanities, Philosophy and Literature	6	Mean Range	1.4 0-5	2.8 0-5	0.0 0.0	0.8 0-5	4.7 4-5	2.5 0-5	4.7 4-5	0.3 0-1	4.2 0-5	0.0 0.0	0.0 0.0	0.7 0-2
Fine Arts	13	Mean Range	1.6 0-4	2.5 0-5	0.5 0-2	1.0 0-5	2.1 0-5	2.8 0-5	2.2 0-4	0.4 0-3	4.5 3-5	0.0 0.0	1.3 0-4	1.8 0-5
Foreign Language	Variable	Mean Range	0.0 0.0	5.0 5.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0

- Outcome #1 – Write and speak clearly and effectively for a variety of audiences and purposes.
- Outcome #2 – Analyze written, oral, and visual communication.
- Outcome #3 – Apply mathematics and logic to problem solving.
- Outcome #4 – Use Information technologies.
- Outcome #5 – Think critically and creatively.
- Outcome #6 – Demonstrate knowledge of the history and principles of social institutions.
- Outcome #7 – Demonstrate knowledge of human values, beliefs, and behaviors.
- Outcome #8 – Demonstrate knowledge of history, philosophy, principles, and methods of science.
- Outcome #9 – Demonstrate knowledge of the meanings and purposes of literature and the arts.
- Outcome #10 – Demonstrate knowledge of the principles of personal health and wellness.
- Outcome #11 – Demonstrate knowledge of the relationship between human beings and the physical Environments.
- Outcome #12 – Demonstrate knowledge of the interdependence and interrelatedness of all academic Disciplines.

Oklahoma State Regents for Higher Education Brain Gain 2010 Initiative as Evidence that Southeastern is Meeting its Mission

The Oklahoma State Regents for Higher Education adopted in 1999 a major initiative titled Brain Gain 2010.⁸ This initiative calls for an increase in the percentage of Oklahoma's adult population with an associate or bachelor's degree to above the national average by 2010. Accomplishing this initiative has required multiple strategies that include increasing college enrollment and student success rates; improving college and university graduation rates; keeping more Oklahoma college graduates in the state; and attracting college degree holders from outside the state.

Southeastern accepted this challenge with the resolve needed to meet the Brain Gain 2010 initiative. Seven performance indicators, five set by the Regents, and two promoted by Southeastern, were used to benchmark Southeastern's success in its application of the Brain Gain 2010 initiatives. These indicators were as follows:

- 1) Degrees: number of bachelor's degrees conferred.
- 2) 20 Credits Earned in One Year: number of students earning at least 20 cumulative credit hours including remedial courses. The students are attributed to the institution of record during the Spring semester, but the credit hours are accumulated from all transcribed credit hours from other institutions.
- 3) Reaching 30 Credit Hours Threshold: number of students reaching 30 cumulative credit hours excluding remedial courses. The students are attributed to the institution of record during the semester when the threshold was reached, but the credit hours are accumulated from all transcribed credit hours from other institutions.
- 4) Retention Rates with the State: all first-time, full-time, degree-seeking students in the Fall semester who returned to the same or another Oklahoma institution during the next academic year (summer, fall, spring).
- 5) Graduation Rates Within the State: all first-time, full-time, degree-seeking students in the Fall semester who graduated from the same or another Oklahoma institution within six years.

The following two institution-specific performance measures were submitted by Southeastern for inclusion in the Brain Gain initiative.

- 6) Persistence Rate: first to second year for students enrolled in remedial courses.
- 7) Remedial: general level of preparedness for college.

In keeping with our mission, with our drive and resolve to be one of the best universities in the state of Oklahoma and to be a mission driven University, **Southeastern was one of only three four-year institutions in Oklahoma to meet all seven of the performance targets.** This was accomplished through a University community effort to "provide an environment of academic excellence that enables students to reach their highest potential" (Part of Southeastern's Mission Statement).

A particular strength of Southeastern that was noted in our Brain Gain initiative is its commitment to economic development, collaboration, partnership developments, and creation of jobs. In part, to quote the Brain Gain's Vision, it states:

It is 2010 and Oklahoma and its citizens are thriving in a vibrant, global economy. Over the past 12 years Oklahoma has targeted its efforts toward increasing the proportion of its population with college degrees...

Business and industries from around the world are looking at relocation opportunities in Oklahoma, attracted in large part by the state's growing and highly-qualified college-educated workforce.

A new entrepreneurial spirit spurred in part by Oklahoma's investment in its intellectual capital.⁹

Southeastern's efforts continue to expand in its commitment toward the region it serves (see Mission Statement, Scope and Function Purposes/Objectives, p. 39). A more comprehensive discussion regarding economic development, collaboration, partnership developments, and creation of jobs will be found in Chapter 8.

Is Southeastern Living Up to Its Mission, Scope, and Function: Continued

To assess the understanding of Southeastern's new mission, scope, and function, faculty, staff, and administration were surveyed in Fall 2002.¹⁰ There were between 185 and 202 respondents for each question. The survey revealed several perceived strengths and challenges of the University. First, over 80% of the faculty, staff, and administrators believe that personal attention is paid to students (see Table 5.6, p. 71). A student-to-faculty ratio of 19:1 allows students to have personal access to well-qualified teachers; over 66% of the faculty have terminal degrees in their disciplines. A Student Satisfaction Survey of 166 graduating seniors in 2001-2002 revealed that our students are more positive about the availability of instructors and advisors than the national average (see Table 5.7, p. 72).¹¹ Furthermore, SOSU students are more satisfied with overall class size than the national average (see Table 5.7, p. 72). Over 69% of the faculty are hired in a full-time position. The lowest positive values concerning the mission statement pertained to the effectiveness of Southeastern providing lifelong learning (46% of respondents positive) and responsible citizenship (41%).

The Scope and Function section of the Mission Statement indicated that Southeastern would improve the quality of life for people in the region by fulfilling its mission. A majority of respondents to the Mission Survey (61%) were very to highly positive about Southeastern's providing cultural opportunities in the region (see Table 5.6, p. 71). The Oklahoma Shakespearean Festival, the Steger Piano Institute, Native American Symposium, visiting professors and lecturers are just a few of the cultural events provided on the Campus of a Thousand Magnolias. The lowest positive values occurred in Southeastern's ability to improve environmental quality (35%) and promote economic growth (38%).

Part of the Scope and Function section identified what Southeastern will accomplish for its students. Over 60% of the respondents to the Self-Study Survey felt very to highly positive

about Southeastern accomplishing its mission for the students (see Table 5.6, p. 71); a similar percentage felt that schools were accomplishing their mission for students. In contrast, 74% of the respondents to the NCA Self-Study Survey were very to highly positive about departments accomplishing their mission for the students. Over 61% of the respondents to the Mission Survey were very to highly positive about Southeastern providing a challenging, learner-centered environment (see Table 5.6, p. 71). The Student Satisfaction Survey revealed that SOSU students are significantly more positive about course content and instruction in the major field than the national average (see Table 5.7, p. 72). Only 43% of the respondents to the Mission Survey were positive about the role played by students in University governance. In contrast, the Student Satisfaction Survey revealed that our students were significantly more satisfied with their voice in college policies and student government than the national average (see Table 5.7, p. 72). Only 45% of the respondents to the Mission Survey felt very to highly positive about the non-academic experiences of students. Student satisfaction was not significantly different from the national average for opportunities to take part in campus activities (see Table 5.7, p. 72). Southeastern recognizes 45 student organizations, participates in 9 intercollegiate sports, and offers three intramural programs (football, men's basketball, and women's basketball). Intramural volleyball and softball are added on demand. Additionally, students can participate in a variety of programs such as vocal music, instrumental music, theatre, debate, broadcasting, and journalism. Furthermore, the Office of Student Life sponsors a variety of events throughout the year and publishes a monthly calendar of events.

The Scope and Function section of the Mission Statement also identified goals to accomplish for faculty and staff. The NCA Self-Study Survey revealed that 51% of the respondents felt very to highly positive about the University accomplishing its mission for the faculty and staff (see Table 5.5, p. 70); a similar pattern was noted at the school level. Respondents to this survey were more positive about departments accomplishing their mission for the faculty and staff than either the University or School. Professional development of faculty and staff received a low score from respondents. Only 31% of those surveyed were positive about opportunities for professional development on campus and 30% were negative about opportunities for professional development. The Southeastern Staff Association proposed a new tuition waiver program for employees and their families; the Faculty Senate sent a letter in support of the request. This matter currently is under consideration by the central administration. Only 39% of the respondents to the Mission Survey were very to highly positive about Southeastern nurturing a campus responsive to a diverse population (see Table 5.6, p. 71). This was somewhat unexpected because 20% of the fulltime faculty are minorities. We also believe that female students have numerous role models in that 32% of the fulltime faculty are female. In contrast to the other groupings on the survey where at least one, or more, parameters were viewed as very to highly positive by a majority of the respondents, no parameter scored above 48% positive for the effectiveness of Southeastern in accomplishing items for faculty and staff. This probably is due to budgetary constraints.

Respondents to the NCA Self-Study Survey exhibited the greatest negativity in the area of financial support to accomplish the mission. In all cases, for the students, faculty and staff, and region, the percentage of negative responses was higher than the percentage of positive responses (see Table 5.5, p. 70). To lessen the dependence of Southeastern on state and federal dollars, the University has initiated an extensive campaign to raise money through grantsmanship and the Southeastern Foundation. For example, the state appropriation to Southeastern rose only

by 18%, and tuition and fees increased by 22% between 1997-1998 and 2001-2002. In contrast, external grant funding received by the University increased by over 50% during this same time period.¹² A similar success story was exhibited by the Southeastern Foundation; assets in the Foundation rose by 88% from 1997 to 2001. A task force appointed by the President and Faculty Senate developed a new policy to reward faculty for successful grantsmanship. This policy was initiated in 2002 and it is anticipated to increase further the amount of external grant dollars received by Southeastern in the future.

A majority of the respondents (58%) to the NCA Self-Study Survey were very to highly positive about Southeastern accomplishing its mission for the region (see Table 5.5, p. 70); a similar pattern was noted for the University accomplishing its mission for the region. Southeastern provides diverse outreach activities for the region. Some of these activities include, but are not limited to: GEAR UP, EOC, and Talent Search programs that work with school age children to prepare them for a life in higher education. Other areas of involvement in the region include the Southeastern Oklahoma Economic Development Network that collaborates with three community colleges to provide economic development services to a 14-county region in southeastern Oklahoma. Southeastern also collaborates with many entities to provide necessary resources. Some of these include the partnerships with the Choctaw and Chickasaw Nations, the aerospace initiative at Tinker Air Force Base in Midwest City, and the collaborative effort with East Central University to exchange degree programs (Nursing and M.B.A.). These are just a few of the collaboration and partnerships that Southeastern participates in to provide services for the region.

Southeastern's historical roots are in the preparation of teachers and over 65% of the faculty, staff, and administrators surveyed were very to highly positive about continued effort in this area. An effort has been made by Southeastern to broaden and enhance program offerings by developing new programs (e.g., new M.B.A. program, new M.S. program in Aerospace Administration, new B.S. program in Biotechnology, new B.S. in Communication and Visual Media, new Bachelor of General Studies, new Bachelor of Applied Arts and Sciences) and strengthening existing ones (e.g., accreditation of Business program; accreditation of Music program) without negatively impacting the backbone of the University and its education offerings. The Mission Survey revealed that one of the biggest challenges Southeastern has is providing opportunities for global awareness to the region; only 23% of the respondents thought there was effectiveness in this goal (see Table 5.6, p. 71). Global awareness has been promoted by the cultural opportunities sponsored by Southeastern (i.e., theater and musical plays, musical groups and guest lectures from other countries); however, this area should be expanded and enhanced to provide a tighter linkage between cultural opportunities and global awareness.

The most important aspect of the mission of any institution of higher education is the granting of degrees. Southeastern has the legal authority to confer degrees by the power granted by OSRHE and BROCC by Article XIII-A of the constitution of the state of Oklahoma.¹³ This article also states that Southeastern is a public institution of higher education. Currently, Southeastern offers seven types of baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Music Education, Bachelor of Business Administration, Bachelor of Applied Arts and Sciences, and Bachelor of General Studies. From these seven degrees, Southeastern offers 46 different programs and 33 options within the programs. Southeastern also offers five types of master's degrees: Master of Business Administration,

Master of Behavioral Studies, Master of Education, Master of Science, and Master of Technology. Within these, students may select from 9 different programs and 18 options within programs. Information pertaining to the undergraduate degrees can be found in the Undergraduate Catalog and on the University's website (www.sosu.edu/AcademicAffairs). Likewise, information concerning graduate degrees can be found in the Graduate Catalog and on the University's website (www.sosu.edu/grad).

Governance and Administration

This section of Chapter 5 addresses the governance part of Criterion II of The Higher Learning Commission and demonstrates that Southeastern is effectively organized in its governance, administration, and organizational structure for accomplishing its purposes.¹ Herein, the institutional dynamics of Southeastern will be described and discussed in the context of Southeastern's organizational structure which facilitates the development of procedures to accomplish its mission and objectives.

The NCA Sub-committee on Administration and Governance examined the organizational structure, committee structure, and the processes involved in the dynamics of the University. All levels of interaction within the University were included in the evaluative process. The primary sources of information included: Oklahoma State Regents Policies and Procedures Manual;² Student Handbook;¹⁴ NCA Self-Study Survey (see Table 5.8, p. 73); and data from the Faculty Senate questionnaire dated February 29, 2003.¹⁵

The major sections of this chapter include: (1) governance and administrative governing boards, (2) administrative structure, including descriptions of administrative positions, institutional response to the 1984 and 1987 NCA visits, and mechanisms that assure academic integrity at Southeastern, (3) university committee structure, (4) perceptual surveys on governance and administration, and (5) summary and conclusions.

Governance and Administrative Governing Boards

Southeastern is under the control of both the Oklahoma State Regents for Higher Education (OSRHE), which is the coordinating board for all state institutions of higher education, and the Board of Regents of Oklahoma Colleges (BROC), which sets policy and exercises administrative control.

Coordinating Board

The OSRHE have, within the area of their jurisdiction, coordinating control over 25 colleges and universities, ten constituent agencies and two higher education centers. The nine-member board has staggered terms, is appointed by the Governor, and confirmed by the State Senate. Current members include two attorneys, three bankers, two businessmen, one financial consultant, and one farmer/rancher. The professional interests represented among the board members add a variety of perspectives. The OSRHE appoints the Chancellor, who is the chief executive officer of the Regents' staff. The functions of the OSRHE are as follows:

1. To prescribe standards of higher education in each state-supported institution.

2. To determine the functions and courses of study at each institution.
3. To grant degrees and other forms of academic recognition for completion of the prescribed courses in all such institutions.
4. To submit to the Oklahoma Legislature a combined budget for all state-supported institutions of higher education, and to allocate the funds to the various institutions after the Legislature has appropriated funds for higher education in lump sum to the OSRHE.
5. To recommend proposed student fees within limits prescribed by the Oklahoma Legislature.⁵
6. To manage 23 scholarship programs and other special programs.
7. To operate OneNet, Oklahoma's information and telecommunication network for education and government, in cooperation with the Office of State Finance.
8. To operate the Oklahoma Guaranteed Student Loan Program, that guarantees loans made to students by the private sector.²

An organizational chart of the OSRHE is shown in Chart 5.1 (p. 50) which shows how the Coordinating Board is organized to manage its responsibilities to higher education. While the State Regents are the coordinating board of control for all institutions in the State System of Higher Education, governing boards of regents and boards of trustees are responsible for the operation and management of each State System institution or higher education program.

Governing Board

The BROOC, a constitutional board, is the governing board for six regional state universities: East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. This Board consists of nine members, eight appointed by the Governor (upon confirmation by the State Senate) for nine year staggered terms which expire on the 10th day of June. The ninth member is the State Superintendent of Education. An organizational chart of the BROOC is shown in Chart 5.2 (p. 54), which shows the relationship between the Board of Regents of Oklahoma Colleges, the Board office, and the universities which it governs. The BROOC's responsibilities include: (1) determining management policy, (2) employing personnel and assigning their duties, (3) contracting for other services needed, (4) having custody of records, (5)

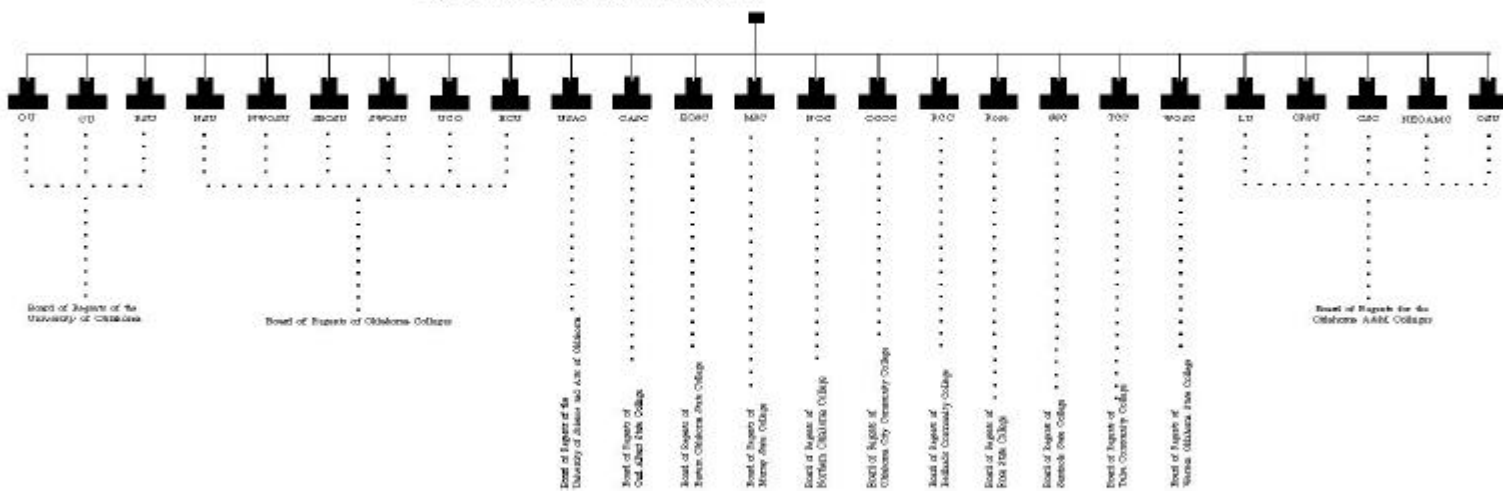
acquiring and holding title to property, and (6) assuming general responsibility for institutional operations.

Chart 5.1

The Oklahoma State System of Higher Education

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION Coordinating Board of Control

1. Determine the functions and courses of study.
2. Prescribe standards of education.
3. Grant degrees and other forms of academic recognition.
4. Recommend to State Legislature budget allocation.
5. Allocate funds appropriated by State Legislature.
6. Allocate revolving funds.
7. Determine student fees.
8. General coordination.
9. Research, study and planning.



GOVERNING BOARDS

Administrative Control

1. Determine management policy.
2. Employ personnel, fix salaries and assign duties.
3. Contract for other services.
4. Custody of records.
5. Acquire and hold title to property.
6. Academic administration.
7. Student life.
8. Budget administration.
9. Purchasing.
10. Plan and construct buildings.
11. Auxiliary enterprises.
 - a. Issuance of bonds
 - b. Administration of self-liquidating properties.
12. General responsibility for government of the institutions.

Specific areas of administrative control for which the governing board assumes responsibility in operating an institution include: (1) general academic policy and administration, (2) student life, (3) budget administration, (4) planning and construction of buildings, (5) purchasing, and (6) auxiliary activities budgeting and administration, including the issuance of revenue bonds and administration of self-liquidating properties.³

The governing board through its chief executive officers, the President of each institution, assumes responsibility for making recommendations to the coordinating board (OSRHE) regarding possible changes in each institution's functions and programs of study, possible changes in standards of education, and the budgetary needs of each institution for both general operations and for capital improvements.

The public interest among the membership of the BROC is effectively maintained by prescribed methods of appointment. These methods provide stability among the membership and

also provide opportunity for regular change. Members are appointed by numbered positions from qualified positions of leadership representing all counties in Oklahoma. These appointments are made by the Governor from each of nine Congressional Districts. Not more than two members of the Board "shall be from any one profession, vocation or occupation." The current Board includes: an agribusiness man, who is an active member of his community; a psychotherapist and certified family mediator; a certified public accountant; a real estate broker, a state certified appraiser, who is involved in land development and construction projects; the Executive Vice-President of the Oklahoma independent Petroleum Association, the state's largest energy group; a businessman; a business woman who serves on the Professional Responsibility Tribunal for the Oklahoma Bar Association; and a businessman who serves on a number of boards of directors. By Oklahoma statute, the ninth member of the Board is the State Superintendent of Public Instruction. Perusal of the published biographical sketches of present members will show that a wide range of special abilities and experience are represented on the governing and coordinating boards.¹⁶

Sketches of Board of Regents of Oklahoma Colleges

Steve Poag

President of Poag Grain, Inc., an agribusiness with five locations in Grady County; Chairman of the Board, Pro Ag Chem, a wholesale fertilizer company; and President, Southwest Ag Financials, Inc., a local Ag lender. He attended elementary school and high school in Chickasha, Oklahoma. He has lived in Dallas, Texas, Norman, and Oklahoma City, Oklahoma. He received a B.S. Degree in General Business Administration from Oklahoma State University. Awards include Grain Man of the Year awarded by Oklahoma State University and Best of Show by Hays Six-State Regional Photography Show. He is past President of Southwest Youth & Family Services, past member Chairman of Board of Regents for the University of Science and Arts of Oklahoma (USAO), the USAO Foundation, and past City Councilman and Vice Mayor of Chickasha. He and his wife, Dana, reside in Chickasha, Oklahoma. His hobbies include golf, photography, and ranching. Regent Poag was reappointed in 2002 for another 9 year term that expires in 2011.

Belva P. Howard

A psychotherapist and a certified family mediator with Life Care Counseling Association in Tulsa, Oklahoma. She was graduated from Duncan High School and attended the University of Science and Arts of Oklahoma, University of Oklahoma, and Central State University, receiving her bachelor's and masters degree from the Oklahoma institutions. She has been involved with higher education as a teacher and as a Director of Placement and Counseling. Professional memberships include the Oklahoma Counseling Association, the American Counseling Association, Oklahoma Academy of Mediators and Arbitrators, Association of Adult Development and Aging, National Career Development Association, and International Association of Marriage and Family Counselors. She, her husband Gene, and daughter Belinda reside in Tulsa, Oklahoma. They share hobbies of horseback riding, reading, tennis, and bridge. Regent Howard was reappointed this past year for another 9 year term that expires in 2012.

Marseda Garrison

A Certified Public Accountant and owner of an accounting firm in Elk City. She was graduated from Weatherford High School, Weatherford, Oklahoma. She and her husband Gerald reside in Elk City where he owns a bowling center. She holds a Bachelor of Science Degree from Southwestern Oklahoma State University, and won awards for the highest grade point in double majors of accounting and economics, and was graduated Summa Cum Laude. In college she was a member of Phi Beta Lambda, Alpha Phi Sigma, and Gamma Delta Kappa. She has resided in Anchorage, Alaska and Laurel, Mississippi. She has been President of Dewey F. Bartlett Center, Inc. and a member of Beckham County Post – Adjudication Review Board. Currently she is a member of the Elk City Chamber of Commerce, American Institute of Certified Public Accountants, Oklahoma Society of CPA's, WOCPA's, and "Create a Smile" Board. With Mrs. Garrison's three children and Gerald's four they share and enjoy 15 grandchildren. Her hobbies are golf, bowling, and bridge. Her term expires 2004.

Jan Gordon

President of Gordon Companies, Inc., in Broken Arrow, Oklahoma, founded in 1971; a real estate broker; state certified appraiser; and is involved in land development and construction projects. She is a native of metropolitan Tulsa, Oklahoma where she received her educational background. Mrs. Gordon serves as president of the Greater Tulsa Association of Realtors and as a director for both the Oklahoma Association of Realtors and the National Association of Realtors. She is involved in various professional and civic organizations such as Executive Committee of Broken Arrow Chamber of Commerce, Leadership Tulsa, and a board member of Margaret Hudson Program. Her term expires in 2006.

Michael O. "Mickey" Thompson

Executive Vice-President of the Oklahoma Independent Petroleum Association, the state's largest energy group. Mr. Thompson has directed the affairs of the OIPA since 1991. Most of his career has been in the field of journalism and public relations. He worked for ten years at his hometown newspaper, the Ada Evening News, starting as sports writer and became a publisher in 1990-91. He served as director of university relations at his alma mater for six years (1981-87). He has been honored with numerous journalism/news writing awards, including twice being named Oklahoma's top editorial writer (1990, 91). He received a Bachelor of Arts degree in English from East Central University and continued with graduate work. He is the father of four and lives in Shawnee, Oklahoma. His term expires 2007.

Richard Ryerson

President and CEO of Starr Lumber Company with locations in Alva, Blackwell, and Woodward Oklahoma. He attended elementary and high school in Alva, Oklahoma. He has lived in Norman and Lawton, Oklahoma. He received a Bachelor of Business Administration in Finance with special distinction from the University of Oklahoma. He is Co-Founder and Vice-Chairman of Woods County Economic Development Committee, Board member of the Woods County industrial Development Authority, Alva Chamber of Commerce, and an advisory committee member of the Bill Johnson Correctional Center, and a 38-year member and

Distinguished Past President of the Kiwanis Club of Alva. He and his wife Johnece, reside in Alva, Oklahoma. His daughter, Julia and husband, Steve, reside in Plano, Texas, and his son John, wife Amy and son reside in Alva, Oklahoma. His term expires in 2008.

Ann Holloway

Owner and General Manager of Frontier Tanks, Ardmore, Oklahoma, ABCO Steel, Burleson, Texas, and Holloway, Inc., Playa Del Carmen, Mexico. She attended elementary and high school in Winfield, Kansas and received a Bachelor of Science Degree in Business Management from Southeastern Oklahoma State University, Durant, Oklahoma. Her residences have included Winfield, Ulysses, and Arkansas City, Kansas, and Blackwell, Oklahoma. She presently resides in Ardmore, Oklahoma. Currently she serves on the Professional Responsibility Tribunal for the Oklahoma Bar Association. Also, she is a member of the Ardmore Chamber of Commerce and The American Business Women's Association. She has received awards from the Outstanding Young Women of Oklahoma and Who's Who Directory of Outstanding Women of America. Her family includes three daughters and five grandchildren. Politics and travel are her interests. Term expiration is 2009.

Mark A. Stansberry

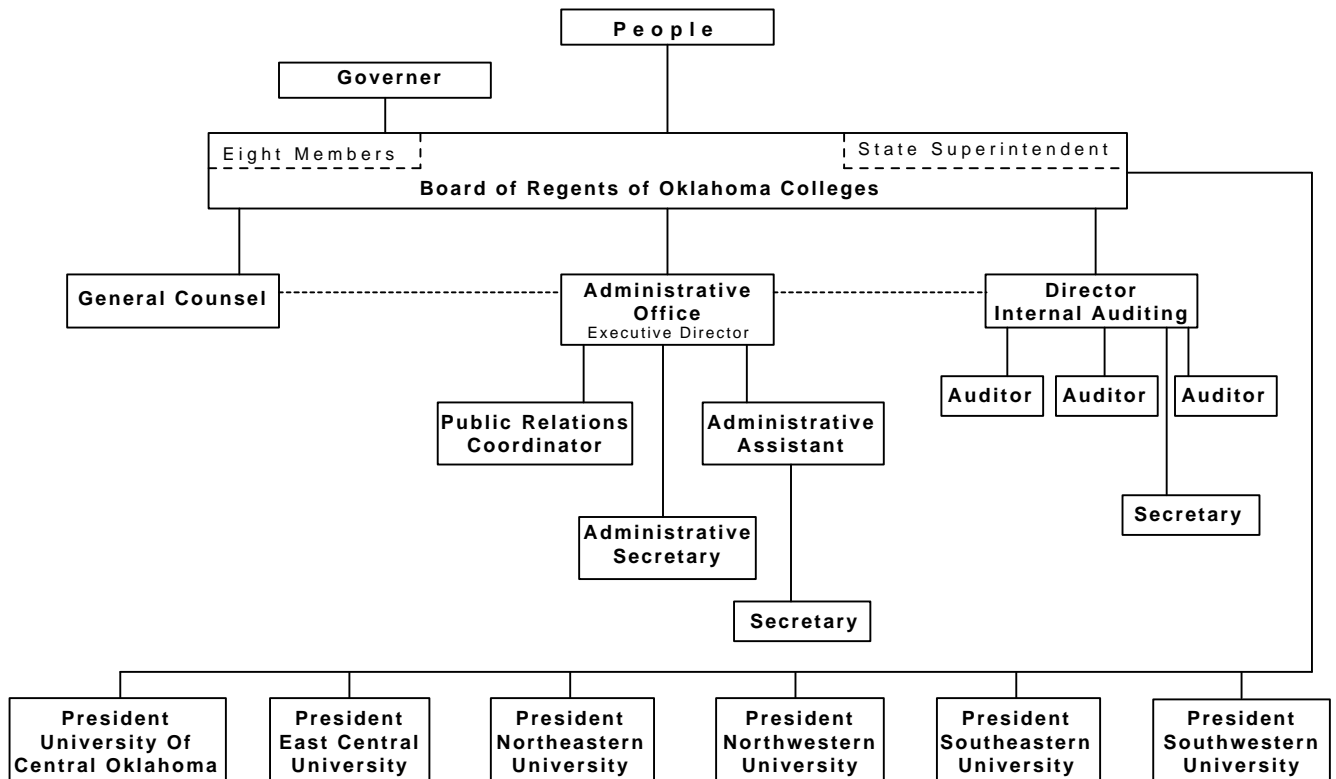
President of the Oklahoma Royalty Company and the Global Trade and Development Corporation. He serves on boards of other companies. He grew up in Elk City, was graduated from Elk City Public Schools and earned a bachelor's degree from Oklahoma Christian University. He is a graduate of the Georgetown University's Economic and Political Systems. In 1996, he was awarded "Outstanding Young Oklahoman" at the Oklahoma Junior Chamber of Commerce annual convention. He is President of the Oklahoma City International Trade Association, Executive Director, International Society of the Energy Advocates, Governor's International Team, Advisory Board of the Marginal Well Commission, and is Chairman/Founder of the International Energy Policy Conference Founded in 1992. He is a past member of the Board of Regents for the University of Science and Arts of Oklahoma, serving as Chairman 1990-91, Board of Development of Oklahoma Christian University, Board of Zambia Christian Schools, Inc., Board of Advisors of the International Institute for Political and Economic Studies, Athens, Greece, and has served on other college boards/councils. He and his wife Nancy reside in Edmond, Oklahoma. They have three children. He enjoys playing guitar and reading. His term expires 2010.

Sandy Garrett

She was elected State Superintendent of Public Instruction and Secretary of Education. She attended Northeastern State University and the University of Oklahoma and holds a Master's Degree in Guidance and Counseling, Standard Superintendents Certificate, and a Standard Administrator's Certificate. Awards include The Cecil Yarbrough Award, Claude Dyer Legislative Award, Muskogee County Teacher of the Year, and she serves on the Board of Director's for the Jasmine Moran Children's Museum. Ms. Garrett has one son. She will serve on the Board of Regents of Oklahoma Colleges during her tenure as State Superintendent of Public Instruction.

Finally, it should be noted that the OSRHE requires board members of all higher education institutions to participate in periodic conferences and sessions to develop an understanding of their role and be briefed on current issues in higher education.

Chart 5.2
Structure of the Board of Regents of Oklahoma Colleges.



Administrative Structure of Southeastern

The basic administrative organization of the University is presented in Chart 5.3 (p. 57). The University is organized into three major divisions: academic affairs, student services, and business services. Various offices, service areas, and support programs are shown within the three divisions.

The University and all personnel are subject to the regulations of the BROOC, OSRHE, and the laws of Oklahoma, including all matters pertinent to the Public Record and Open Meeting laws. Each administrative officer of the University is vested with the powers and authority commensurate with the performance of official duties and responsibilities as deemed essential for the successful conduct of the office.

In the areas of governmental and community relationships, the tasks of administration are accomplished by the governing board (BROOC) through the President of the University. In order to ensure that public relations are conducted in the light of full information, the President alone is authorized to issue statements regarding such matters as University policies, appointment of

personnel, enrollment statistics, building programs, salaries, budgets, teaching loads, unit costs, dismissal of university personnel or students, relationships with governing boards of state or federal officials or agencies, and any such matter relative to the welfare or reputation of the University.

Brief Description of Responsibilities of Administrative Officers

The responsibilities that are briefly described in this section are stated in more detail in the Academic Policies and Procedures Manual ¹⁷ and in position descriptions located in the Personnel Office.

President

This office is governed by the regulations of the Board of Regents of Oklahoma Colleges, the Oklahoma State Regents for Higher Education, and Oklahoma statutes. As the chief executive officer of the University, the President is appointed by the BROC and is responsible for the administration of the University. The President is the respondent for the University to the two boards (BROC and OSRHE), to the state, and to the Chancellor for Higher Education. The President presents operational and personnel information and recommendations for action to the BROC. The office is also charged with the implementation and transmittal of policy, directives, procedures, and requirements of the state and the Board for University personnel. The Athletic Director, three Vice Presidents (Academic Affairs, Student Services, and Business Services), Director of Public Information and Special Events, University Advancement Officer, Director of the Strategic Planning Partnership and Economic Development Network, and the Oklahoma Small Business Development Center State Director report directly to the President.

Vice President for Academic Affairs (VPAA)

The Vice President is directly responsible to the President and has the delegated management control of the instructional units of the University, which are organized into four schools. The four schools are Arts and Sciences, Business, Education and Behavioral Sciences, and the School of Graduate Studies. In addition, the Vice President is charged with administration of the following support units: Admissions & Recruitment, Registration and Records; Higher Education Centers, Information Technology Services, Center for Instructional Design and Technology; Continuing Education; Educational Outreach; Graduate Programs; Institutional Research and Planning; Libraries; Learning Center; and Office of Research and Sponsored Programs.

The Office of the Vice President for Academic Affairs is the advocate for the academic enterprise and has the primary responsibility for the promotion and support of a quality learning environment and for leadership in planning, evaluation, and accountability for the instructional units of the University. These principal responsibilities may be summarized as the coordination of the operational management of instructional units, graduate studies, instructional outreach programs, and public services. To accomplish these responsibilities, the Vice President serves as administrative advisor to and ex-officio member of the Academic Council and delegates responsibilities to the following administrative staff positions: the Associate Vice President for Academic Affairs: Graduate Dean, Assistant Vice President for Academic Affairs – Enrollment Management and Marketing, Assistant Vice President for Academic Affairs – Information Technology, Academic Deans, Registrar, Director of Libraries, Director of Institutional Research

and Planning, Director of the Learning Center, Director of Center for Instructional Development and Technology, Director of Continuing Education, Director of the Distance Learning Center, and Director of the Office of Research and Sponsored Programs.

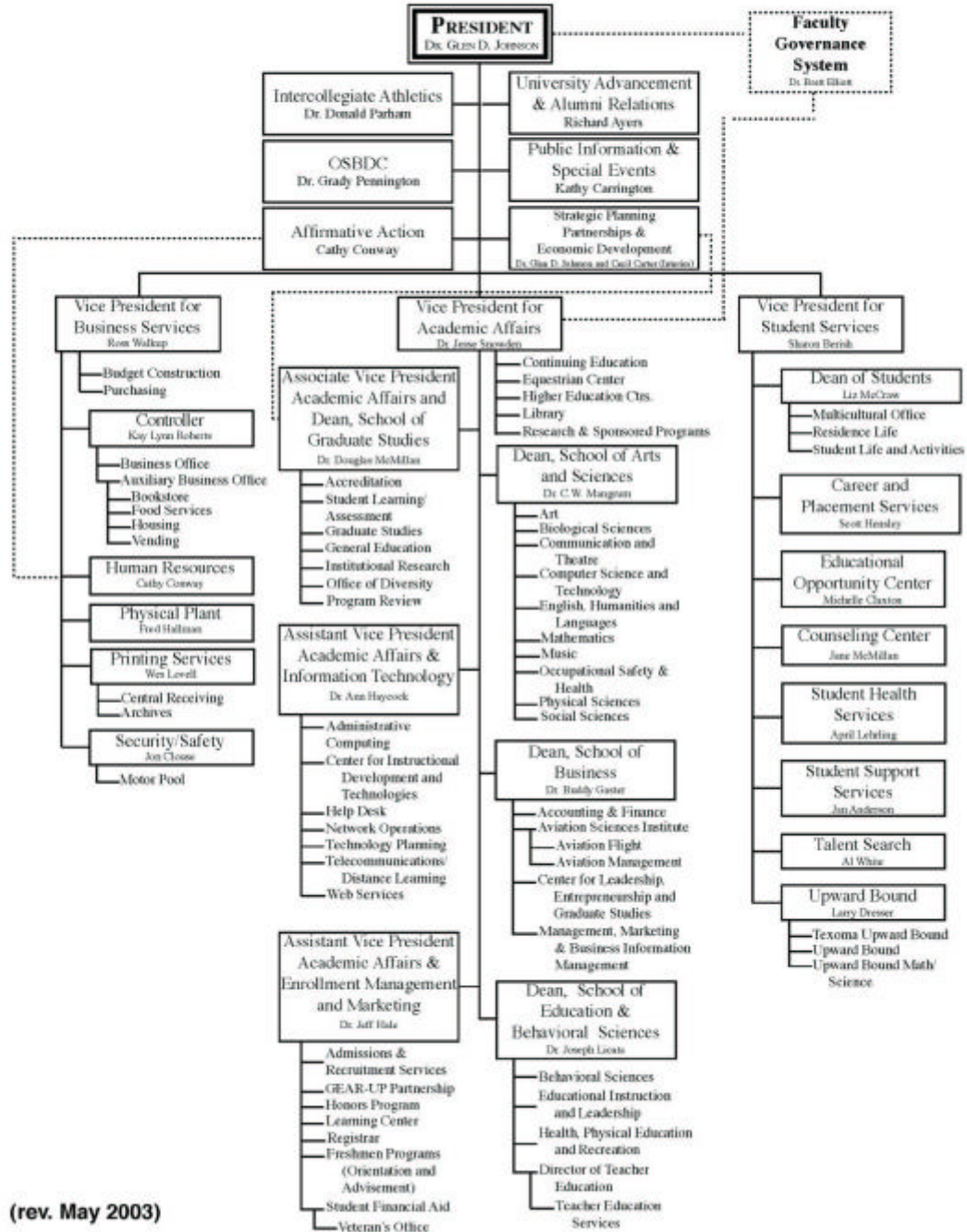
Associate Vice President for Academic Affairs and Graduate Dean

This position is responsible for providing leadership and coordination for all graduate programs. The performance of these duties requires cooperation with the Vice President for Academic Affairs, the Deans of the schools, Department Chairs, Graduate Coordinators, Graduate Advisors, and the Graduate Faculty. The Associate Vice President for Academic Affairs serves as an ex-officio non-voting member on the Graduate Council and the Academic Appeals Committee, and is directly responsible to the Vice President for Academic Affairs.

Duties include oversight of all phases of the University Assessment Program, including; entry level assessment, programs outcome assessment, and assessment of student satisfaction. This individual oversees all university-wide accreditation, including The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools. This duty includes oversight of all required NCA Self-Study processes, monitoring NCA initiatives, and directing elements of the University to become compliant with NCA policy. This individual serves as administrative liaison to the Faculty Senate, including formulating and implementation of administrative action relative to Faculty Senate initiatives. The Associate Vice President oversees and develops assigned institutional collaborative projects, including: formulation, proposal development, action planning, and implementation. This individual assists the Vice President for Academic Affairs and the President in analysis and decision-making relative to personnel issues, including changes and structural changes within the University.

Chart 5.3
The Administrative Structure of Southeastern

Administrative Organization



Assistant Vice President of Academic Affairs and Enrollment Management and Marketing

This management position, reporting directly to the Vice President for Academic Affairs, is delegated the responsibility to oversee and direct the enrollment-related areas of the university; mainly, marketing, recruiting, admitting, enrolling, and retaining students, and overseeing the management of the financial aid programs. The Assistant Vice President administers to the Honors Program, GEAR UP Office, Freshmen Programs Office and Academic Advising Center.

This position is also responsible for the immediate supervision of administrative offices: Enrollment Management (Admissions and Recruitment), Learning Resources and Retention Center, Office of the Registrar, and Student Financial Aid. Other responsibilities of this position include the establishment of articulation agreements with other educational entities, and the orientation and retention of students (e.g., orientation classes and advisement). In addition, the Assistant Vice President coordinates the university wide marketing program.

Registrar

The Registrar has the primary responsibility for the enrollment of all students, maintenance of all student academic records including compilation and release of semester grade reports, final graduation clearance checks, and the issuance of academic transcripts.

Director of Student Financial Aid

The Director of Financial Aid is responsible for administering all loans, grants, work programs, and other subsidies to students. In addition, the Director is responsible for all reporting on state and federal programs in regard to financial aid. The Director also coordinates all assistance awarded and disbursed to students.

Director of Office of Admissions and Recruitment Services

The Director of Admissions serves as the liaison between public schools, junior colleges and on-campus administrative offices, faculty, and deans. The Director has supervisory and coordinating responsibilities for all activities of the Office of Admissions and Recruitment Services.

Assistant Vice President Academic Affairs and Information Technology

This position is responsible for coordinating all campus technology and information resources, including data, voice, and video networks. Central duties include administering Network Operations, Help Desk, Administrative Computing, Telecommunications, Distance Learning, the Center for Instructional Development and Technology, and Web Services. The Assistant Vice President serves on key Information Technology committees, and is responsible for strategic planning and budgeting for technology, facilitates training and development in the use of information technology, and promoting the integration of technology into the missions of teaching, research, and service.

Academic Deans

The University is organized into four schools (Arts and Sciences, Business, Education and Behavioral Sciences, and Graduate Studies). The Deans are directly responsible to the VPAA. The Deans are charged with the responsibilities of academic and fiscal management of their respective schools; coordination of services and academic offerings; and the evaluation of programs, services, staff, and faculty. In addition, the Deans have the responsibility to encourage faculty/staff development, to exemplify academic excellence, to facilitate and coordinate planning, to develop immediate- and long-range goals, and to assist with student recruiting and retention strategies. The Deans also serve as advocates on behalf of the integrity of the faculty and the administration in fulfilling the mission of the school and the University. The role of the Deans may be defined as that of advocates, communicators, and liaison between faculty and administrative personnel. The Deans are charged with the pursuit of academic excellence and the integrity of the academic enterprise. The Deans respond to faculty/departmental problems, achievements, and successes with appropriate action and communication. Likewise, the Deans respond to administrative and Board policy changes, program concerns, and successes.

Council of Deans

The Council of the Deans was constituted in July 1987 when the University reorganized into four schools. Their charge was to meet regularly to discuss academic issues and to keep one another informed of initiatives in the four schools. The Council was reorganized with the hiring of Dr. Jesse Snowden as the Vice President for Academic Affairs. He now chairs the Council whose membership is now composed of the four academic deans, the Associate Vice President for Academic Affairs, the two Assistant Vice presidents for Academic Affairs, and the Director of the Library. The Council of Deans meets every Wednesday to discuss academic issues and initiatives pertinent and relevant to each school.

Department Chairs

The Chair is directly responsible to the Dean of his/her respective school and is the designated collegial leader charged with the management and control of that academic department's programs, courses, planning, and resources. The Chair makes recommendations through the Dean of the school in matters of budgets, personnel, and other resources. Class scheduling and planning are among the activities of the department which are coordinated through regularly scheduled meetings of departmental faculty. The department Chair is charged with leadership in five areas: (1) instructional program management, (2) personnel management, (3) financial and facilities management, (4) department and program development, and (5) academic leadership. The Department Chair exercises leadership in planning, excellence in teaching and scholarly development, and is the advocate for his/her department.

Faculty

In a real sense, every administrative position listed above is supportive to that of the teacher. The University's function of teaching and learning comes to fruition with the contact and interaction of student and teacher in varied experiences and opportunities in a collegiate milieu. The purpose and design of the university structure is to support and facilitate this teaching/learning process in

both formal and informal settings. The faculty of Southeastern Oklahoma State University are professionals in their respective disciplines. As professional teachers, each member of the faculty is charged with great responsibility and privileges concomitant to the enormous task of teaching. Exemplary scholarship, dedication to teaching, and high ideals coupled with genuine interest in students characterize the role of a teacher. Information concerning rank, tenure, policies, and duties of the faculty will be found in the Academic Policies and Procedures Manual in section 4.0.

Vice President for Student Services (VPSS)

The office of the Vice President is directly responsible to the President and has the delegated management control of various offices and programs pertinent to student life. Included are the Dean of Students (student activities, international students, veteran services, multicultural students), the counseling center, and student health services; Career and Placement Services; Educational Opportunity Center; Student Support Services, Talent Search, Upward Bound, and EOC programs.

Dean of Students

The Dean of Students has primary responsibility for developing, coordinating, administering and assessing a program of comprehensive student services. The Dean of Students is directly responsible to the Vice President for Student Affairs.

Vice President for Business Services (VPBS)

The Vice President for Business Services is the chief fiscal and business officer of the University and reports directly to the President. This position is directly responsible for all university financial planning and development, and also provides overall management, supervision, leadership, and coordination of the following business operations and units: institutional budgets, finance and accounting, contracts and grants, student financial aid, purchasing, physical plant, facilities planning, security, human resources and benefits, risk management, motor pool, inventory management, student housing, campus bookstore, printing services, post office, food service, aerospace operations, athletics, and student scholarships.

Representative Organizations on Campus

Three organizations represent different constituencies on Southeastern's campus: Faculty Senate (FS), Student Government Association (SGA), and the Southeastern Staff Association (SSA) (see Table 5.8, p. 73, Questions 70-78). Faculty, support staff, professional staff, and administrators were surveyed about their level of understanding of these organizations. As expected, the respondents had the least understanding of the SGA; only 28% rated themselves as having a good to excellent understanding. Similar percentages were positive about the support received by the SGA (28%) and the effectiveness of its representation (29%). Half of the respondents (50% good to excellent) understand the role of the Faculty Senate, while 45% believed that the Faculty Senate represented the faculty effectively. Only 38% of the respondents felt that the Faculty Senate is a well supported organization. Forty-one percent thought the SSA effectively represented the staff, and 32% thought that it was a well supported organization.

Role of Faculty at Southeastern

Faculty at Southeastern own the curriculum at the institution that includes planning, development, and curriculum modifications. Academic departments initiate curricular changes. The highest positive values (73%) for faculty participation in curricular changes occurred at the Department level (see Table 5.8, p. 73); values for School and University levels were slightly lower but still more than 60%. After an individual or group proposes a change in the curriculum, the Department Chair and Dean of the School indicate that they have reviewed the material. Also included on the form is a question concerning faculty participation. Depending on the type of change, the material is forwarded to the appropriate standing committee (i.e., if change impacts teacher education, it goes to the Teacher Education Council). All changes in undergraduate curriculum at a minimum must be approved by the Curriculum Committee and Academic Council. Similarly, all changes in graduate curriculum, at a minimum, must be approved by the Graduate Council and Academic Council.

There is some concern about the level of faculty input on budgeting as it pertains to curriculum (see Table 5.8, p. 73); only 28% of the respondents were positive about the level of faculty input. Southeastern has initiated budgeting hearings each year where administrative units present their needs to the central administration. Department chairs and faculty have favorably viewed this process. Some of the negativity may be due, at least in part, to the poor economic conditions. In contrast to budgets concerning curriculum, there is more satisfaction with the acquisition of supplies and materials for departments (see Table 5.8, p. 73).

Sixty-five percent of the faculty were very positive about their participation in scheduling of classes (see Table 5.8, p. 73). There was less satisfaction with setting class limits (46%) in light of enrollment increasing for eleven consecutive semesters resulting in larger class sizes. There is still some concern over the process of student evaluations. Thirty-six percent responded negatively to this question.

There have been marked changes in the administrative structure at Southeastern since 1997 when Glen D. Johnson was appointed President. There has been the addition and/or change of duties in numerous areas such as the appointment of the Assistant Vice President of Academic Affairs and Enrollment Management and Marketing, Assistant Vice President of Academic Affairs and Information Technology, Director of the Honors Program, Director of Assessment, and Director of General Education. These changes were made after collaborating with an outside consultant and conducting and reviewing extensive surveys of internal and external driving forces. A majority of respondents to the Self-Study Survey (56%) were positive about the effectiveness of the central administration (see Table 5.8, p. 73); 46% were positive about the efficiency of operation of the administrative structure.

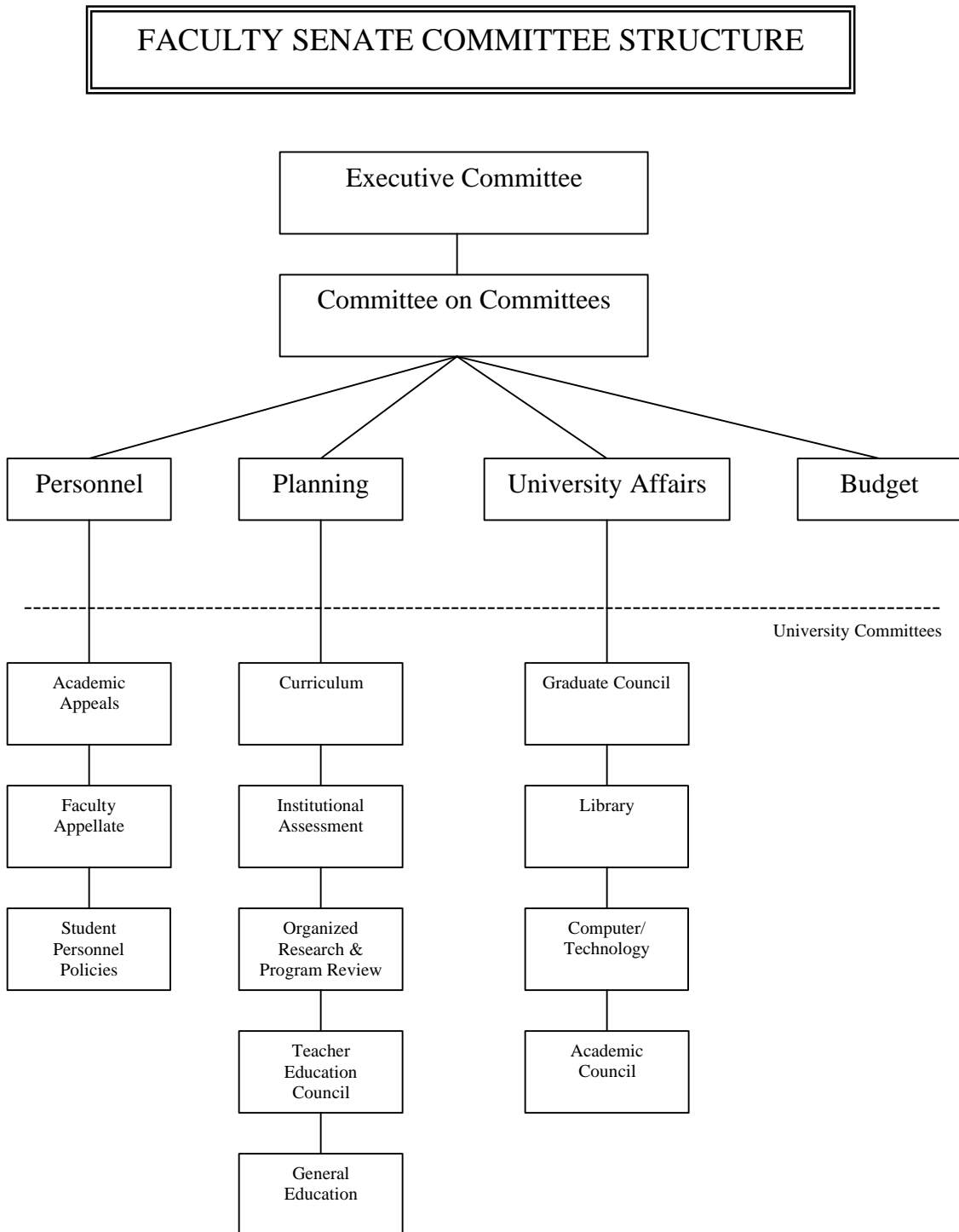
On April 22-23, 1998, faculty, staff, and administrators began a series of Strategic Visioning Retreats. One of the outcomes that was identified as a problem was lines of communication. It became apparent that to enhance communication, as well as services, a reorganization of the campus structure was necessary. Reorganization was undertaken to reduce the bureaucracy and enhance the communication on campus. Instead of using a traditional format for reorganization, the University chose a more functional approach. The reorganization was embedded in the Strategic Planning initiatives titled: Vision 2002 and Vision 2005. The reorganization contained the following

elements: four academic schools were reduced to three with the merger of the School of Arts and Letters and the School of Science and Technology into the new School of Arts and Sciences. The administrative functions of the University were divided into three areas: Office for Academic Affairs, Office of Student Services, and the Office of Business Services. Jobs were collapsed with new job descriptions. The lines of communication became more streamlined and user friendly. More so at the departmental level (61% agreed) than at the school level (45%) (see Table 5.8, p. 73). According to the NCA Self-Study survey, there was improvement in the clarity of the lines of communication from 1993 to 2003. In 1993 41% of the respondents felt that the University had clear lines of communication compared to 51% in 2003 who responded that the University's lines of communication had improved over the last 10 years.¹⁸ Similarly, there is greater satisfaction in the lines of communication being adhered to in 2003 (45%) than in 1993 (31%). The effort that the University makes to keep the lines of communication open had the greatest positive gains in satisfaction - from 26% in 1993 to 52% in 2003.

University Committee Structure

Southeastern's standing committee structure provides numerous opportunities for shared governance among faculty, students, and administration. The current structure has its roots as the result of a major study and revision initiated in 1974. Since that time, committees have been added to address specific areas of importance (e.g., General Education Committee, Human Research Review Committee, Bachelor of Applied Arts and Sciences Coordinating Committee, and Bachelor of General Studies Coordinating Committee). The operation guidelines for membership, voting, and operational procedures are detailed in the Academic Policies and Procedures Manual and is available on the University's website. In general, Robert's Rules of Order are used as the "parliamentary authority" of all meetings of standing committees. The Faculty Senate appoints faculty members to most positions on standing committees; the Student Government Association and Vice President for Student Services make recommendations concerning student members. The membership of the Academic Council is not by appointment but by position; it is comprised of all the chairs of academic departments. At Southeastern, the faculty recognize department chairs as faculty members with some administrative duties. Lastly, other committees have some of the membership prescribed while the remainder is appointed by the Faculty Senate (e.g., Teacher Education Council). Chart 5.4 provides the Faculty Senate Committee Structure.

Chart 5.4



On occasion, a need might arise to address a specific challenge that often falls outside the function of standing committees, and/or has both an administrative and faculty function. These matters generally are addressed by the formation of a task force. The President appoints administrators to the task force; whereas the Faculty Senate appoints faculty members. Examples of

the use of task forces include: Salary Card Task Force (developed a policy whereby the administration could make exceptions to the salary card to hire and/or retain faculty); Supplemental Compensation for Successful Grantsmanship Task Force (developed a policy to provide supplemental compensation to faculty that were successful in receiving extra-mural grants); Summer School Task Force (developed a policy and made recommendations concerning the cost of summer school). Once a task force developed its recommendation, it was then forwarded to the Faculty Senate for review and comment. If the Faculty Senate recommended changes, the task force addressed the changes and then sent the policy back to the Faculty Senate. If approved, then the task force forwards its recommendation to the President.

Table 5.3
Committee Structure/Shared Governance

Committee	Originating Authority	Timeline	Final Appointing Authority	Comments
Committee on Student Conduct (BOROC)	President receives nominations from the Faculty Senate	Upon notification from the President, Faculty Senate has 30 days to make nominations. President may fill the vacancy if Faculty Senate does not respond within 30 days.	President has final authority to approve or not approve nominations.	Policy does not preclude President from submitting slate of nominees. Faculty Senate could make suggestions regarding the slate and may also make additional suggestions, but Senate does not have final authority to approve or disapprove.
Administrative Committees such as the Cultural and Scholastic Fee Committee	The President, at his own discretion, may appoint directly or may submit a slate of nominees to the Faculty Senate	As specified in the memo requesting recommendations from the Faculty Senate.	President	At the President's discretion, Faculty Senate can make suggestions regarding the slate and may also make additional suggestions, but Senate does not have final authority to approve or disapprove
Other ad hoc committees dealing with issues that are related to shared governance.	President or his/her designee will notify the Faculty Senate the need to form an ad hoc committee. President may submit a list of preferences to the Faculty Senate.	Committee on Committees has 10 days to take action on the request from the President. Full Faculty Senate or Executive Committee votes on the slate of nominees.	President	Faculty Senate can make suggestions about the slate, may also make additional suggestions, but does not have final authority to approve or disapprove
Faculty Senate Committees and Other standing Committees of the Faculty	Faculty Senate	Faculty Senate establishes timeline on an annual basis.	Faculty Senate	President and/or administration may participate in the process at the discretion of the Faculty Senate.

Grievance Procedures

In addition to directly speaking with individuals (e.g., other student, faculty, staff), students have a variety of options to settle grievances. The Academic Appeals Committee allows students and faculty to request changes in grades or records. The committee also hears appeals by students who are on academic probation or who have been suspended for academic reasons. The Graduate Council serves as an appeals committee on applications for admission to graduate programs and admission to candidacy for all graduate degrees. Non-academic suspensions and/or probations are acted on by the Committee on Student Conduct (mandated by BROCC). Grievances involving sexual harassment are handled by the Affirmative Action Office. Other types of appeals and procedures for students are described on the University's website in the student life section.

Procedures for faculty to resolve grievances are described in the Academic Policies and Procedures Manual¹⁹ and available on the University's website. The Faculty Appellate Committee (mandated by BROCC) serves to resolve matters involving the dismissal of tenured faculty, as well as the tenure and promotion of faculty. Grievances involving sexual harassment are handled by the Affirmative Action Office. Grievances other than sexual harassment are resolved using the Faculty Grievance Policy

Shared Governance

The administration, faculty, and staff at Southeastern embrace many of the policies outlined in the "Statement on Government of Colleges and Universities" that was jointly developed by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges (see Statement on Shared Governance in the Academic Policies and Procedures Manual, section 3.7). Part of the statement references: Concerning Joint Effort. In part it states as follows:

Due to the complexity of institutions of higher education, there is an inescapable interdependence among the governing board, administration, faculty, students, and others. The relationships among these entities require that there be adequate communication among the entities/components in order to provide full opportunity for appropriate joint planning and effort. Joint effort in an academic institution takes a variety of forms appropriate to the different kinds of situations being encountered. In some instances, an initial recommendation will be made by the President with consideration by the faculty at a later stage. In other instances, an initial recommendation will be made by the faculty, subject to endorsement of the President and governing board. (section 3.7.1)

Southeastern endorses the statement on shared governance. It is a defining factor in how Southeastern operates as an institution.

The Faculty Senate and administration have co-hosted the Annual Forum on Shared Governance for the last five years. The Faculty Senate and administration developed a set of topics of concern to be discussed at the forum. These topics form the framework for discussion at the annual meeting. There is a question and answer period for each topic. The outcomes of the forum then serve as the foundation for developing charges to standing committees for the following year (see Chart 5.5, p. 67).

Summary

Southeastern Oklahoma State University has a clearly defined mission and is effectively administered. Since the 1993 North Central Accreditation visit and the focused visit in 1998, significant changes have been made in the central administrative structure. Only the Vice President of Student Services has been in the same position since 1993. Most of the central administration has been in place between 2-5 years and in most instances lines of communication are well established. Additionally, lines of communication are clear, effective, and adhered to by the faculty, staff, and administration. Overall, the faculty, staff, and administration are informed about the mission and goals of the University. Faculty and staff believe that the organizational structure provides leadership, and that they have lines of communication that allow input into matters essential to their functions.

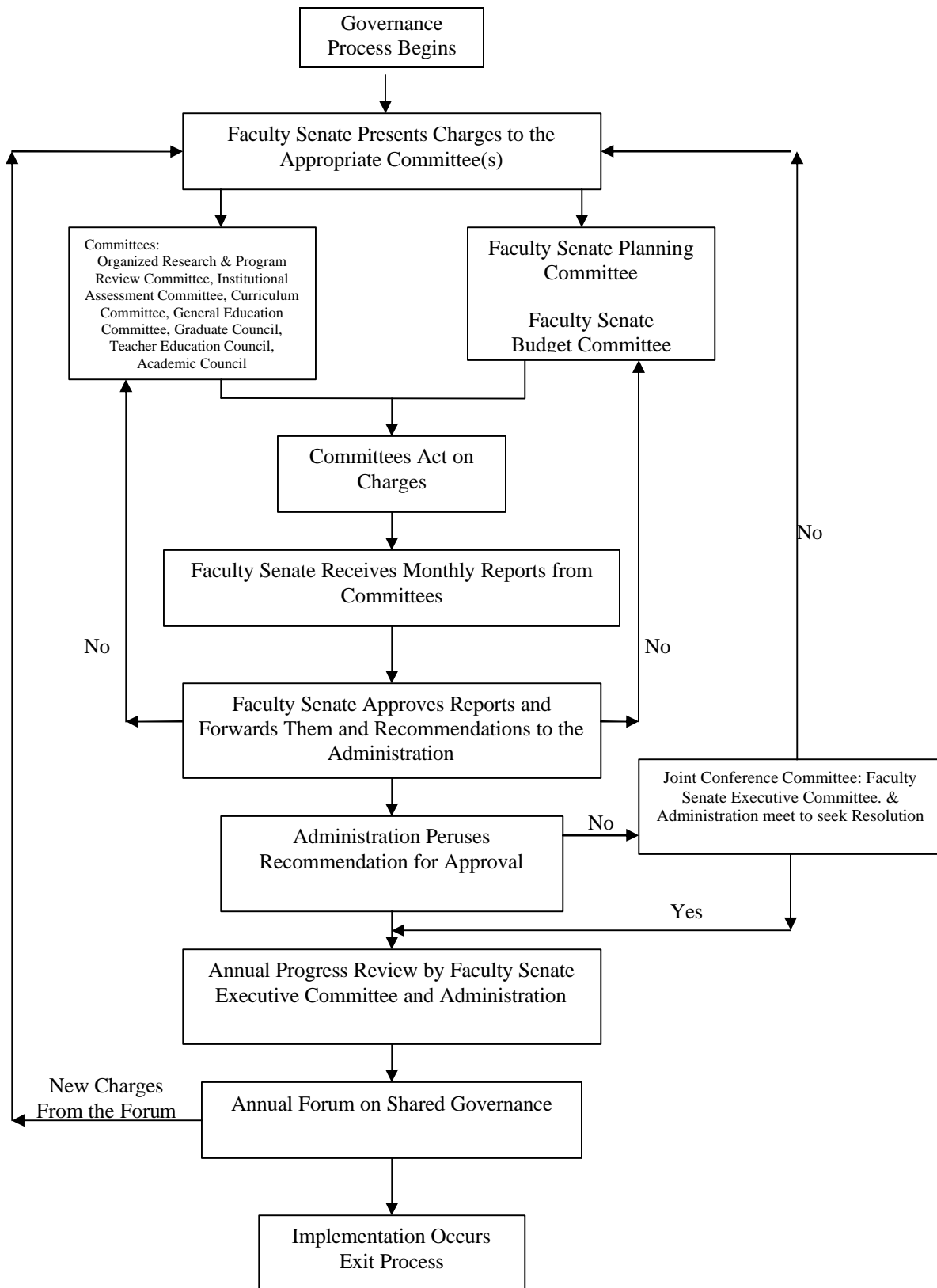
Conclusions

Southeastern Oklahoma State University is functioning effectively as a unit. The current university mission and governance structure are understood by the faculty and staff and are perceived to be adequate for the institution. The decision-making process involves faculty, students, and administration.

The faculty perception of the need to keep open lines of communication within structures affecting students, faculty, and administrators is a concern. Also of concern to faculty is input into the number of students in their classroom and into the student evaluation of faculty. These concerns reflect a healthy attitude toward quality education. These concerns can be addressed through the following recommendations:

1. Continue to involve faculty and students in the process of decision making, program planning, and strategic planning.
2. Continue to look and garner alternative sources of revenue so that Southeastern will be able to transition from a state supported university to a state assisted university.
3. Encourage and support meetings at the departmental level, and between faculty and all levels of administration.
4. Strengthen and streamline the university committee structure.
5. Improve all levels of communication.
6. Promote more collaboration among and between the representative bodies of the faculty, staff, and students.

Chart 5.5
Governance Process



References

- (1) NCA: A North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, p. 32. (*see file folder #106*)
- (2) State Regents Policies and Procedures Manual (*shelf, Resource Room*)
- (3) Policy Manual of the Board of Regents of Oklahoma Colleges (*shelf, Resource Room*)
- (4) Undergraduate Catalog (*see file folder #15*)
- (5) Graduate Catalog (*see file folder #16*)
- (6) NCA Self-Study Survey (*see file folder #14*)
- (7) General Education Questionnaires (*see file folder #20*)
- (8) Brain Gain Documentation, Indicators and Initiatives (*see file folder #21*)
- (9) Brain Gain 2010: Building Oklahoma Through Intellectual Power (*see file folder #22*)
- (10) Mission Survey (*see file folder #107*)
- (11) Ninth Annual Assessment Report to the Oklahoma State Regents for Higher Education, Southeastern Oklahoma State University. 2002 (*see file folder #23*)
- (12) Annual Report. 2002 (*see file folder #24*)
- (13) Oklahoma Constitution, section XIII-A (*see file folder #17*)
- (11) Student Handbook (*see file folder #25*)
- (15) Faculty Senate Questionnaire (*see file folder #26*)
- (16) Policy Manual of the Board of Regents of Oklahoma Colleges ‘Regents’ Sketches BROOC.’ (*shelf, Resource Room*)
- (17) Academic Policies and Procedures Manual, section 2.2 (*see file folder #1*)
- (18) Self-Study Report for Continued Accreditation by the North Central Association of Colleges and Schools, Commission on Institutions and Higher Education, Southeastern Oklahoma State University. 1993. (*see file folder #3*)
- (19) Academic Policies and Procedures Manual. (*see file folder #1*)

Table 5.4
A Synopsis of the History of Southeastern Oklahoma State University

Year	Name	Major Events
1909	Southeastern State Normal School	Education of teachers for public schools; 2-year program
1921	Southeastern State Teachers College	Education of teachers; 4-year program; B.A. in Education; B.S. in Education
1939	Southeastern State College	Purpose expanded to include non-education programs
1954	Southeastern State College	1st graduate program; Master of Teaching
1968	Southeastern State College	OSRHE designated Southeastern an Area Community College; new programs in areas such as aviation, business, conservation, and technology
1969	Southeastern State College	Master of Teaching change to Master of Education
1973	Southeastern State College	College restructured into 3 schools; Liberal Studies, Behavioral Studies, and Business and Industry; Master of Education now Master of Behavioral Studies; Master of Administrative studies added in Business
1974	Southeastern Oklahoma State University	Oklahoma State Legislature changed name to reflect new mission and function as a regional, multipurpose university
1987	Southeastern Oklahoma State University	Faculty development in teaching, research/scholarship, and public service encouraged through internal grant program
1988	Southeastern Oklahoma State University	Salary schedule established for faculty; financial recognition provided by increased salary, promotions, and incentive pay for grantsmanship
1990	Southeastern Oklahoma State University	Mission statement changed and incorporated into the University's Strategic Plan for the Nineties.
1994	Southeastern Oklahoma State University	General Education Task Force formed to revise the general education program
1997	Southeastern Oklahoma State University	General Education Committee formed to oversee general education program
2003	Southeastern Oklahoma State University	Director of General Education appointed

Table 5.5
Summary of Results from NCA Self-Study Report Survey 2002-2003
Pertaining to the Mission, Scope, and Function Statement

Question	% Positive	% Neutral	% Negative
To what extent is the mission relevant for the:			
27. University	71	23	6
28. School	69	25	6
29. Department	68	25	7
To what extent is the University accomplishing the mission for the:			
30. Students	60	32	8
31. Faculty/Staff	51	36	13
32. Region	58	32	10
To what extent is the School accomplishing the mission for the:			
33. Students	61	30	8
34. Faculty/Staff	51	36	13
35. Region	54	37	9
To what extent is the Department accomplishing the mission for the:			
36. Students	74	20	6
37. Faculty/Staff	65	27	8
38. Region	63	30	6
Financial support I receive is optimal in accomplishing the mission for the:			
39. Students	25	46	29
40. Faculty/Staff	19	43	38
41. Region	21	43	36
Professional support I receive is optimal in accomplishing the mission for the:			
42. Students	46	40	14
43. Faculty/Staff	40	40	20
44. Region	38	37	15

Table 5.6
Responses to Survey About the New Mission, Scope, and Function of Southeastern

Topic	% Positive	% Neutral	% Negative
How effective is Southeastern at providing the following:			
3. Environment of academic excellence	59	33	8
4. Personal attention to students	80	15	4
5. Challenging academic programs	55	35	9
6. Extracurricular opportunities	58	30	12
7. Career preparation for students	51	38	11
8. Responsible citizenship	43	40	18
9. Lifelong learning	46	40	15
How effective is Southeastern at fostering the following:			
10. Cultural opportunities in the region	61	28	10
11. Economic growth	38	43	19
10. Environmental quality	35	45	20
11. Scientific and technological progress	44	38	19
12. Social well being	49	39	13
13. Personal well being	49	36	15
How effective is Southeastern in accomplishing the following for students:			
14. Providing a learner-centered environment	61	30	8
15. Offering a foundation in liberal arts and sciences	56	33	11
16. Providing a diverse general education program	56	31	13
17. Providing undergraduate and graduate programs	51	38	11
18. Providing non-academic experiences	45	37	18
19. Providing for student input in governance	43	38	19
20. Recruiting a diverse student population	57	33	11
How effective is Southeastern in accomplishing the following for faculty/staff:			
21. Providing opportunities for professional development	31	38	30
22. Using assessment to improve learning and teaching	45	36	19
23. Adhering to policies and procedures	48	32	21
24. Adapting to a changing environment	44	32	19
25. Administering a system of shared governance	43	34	23
26. Nurturing a campus responsive to a diverse population	39	39	22
How effective is Southeastern in accomplishing the following for the region:			
27. Providing in-service instruction	50	28	22
28. Continuing to prepare quality educators	65	29	6
29. Providing advanced graduate studies and research	36	34	30
30. Providing opportunities for global awareness	23	46	31
31. Sharing resources with different constituencies	43	38	19
32. Serving as a cultural, artistic, and information center	59	30	11
How effective is Southeastern at completing the mission at the following levels:			
33. University	52	36	12
34. School	57	34	9
35. Department	59	30	11

Table 5.7
 Summary of Selected Questions from ACT Student Opinion Survey Completed
 by 166 Graduating Seniors in 2001-2002

Topic	Scores		Difference	P-value
	Local	National		
Course content in major field	4.25	3.91	0.34	0.001
Instruction in major field	4.30	3.95	0.36	0.001
Availability of instructor outside of class	4.32	3.95	0.37	0.001
Class size relative to the type of course	4.41	4.15	0.26	0.001
Availability of advisor	4.33	3.84	0.49	0.001
Preparation for future occupation	3.98	3.74	0.23	0.001
Student voice in college policies	3.44	3.22	0.22	0.01
Personal security/safety on campus	3.88	3.67	0.20	0.01
Quality of classroom facilities	3.80	3.76	0.04	NS
Quality of laboratory facilities	3.68	3.61	0.07	NS
Quality of athletic facilities	3.26	3.56	-0.29	0.01
General condition of buildings and grounds	3.27	3.68	-0.40	0.001
Concern for student as individual	3.88	3.53	0.36	0.001
Racial harmony on campus	3.86	3.69	0.16	0.01
Opportunities to take part in campus activities	3.80	3.71	0.09	NS
Student government	3.56	3.40	0.16	0.05

Table 5.8
Summary of Results from NCA Self-Study Report Survey 2002-2003
Pertaining to Governance and Administration

Question	% Positive	% Neutral	% Negative
Faculty participation changing curriculum and academic programs at the:			
49. Institution level	64	25	11
50. School level	66	23	11
51. Department level	73	22	5
Faculty participation in planning changes in curriculum at the:			
52. Institution level	65	24	11
53. School level	62	24	14
54. Department level	73	16	11
Satisfaction with level of faculty input concerning:			
55. Budgeting that pertains to curriculum	28	37	35
56. Scheduling of courses	65	23	12
57. Size of classes	46	30	24
58. Student evaluation of professors	29	35	36
59. Acquisition of supplies and library materials	56	31	13
Questions concerning communication:			
60. Lines of communication allow influence in department	61	24	16
61. Lines of communication allow influence in School	45	34	21
62. Reporting lines of communication clear	51	34	16
63. Lines of communication adhered to	45	40	15
64. University work to keep communication open	52	30	18
Questions concerning University structure and governance:			
65. Organizational structure allows for efficient operation	46	37	17
66. Central administration effective	56	32	13
67. Individual can influence policy making decisions	31	26	43
68. Has the governance structure been explained to you?	39	39	21
69. Are you satisfied with university governance system?	37	37	26
Faculty Senate (FS) questions:			
70. Understand role of FS in University governance	50	32	18
71. FS effectively represents the faculty	45	30	24
72. FS is a well-supported organization	38	40	23
Student Government Association (SGA) questions:			
73. Understand role of SGA in University governance	28	36	36
74. SGA is a well-supported organization	28	49	23
75. SGA effectively represents the student body	29	39	33
Southeastern Staff Association (SSA) questions:			
76. Understand role of SSA in University governance	35	33	32
77. SSA effectively represents the staff	41	41	18
78. SSA is a well-supported organization.	32	44	24