Criterion 1
Mission & Integrity

Criterion 1
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Criterion 1:
Mission & Integrity

Northeastern State University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

NSU continues a commitment to higher education started by the Cherokee Nation with the establishment of the male and female seminaries in 1846. This is exemplified by Sequoyah's pen of knowledge that symbolizes the perpetual process of learning that is the primary focus of NSU, and the paraphrased words of Mohandas Karamchand (known as Mahatma) Gandhi engraved on NSU's entry fountain, "BE THE CHANGE," encapsulate the purpose of the university as it faces the future. This enduring tradition and persuasive mission is reflected in historic Seminary Hall, the Centennial Plaza, and the mind-set of faculty, staff, and students at NSU. The university provides a broad array of lifelong learning endeavors through quality teaching, research, scholarly activities, and community service activities that prepare students for a competitive and challenging global society. As evidenced in this self-study document, NSU students, faculty, staff, and community members have collaborated in the process of higher education on this very spot for over a century.
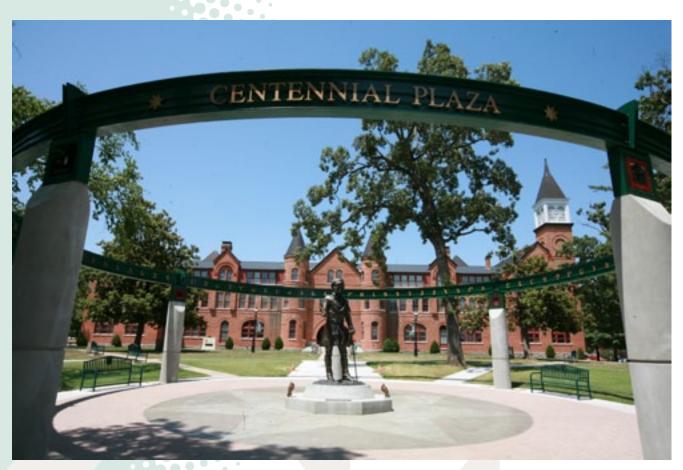
This chapter describes and substantiates how NSU achieves its mission, pursues its vision, and lives its values with a commitment to integrity and diversity. While the mission statement has been updated and refined periodi-cally, NSU's mission to provide "our diverse communities a broad array of lifelong learning" has remained a consistent and guiding force for many years.

CORE COMPONENT 1a

NSU's mission documents are clear and articulate publicly the organization's commitments.

Northeastern State University has been involved in an ongoing, university-wide strategic planning process since 1999. As briefly mentioned in the introduction, the first strategic planning process resulted in NSU's 2002 Strategic Plan, a document that guided the university for approximately five years. A comprehensive, broad-based examination of the 2002 Strategic Plan was led by the Mission Statement Task Force, the 2005-2006 Strategic Planning Committee, the Joint Strategic Planning Committee, and facilitated by consultants from Horizons Stewardship. These committees held extensive meetings during the summer of 2006, conducted many surveys, held focus groups, and hosted a series of community and campus forums during the fall of 2006. The resulting mission, vision, core values, and goals were published university-wide in print and on the web as NSU's 2006 Strategic Plan.

Following the appointment of Dr. Don Betz as the 17th President of NSU on July 1, 2008, a University Planning Group (UPG) was formed to update, enhance and reframe the 2006 Strategic Plan, and to engage the university community in Charting the Second Century: 2009-2014. The UPG, consisting of faculty, staff, and student representatives, became the driving force behind reframing the 2006 Strategic Plan. In addition,

Centennial Plaza and Seminary Hall are two landmarks that preserve the culture, heritage, history, and mission statement of NSU.

a UPG Steering Committee and various subcommittees supplemented the work of the full UPG. Campus forums were used to obtain input from faculty, staff, and students while formal documents were posted on the NSU website for public view by members of the community. Approximately 25-40 interested parties regularly attended the forums and provided feedback. The UPG also met with the Northeastern Student Government Association, Faculty Council, and Academic Affairs in an effort to keep the entire university apprised of progress. This extensive collaboration yielded a new focused mission statement, a refined vision statement, five values statements, and seven strategic goals, which were adopted by the cabinet, the full university community, and the Regional University System of Oklahoma. These latest statements emphasize the university's enhanced global perspective, increased partnerships throughout the region, and primary focus on learning, leadership, and creativity.

The mission statement, focused mission statement, vision statement, and values statement serve as the foundation for all university initiatives. They are strategically posted on the university website for public view and reproduced in the Undergraduate Catalog (General Information) and the Graduate Catalog (The University). They were reproduced on pocket cards and distributed to employees, students, and community members. In addition, they are prominently displayed in buildings throughout all three campuses, and are periodically featured on the University Center's electronic marquee. The statements are the foundation for university five-year unit plans, college strategic plans, and departmental

strategic plans (see Core Component 1c). In addition, NSU seeks public comment on the UPG website that houses these statements, and encourages continued dialogue to best mold the future direction of NSU.

Mission statements and values statements must be supported by strategic goals and priorities. The UPG set forth seven goals and priorities to be achieved by the university by 2014. Development of these goals reflects NSU's commitment to turning words into action. For each goal, a supporting group of faculty, administrators, students, and external stakeholders are solicited for ways to achieve that action goal. The strategic goals and priorities are set forth in Table 1.1.

Strategic Goals & Priorities
Table 1.1 (continues on next page)

Strategic Goal 1

Develop a culture of learning and discovery throughout the university.

The two components of the Culture of Learning and Discovery are inextricably bound. Together, these components form the basis for developing intellectual inquiry on a university campus. Learning implies that each of us at Northeastern State University is interested in promoting learning among all individuals within the university community (not just for students). It also implies that learning is an important investment for Northeastern State University, and that we all have a personal interest in the success of learners (including student success, faculty success, and staff success). Discovery is multifaceted and relies not only on traditional research, but also takes the forms of basic, applied, action research, synergistic experiences, observational opportunities, and community-oriented service.

An institution that embraces a culture of learning and discovery:

» Focuses on student learning outcomes
» Inspires individuals to become lifelong learners
» Provides excellent curricular and co-curricular programs that meet student, community, and/or state needs
» Encourages creativity and innovation in solving real world problems
» Provides an investment in human potential and capital for students, faculty, staff, and administrators
» Promotes intellectual inquiry, discovery, and scholarship using a teacher/scholar model
» Fosters excellence through continuous quality improvement, transformative learning, best practices, accreditation, and impeccable integrity
» Recruits and retains graduate students from diverse settings
» Sets academic priorities that foster growth and vitality of the region and state
» Develops various teaching and learning modalities and schedules to accommodate a variety of student learning needs
» Provides a comfortable, clean, and safe learning environment and supports technology

Strategic Goals & Priorities
Table 1.1 (continues on next page)

Strategic Goal 2

Develop sustainable communities, encompassing environmental responsibility and community capacity building.

Sustainable communities can be communities of interest (such as the arts, business, and education) or communities of geography (such as Northeastern State University, Cherokee County, Green Country).

On campus this entails adopting practices to reduce, reuse and recycle as they apply to all resources. We will model the way in innovative and best sustainability practices on campus to reduce our carbon footprint, and share them with others off-campus.

Through a holistic, systems-thinking approach in Northeastern State University's external service area, faculty experts, student interns, and research teams will be coordinated to address the breadth and depth of leadership capacity building as well as sustainability-based community planning, development, commercial, social and cultural opportunities that ultimately define the quality of life on our campuses and across the region. By encouraging economic improvement through community capacity building and sustainability best practices, communities will generate resources that may be applied to resolve sociological problems and enhance cultural development.

An institution that embraces sustainability practices on campus and in its service region:

» Becomes a "Model for Cash Positive - Carbon Negative, Sustainable Campus / Community Design"

» Benchmarks indicators and tracks integrated data on ecologic integrity, social justice, and economic vitality

» Achieves maximum self-sufficiency and commercial value through vertically integrated campus, business, and community models

» Creates synergistic partnerships to build sustainable economic development, community arts, health care, and education through collaboration with community leaders and other forms of civic engagement

» Enables communities to find common ground by developing the abilities of community residents to enhance their decision-making to achieve preferred outcomes to the benefit of all

Criterion 1: Mission & Integrity

Strategic Goals & Priorities
Table 1.1 (continues on next page)

Strategic Goal 3: Build and reinforce an environment that values full inclusion, collaboration, and shared leadership in the life of the university and in all external relationships.

Our commitment to inclusion, collaboration, and shared leadership is designed to harness the power of diverse skills, backgrounds, experiences, and capabilities of our many stakeholders. Our commitment to these values drives the way we act, how we treat each other, and how we make decisions in every aspect of university life.

A culture that embraces inclusion encourages all to feel that he or she is a valued member of our larger community, and that each individual's contributions to the university are recognized, welcomed, and respected. Collaboration encourages and rewards cooperation across functions/colleges/departments, among faculty, staff, students, and alumni, among leaders and associates at all levels of the organization, across our three campuses, and between internal and external constituents. Shared leadership provides meaningful opportunities for input from all stakeholders, builds mutual trust, and ensures transparency in decision-making.

An institution that embraces inclusion, collaboration, and shared leadership:

» Ensures equal access to all services and opportunities

» Proactively seeks input from diverse groups ensuring that these voices are not only heard, but actively sought

» Prioritizes robust, comprehensive, and honest two-way communication at all levels

» Develops specific mechanisms and structures that encourage collaboration across the university in a broad spectrum of activities and programs, specifically capitalizing on the strength-in-diversity of our three campuses

» Creates and lives by a principle-based decision-making model that is fully transparent, includes the right stakeholders, focuses on the most important issues, values diversity, builds trust, accepts failure, and encourages leaders at all levels of the university

» Engages our alumni and external stakeholders by providing the opportunity to influence and impact the success of future generations

» Provides early information on major issues and initiatives to promote understanding and to give stakeholders an opportunity to be heard

» Specifically includes those most affected, those most interested and those most capable of contributing to success in the decision-making process

» Provides professional development programs to prepare the next generation of leaders, thus guaranteeing the sustainability of Northeastern State University and its partner communities

Strategic Goals & Priorities
Table 1.1 (continues on next page)

Strategic Goal 4: Encourage and nourish a commitment to civic engagement by our students, our faculty, and our staff.

Civic engagement at Northeastern State University is an individual commitment to act on one's obligation to the larger community. This is achieved by taking personal and social responsibility through study, reflection, and necessary action in our individual fields of interest and in our communities. Civic engagement requires working together collaboratively with civility toward a common purpose to create positive change.

Civic engagement, in the Northeastern State community, can be defined as demonstrating these attributes: moral and ethical leadership, concern for the rest of the world, awareness of social, political, and economic issues within the United States, and globally, advocacy for a cause, active community support and a commitment to "making place matter."

An institution that embraces a commitment to civic engagement:

» Integrates service learning in academic curriculum
» Encourages and supports volunteering in programs or activities that benefit others
» Addresses needs of the communities it serves
» Develops and nourishes co-curricular programs, drawing attention to and awareness of local, national and global issues
» Contributes to community development by identifying and increasing human resources and economic assets of a community
» Mobilizes students to influence public policy through voting and political participation
» Encourages and supports scholarly activity that serve the public's interest, resulting in community or societal benefits

Strategic Goals & Priorities
Table 1.1 (continues on next page)

Strategic Goal 5: Develop an environment which encourages global knowledge and cultural sensitivity.

In order to prepare our students to experience success in an increasingly globalized world, we must provide opportunities that promote an understanding of the interconnectedness and interdependence of human and environmental processes around the world. Global literacy will provide our students with an international perspective that enables them to respond more effectively to challenges and engage in opportunities.

Cultural sensitivity not only requires global knowledge but also the ability to view a situation from diverse perspectives and to communicate and interact appropriately and effectively with people from different cultures.

An institution that embraces a global knowledge and cultural sensitivity:

» Increases numbers and diversity of international students

» Provides opportunities for international learning and travel opportunities and funding for Northeastern State students, faculty, and staff

» Encourages campus conversations regarding international current events explored from multi cultural perspectives

» Incorporates global knowledge and cultural sensitivity into the curriculum and co-curricular opportunities

» Uses technology to connect the campus community more fully with the world

» Creates and nourishes exchanges between Northeastern State and international institutions

» Plans and supports campus events that feature diverse cultures

» Uses opportunities within the United States to experience multi cultural communities

» Develops awareness of the interconnectedness of global systems and the importance of developing sustainable solutions to human and environmental problems

» Recognizes contributions by international faculty—tenure track, non-tenure track, and Fulbright scholars

» Recruits ethnically and racially diverse students, faculty, and staff

Strategic Goals & Priorities

Table 1.1 (continues on next page)

Strategic Goal 6: Improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve.

A center for cultural enrichment and entertainment is achieved by promoting and advancing the fine and performing arts, NCAA intercollegiate athletics, lectures, university student organization programs, and recreational co-curricular activities.

Through these activities Northeastern State University will act as a preferred destination for visitors and serve a dual function of enhancing regional economic development through visitors' expenditures while providing an exceptional experience for those who participate in our activities and events.

An institution that embraces a commitment to cultural enrichment and entertainment:

» Promotes diverse continuing education programs and services

» Acts as a regional leader to promote concerts and lectures

» Supports the arts through student performances, art shows, museum quality exhibitions, etc

» Competes in the highest classification of NCAA intercollegiate athletics

» Provides (sponsored and non-sponsored) recreational activities for campus and community members

» Hosts a variety of youth camps

» Nurtures and supports indigenous arts and cultural activities linked to NSU's heritage

Strategic Goals & Priorities

Table 1.1 (continues on next page)

Strategic Goal 7: Develop and manage the resources of the university to support a vibrant and viable community.

Our institutional goals will be enhanced through effectively managing our resources. This will be accomplished by committing to the development of our faculty and staff, combining efficiency and environmental responsibilities, developing our physical and technical infrastructure, significantly increasing the resource base, and committing to a university-wide environment that promotes customer-driven, quality programs.

This goal represents a significant challenge in light of declining state funding, dynamic changes in technology, and a history of deferred maintenance. The short term requires programs addressing quality, customer service, efficiency and prioritization. Major funding campaigns are essential for the long term achievement of the university's mission and vision.

An institution committed to creating a growing, vibrant, sustainable university community:

» Achieves sustainable student populations at all campuses

» Creates and maintains physical campus environments that are distinctive in form, function and design. The university master plan provides the road map for building the physical resources to support the mission and vision, while acting as a model of sustainability

» Maintains the technological resources to support learning and discovery

» Establishes processes to achieve internal efficiencies for targeted reallocation of existing resources and optimal use of new resources that will allow us to adapt to the changing economic and market conditions, while maintaining our commitment to environmental responsibility

» Develops targeted programs for all stakeholders to increase financial resources, and support the mission and vision of the university

Some Prominent American Indian NSU Students
Table 1.2

Mary Ross	First American Indian female engineer, 1928 NSU graduate
Wes Studie	Actor, tribal chief Eytukan in James Cameron's *Avatar,* other roles in *Dances with Wolves* and *The Last of the Mohicans*
Rennard Strickland	Author, expert in American Indian law, chair and arbiter of the Osage Constitutional Commission, former dean of the Oklahoma City University School of Law
Kimberly Teehee	President Barack Obama's Senior Policy Advisor on Native American Issues
John Cheek	Management and Policy Analyst, U.S. Department of Education, former Executive Director of National Indian Education Association
Bill S. Fife	Former Creek Nation Principal Chief, National Council member
Robert Bible	President, College of the Muscogee Nation
Geoge Wickliffe	Chief, United Keetoowah Band
Joe Byrd	Former Principal Chief, Cherokee Nation
James (Jim) Gray	Former Principal Chief, Osage Nation

The mission, focused mission, and core values reflect NSU's commitment to the development of its faculty, student body, and the community as a whole. Although each commitment is more thoroughly elaborated in subsequent criteria, it is noteworthy to mention that NSU's ongoing mission is to prepare students for the diverse and technologically advanced workplace created by the competitive nature of the region, state, nation, and the emerging global society.

CORE COMPONENT 1b

In its mission documents, NSU recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Diversity is cherished at NSU. In fall 2011, NSU's unduplicated student headcount was 9,400. More than 28 percent of NSU students are American Indian. This percentage distinguishes NSU with the highest per capita percent of American Indians of any four-year public educational institution in the U.S. This confirms NSU's mission statement and commitment to provide "our diverse communities a broad array of life-long learning." The university derives this dedication to diversity, in part, from its strong Cherokee heritage (see Table 1.2).

This dedication to diversity reaches far beyond the Cherokee Nation and includes local, state, national, and even international cultures. For example, NSU is enriched by a large number of international students, and supports a solid study abroad program. In addition, Hispanic and

Race/Ethnicity • Percent of Enrolled Students
Table 1.3

Race/ Ethnicity	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Five Year Average
African-American	5.9	5.8	5.3	5.3	5.7	5.5	5.5
Asian	0.8	1.0	1.2	1.2	1.3	1.6	1.3
Caucasian	61.2	60.3	60.2	60.0	60.1	59.6	60.0
Hispanic	1.5	1.8	1.8	1.9	1.9	2.1	1.9
American Indian	28.0	28.2	28.5	28.6	28.3	28.7	28.5
Non-resident Alien*	2.6	2.8	3.0	2.9	2.5	2.3	2.7
Unknown	0.1	0.1	0.1	0.2	0.2	0.1	0.1

Non-Resident Alien includes: 1) non-domestic (international) students, 2) students whose parents are undocumented, but the students have completed primary and secondary education in the state, and 3) students who have legal status (in-process), but have not received alien residency

Fact Book Academic Year 2010-2011

African-American ratios are in line with demographic breakdowns for northeastern Oklahoma. As Table 1.3 exemplifies, NSU enjoys a broad and diverse mix of student learners.

While the percentage of African-American, international, and Hispanic students has increased in recent years, NSU continues to offer even more programs calculated to promote diversity. When Dr. Betz became president of NSU in 2008, he implemented a major initiative to increase and celebrate diversity. This culminated with extensive development of the Office of International Programs and the appointment of an executive director of International Studies. These joint efforts resulted in even larger enrollment of international students from a greater number of countries and increased opportunities for students and faculty to engage in study abroad programs.

To supplement efforts to increase diversity, each college, department, and co-curricular unit supports NSU's strategic planning effort, Charting the Second Century: 2009-2014 and mission statement with their own commitments to diversity. Some examples of this alignment and support are as follows:

» The Mission Statement of the Department of Social Work is "to academically prepare competent and effective professionals; particularly diverse first-generation college students who desire to enter generalist social work practice… These key foundations prepare our graduates to practice social work in a wide range of social work agencies and allied settings with diverse client systems and people. Our academic program has a unique focus

Student recruiters regularly visit at risk schools that serve minority populations. For the past six years, NSU has sponsored visits by the 7th grade class of Tulsa's Knowledge Is Power (KIPP) College Preparatory Academy (a specialty charter school) to visit and experience campus life at NSU.

in its integration of addressing social work practice with Native American populations, and the option to specialize in child welfare leadership."

» The College of Education subscribes to diversity in clinical placement locations. Clinical placement criteria include ethnicity, mobility, socioeconomic status, and other such factors.

» The NSU College of Optometry established a goal to "Maintain standards and practices which result in the recruitment, enrollment, retention, and graduation of students who are highly qualified and who contribute to the cultural and social diversity of the student body and the profession."

Many scholarships target creating diversity. Some examples are the following:

» The Oklahoma Alliance for Minority Participation in Science, Mathematics, Engineering, and Technology

» The Johnson Scholarship Foundation Entrepreneur Business Scholarship program for American Indian Students

» FFA Minority Scholarship

» AISES EPA Tribal Lands Environmental Science Scholarship

» The HOYA Vision Care Wilma Mankiller Scholarship for Native American Students

Attention to Diversity

To further promote diversity, NSU frequently reviews, refines, and creates program offerings designed to attract new and underserved populations. Northeastern

Oklahoma is an area in great need of enhanced educational programs, including those that target at-risk and first-generation college students and adult learners.

NSU has promoted diversity through establishment of various university and college diversity committees. However, in the future, President Turner has pledged to establish the new position of a Diversity Coordinator who will more formally oversee university-wide diversity endeavors and provide guidance to NSU's Diversity Task Force. (Link is on page 175, C3)

The Muskogee campus coordinates the general studies degree. NSU created this specialty degree to accommodate students who changed majors two or three times and students who had stopped their educational pursuits. This program, designed for adult students over 21 years of age who have already completed at least 50 hours of college credit, allows the student to choose from 38 areas of specialization. This allows the student to complete three 18-hour core areas rather than completing a 36-hour major, thereby accommodating a broad and diverse course curriculum. Close to 100 students are now enrolled in this degree option.

The Oklahoma State Regents for Higher Education approved implementation of NSU's College of Extended Learning in the fall 2011. This new program provides online and blended class offerings that target full-time working adults who might not otherwise have time to complete a degree. By offering accelerated, flexible class schedules, the College of Extended Learning increases diversity of student

The Case Building is centrally located and designed to accommodate the complex needs of a diverse student population. Similar "one-stop" centers are located on the Broken Arrow and Muskogee campuses.

populations by targeting an older, nontraditional set of students.

NSU further broadens diverse opportunities for prospective and existing NSU students by providing more than 80 different student organizations. These student organizations cover a broad spectrum of interests including fraternities, sororities, religious groups, ethnic associations, academic clubs, honor societies, service organizations, political clubs, social groups, and professional societies.

In addition to a broad and diverse group of student organizations, NSU celebrates diversity with significant annual events such as Diversity Week, Symposium on the American Indian, Martin Luther King Jr. Day events, and Kwanzaa Celebration. Many of these events, open to the public, are drawing national and international attention. In particular, the Symposium on the American Indian is now in its 40th year, and is drawing nationally recognized speakers on a regular basis.

NSU also sponsors a World Fair, where students are exposed to different cultures throughout the world. The event helps students broaden their horizons and entices them to participate in NSU sponsored study abroad programs.
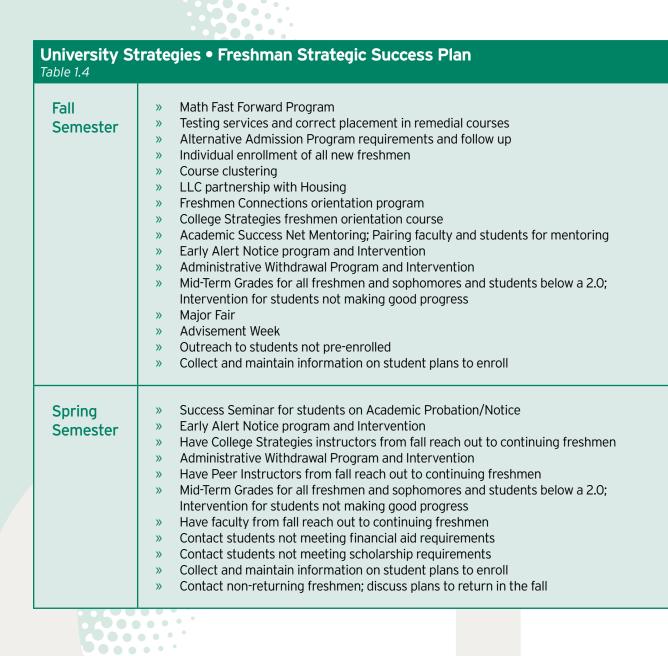
On average, approximately 65 students annually participate in study abroad programs. International destinations include: Amsterdam, Berlin, Brussels, Budapest, Prague, Seoul, Tokyo, Belize, Brazil, Chile, Ireland, Poland,

and Thailand. A complete listing of current NSU study abroad programs is located on the OSRHE website.

Attention to Diverse Student Populations

The front door to NSU for new students is the CASE Building (Center for Admissions and Student Enrollment). The centrally located building caters to a diverse array of student needs, including Enrollment Management, High School and College Relations, Admissions and Records, Office of Scholarships, Student Financial Services, Transfer Connections, Veterans Affairs, and Business Affairs. Broken Arrow and Muskogee have similar configurations.

This effort to conveniently accommodate diverse student populations reflects NSU's mission statement to provide a friendly learning environment customized for all students. It also reflects the fact that today's students arrive with diverse levels of academic preparation, study skills, learning styles, and support systems. Recognizing this diversity, the university designed the First-Year Experience program to help all arriving students succeed in the transition to university life. This program provides an evaluation of high school transcripts, ACT scores, academic placement exams, and transfer college credits. The university attempts to identify any factors that might place a student at risk. Some risk factors might include GPA, outside employment, computer skills, and first-generation college student status.

New freshmen also complete a two-part, two semester-hour orientation course called University Strategies. These

University Strategies • Freshman Strategic Success Plan
Table 1.4

Fall Semester	» Math Fast Forward Program » Testing services and correct placement in remedial courses » Alternative Admission Program requirements and follow up » Individual enrollment of all new freshmen » Course clustering » LLC partnership with Housing » Freshmen Connections orientation program » College Strategies freshmen orientation course » Academic Success Net Mentoring; Pairing faculty and students for mentoring » Early Alert Notice program and Intervention » Administrative Withdrawal Program and Intervention » Mid-Term Grades for all freshmen and sophomores and students below a 2.0; Intervention for students not making good progress » Major Fair » Advisement Week » Outreach to students not pre-enrolled » Collect and maintain information on student plans to enroll
Spring Semester	» Success Seminar for students on Academic Probation/Notice » Early Alert Notice program and Intervention » Have College Strategies instructors from fall reach out to continuing freshmen » Administrative Withdrawal Program and Intervention » Have Peer Instructors from fall reach out to continuing freshmen » Mid-Term Grades for all freshmen and sophomores and students below a 2.0; Intervention for students not making good progress » Have faculty from fall reach out to continuing freshmen » Contact students not meeting financial aid requirements » Contact students not meeting scholarship requirements » Collect and maintain information on student plans to enroll » Contact non-returning freshmen; discuss plans to return in the fall

orientation classes familiarize new students with the university environment. The University Strategies matrix is best exemplified in Table 1.4.

For students recently graduating from high school, NSU offers Rookie Bridge Camp, a fun-filled two-day camp tailored specifically to their needs. Along with the development of a variety of study skills and success strategies, NSU's Oklahoma Institute for Learning Styles assists students with identifying, understanding, and effectively utilizing their individual learning styles.

Academic advisors monitor student progress through the DARS "early alert system." This system is designed to identify students who are struggling academically and provide intervention such as tutoring or counseling. In addition, NSU implemented MAP-Works, a web-based student retention and success program, to focus even more individualized support on first- and second-year students. These efforts are helping NSU meet retention and graduation rates. A Student Success Team called Student Success Specialists and the Student Learning and Assessment Committee facilitates student learning coordinators in each college. Although these initiatives were recently implemented, plans are to retain data to determine the long-term impact they have on retention and completion rates.

Attention to a Diverse Community

The value statement of collaboration states, "We build partnerships to create learning opportunities and promote educational and economic success." NSU recognizes

that educational and economic success is directly derived from internal and external community constituents and initiatives that target collaboration and creation of partnerships. One such initiative is called Making Place Matter. Originally proposed by the American Association of State Colleges and endorsed by OSRHE, this initiative strives to encourage Oklahoma institutions of higher education to make a difference in the lives of the people and communities they serve. For information, see the Making Place Matter Prezi Presentation.

NSU is committed to making a difference in the lives of the people we serve. Through Making Place Matter, the university touches all aspects of social, economic, health, educational, and cultural well-being of our constituents in Oklahoma and for future generations. One notable example of Making Place Matter was the 2009 Northeastern Oklahoma Regional Summit, "Giving Voice to Our Region." The purpose of the summit was to address economic challenges facing seven specific counties in eastern Oklahoma. Approximately 350 community leaders, educators, students, government officials, and legislators attended the summit. The three primary goals were to:

» Obtain commitment from community leaders throughout the region to a collaborative process

» Create a framework for development and a foundation for regional planning

» Identify and prioritize assets on which to build and critical barriers to sustainable growth

From this summit, NSU created new partnerships with several organizations and started the process of building regional identity, encouraging regional collaboration, and

engineering regional strategic planning. This summit led to development of the Cherokee Hills Byway, and a grant proposal to provide social services for needy Adair County residents. It also led to Oklahoma Certified Work Ready Communities, a program that targets economic and productive work assistance in northeastern Oklahoma.

NSU's commitment to Making Place Matter did not end there. It led to bimonthly meetings of stakeholders, and ultimately to the 2010 Regional Economic Summit. This subsequent summit ignited a 14-county alliance, and creation of a regional plan and the Civic Engagement Council, a council that serves as the front door and umbrella organization to coordinate all institutional outreach services. In addition, Eight regional action teams were created and meet on a monthly basis. The 2011 regional summit, held in October 2011, furthered the region's commitment to partnerships and sustainability.

This new initiative, Making Place Matter, was extremely successful and led to national attention. In fact, the initiative was so successful that NSU's model served as the template for the program at the National Communicators Conference in Washington, D.C., in March 2011, sponsored by the American Association of State Colleges & Universities.

Another example of NSU's commitment to partnerships is the Eastern Region Healthcare Coalition. This partnership implemented a culturally sensitive medical laboratory science program that addressed clinical workforce shortages within the region. This was the first program in the state that stressed cultural competency, as well as practice competency, in a needed health professions occupation. Through the coalition, NSU sponsored creation of the American Indian School of

The NSU Jazz Ensemble was the only university jazz ensemble selected to perform for the 2012 Oklahoma Music Educators Association convention. This affords a tremendous recruiting opportunity for NSU Music, as the concert is attended by some of the nation's most musically talented high school students.

Health Professions (AISHP), a collaborative partnership involving NSU, the Cherokee Nation, Tahlequah City Hospital, Connors State College, and Indian Capital Technology Center. The focus of the AISHP is aimed toward developing culturally sensitive healthcare practitioners in healthcare workforce shortage areas.

As a result, NSU approved a cultural competency-based Master of Nursing–Nursing Education program in fall 2011 to complement the Connors State College Nursing RN program. The creation of this partnership effectively created a career ladder to transition RN students at Connors from an associate's degree into a bachelor's of science in nursing and then a master's of science at NSU. Both are housed on the Muskogee campus. NSU secured entitlement to implement a similar cultural competency-based master's program in occupational therapy with a planned implementation date of 2013.

In conjunction with these efforts, NSU sponsored the Eastern Regional Healthcare Workforce Summit on the Muskogee campus in fall 2010. That summit focused on expanding collaborative partnerships between healthcare providers, educational institutions, and tribal entities to bring needed educational programming in workforce shortage areas to eastern Oklahoma. Approximately 100 health care providers, representatives from educational institutions, and other agencies attended the summit to identify healthcare needs in northeastern Oklahoma and develop a strategy to meet those needs. Feedback from attendees indicated the summit was extremely beneficial to members of the community.

NSU also recognizes the diverse need of our constituents through numerous program offerings. Some examples include the following:

» Larry Adair Lectureship Series - This lectureship series was established at NSU in 2004 to create an annual forum to facilitate diverse opinions addressing politics, government, and public policy. One of the primary goals of the lectureship is to raise student interest and inquiry into public affairs, and encourage all members of the NSU community to become more engaged citizens.

» Battenfield-Carletti Distinguished Entrepreneur Lecture – The Battenfield-Carletti Distinguished Entrepreneur Lecture Series brings NSU alumni to campus to share a broad array of entrepreneurial experiences with students.

» The Living Literature Center - This College of Liberal Arts program affords students an opportunity to study literature in nontraditional settings. For over 15 years, the center has been responsible for involving scholars and artists with differing perspectives, talents, and abilities.

» Jazz Lab - The Northeastern State University Jazz Lab brings in a diverse group of musicians that specialize in blues and jazz. The Green Country Jazz Festival is now in its fourth decade, and is one of the nation's longest running jazz festivals.

» Oklahoma Center for Rural Development - This office is located in Tahlequah and provides geographic, demographic, economic, and growth information about Oklahoma communities and the state itself. Since its inception in 2002, it has assisted nearly 100 Oklahoma government jurisdictions in assessing economic development opportunities.

» Business Services Center - The College of Business & Technology developed this center in 2010 to provide business plan consulting, customer market research, and other demographic assistance through faculty consulting, internships, and service-learning projects in response to regional needs defined in the regional summits.

» Oklahoma Small Business Development Center - Located on the Broken Arrow campus, staff of this state program provide counseling, financial procurement assistance, and training for new or current business owners. This office serves 16 Oklahoma counties.

» The Sequoyah Institute - The Sequoyah Institute's mission is to develop, foster, and provide cultural enrichment beyond the classroom and to promote the understanding of the fine arts as experiences central to the lives of our community, students, and employees.

» Community Outreach and Recruitment Efforts (CORE) - CORE is an initiative of Enrollment Services in collaboration with Alumni Services to involve NSU alumni with recruitment efforts. Faculty, staff, and community CORE team members assess needs in communities within the university's service area and assist departments in creating and strengthening programs to address those needs.

In addition, NSU sponsors many events for the benefit of the community. Understandably, listing all events sponsored by NSU would be an ambitious undertaking. Some of the community events sponsored by our smallest branch campus in Muskogee are set forth on the following page in Table 1.5.

The list of events sponsored by NSU could go on. The bottom line is that NSU is dedicated to serving the community, building partnerships, and creating learning opportunities that promote educational and economic success.

CORE COMPONENT 1c

Understanding of and support for the mission pervade Northeastern State University.

The NSU community, faculty, students, and staff have a clear understanding of our mission statement and strive on a daily basis, through clearly defined unit goals, to meet this statement. Global and individual unit goals necessitate community planning, allocation of resources, collaboration with constituents, and attention to attaining the goals as set forth in the mission, focused mission, and vision statement. This section presents additional materials that evidence NSU's mission statements and values are understood and supported by both internal and external constituents.

Administrative & Academic Goals are Consistent with NSU's Mission

NSU's mission is to "…provide our diverse communities a broad array of lifelong learning, undergraduate, graduate, and professional doctoral degree programs. Through quality teaching, research and scholarly activities, service to local and professional communities, and high expectations, our dedicated faculty and staff provide a friendly learning environment where students are prepared to achieve socially responsible career and personal goals for success in a challenging global society." A broader understanding of this mission can be obtained by examining the actual day-to-day implementation of NSU's strategic goals. As a dynamic and evolving model, the strategic plan was most recently revised in 2009-2010 under the leadership of the UPG and approved by the President's Cabinet. This strategic plan, Charting the Second Century: 2009-2014, contains

Community Events Held on the NSU Muskogee Campus
Table 1.5

ON-CAMPUS NSU-MUSKOGEE EVENTS

» American Heart Association Stroke Symposium (100+ attendees)
» Congressman Boren's African-American Business and Leadership Summit (100+ attendees)
» Congressman Boren's Youth Leadership Conference (100+ attendees)
» Connors State College Partnership
» Gear Up – Multiple Training Seminars (200+ attendees per year)
» Leadership Oklahoma – Muskogee Session (100+ attendees)
» Muskogee Association of Human Resource Administrators- Employment Law Seminar (50+ attendees per seminar)
» Mayor's "State of the City" Address (200+ attendees)
» Mike Synar Barbecue (300+ attendees)
» Muskogee Regional Medical Center Bioterrorism Conference (100+ attendees)
» Muskogee Regional Medical Center Pediatric Symposium (100+ attendees)
» Muskogee County Head Start (150+ attendees per year)
» Muskogee Emergency Management Weather Seminar (100+ attendees per year)
» Muskogee Phoenix Academic All Stars Banquet (150+ attendees per year)
» Oklahoma Association of Collegiate Registrars and Admissions Officers State Conference (150+ attendees)
» Oklahoma Historical Society State Conference (300+ attendees)
» Oklahoma University Center for Public Management (500+ attendees per year)
» Oklahoma University National Resource Center for Youth Services (300+ attendees per year)
» Reach Higher State Conference (100+ attendees)
» Second Congressional District Artistic Discovery Awards (50+ attendees per year)
» Senator Coburn's Town Hall Meeting (300+ attendees)
» Tribal Leaders Summit (40+ attendees)
» United Way Banquet (500+ attendees per year)

OFF-CAMPUS NSU-MUSKOGEE EVENTS

» Chamber Youth Leadership
» Chili Cook-off
» Chocolate Festival – Habitat for Humanity
» Congressman Boren's Youth Leadership Conference
» Connors State College Partnership
» Downtown Muskogee Inc
» Eastern Oklahoma Healthcare Coalition
» Eastern Workforce "EleVate Career Summit-Youth 2010"
» Eastern Workforce Investment Board – Partner
» Congressman Boren's African-American Business and Leadership Summit EODLS
» Gear Up
» Leadership Muskogee
» Leadership Oklahoma – Muskogee Session
» Magic Holiday Giveaway
» MAHRA Employment Law Seminar
» Mayor's "State of the City" Address
» MRMC Bioterrorism Conference
» MRMC Pediatric Symposium
» Muskogee Area Education Consortium
» Muskogee Chamber of Commerce
» Muskogee Development Corporation
» Muskogee Heart Walk
» Muskogee Phoenix Academic All Stars Banquet
» OACRAO State Conference
» Oklahoma Historical Society
» OU Center for Public Management
» OU National Resource Center for Youth Services
» Reach Higher ODCP
» Relay for Life
» Second Congressional District Artistic Discovery Awards
» Senator Coburn's Town Hall Meeting

NSU Strategic Goals
Table 1.6

» **Strategic Goal 1**: Develop a culture of learning and discovery throughout the university

» **Strategic Goal 2**: Develop sustainable communities, encompassing environmental responsibility and community capacity building

» **Strategic Goal 3**: Build and reinforce an environment that values full inclusion, collaboration, and shared leadership in the life of the university and in all external relationships

» **Strategic Goal 4**: Encourage and nourish a commitment to civic engagement by our students, our faculty, and our staff

» **Strategic Goal 5**: Develop an environment which encourages global knowledge and cultural sensitivity

» **Strategic Goal 6**: Improve quality of life by serving as a cultural and entertainment destination on our campuses and throughout the region we serve

» **Strategic Goal 7**: Develop and manage the resources of the university to support a vibrant and sustainable community

seven strategic goals that focus the efforts of the university. Although the strategic goals were elaborated upon in Core Component 1a, restatement of the seven strategic goals without supporting detail or respective action statements is merited and set forth in Table 1.6.

The RUSO Board of Regents reviews programs and curriculum offerings. In addition, NSU is [accredited](#) by the National Council for Accreditation of Teacher Education ([NCATE](#)) and the Oklahoma Commission for Teacher Preparation ([OCTP](#)). Additional accreditation includes:

» NSU's Oklahoma College of Optometry Professional Doctoral Degree (O.D.) program has full accreditation by the Accreditation Council on Optometric Education ([ACOE](#)).

» The NSU baccalaureate nursing program is fully accredited by the National League for Nursing Accrediting Commission, Inc. ([NLNAC](#)).

» The Bachelor of Business Administration and Master of Business Administration programs offered through the College of Business and Technology are fully accredited by the Association of Collegiate Business Schools and Programs ([ACBSP](#)).

» The Northeastern State University Didactic Program in Dietetics is accredited by the Commission on Accreditation for Dietetics Education ([CADE](#)) of the American Dietetic Association.

» The Bachelor of Social Work program is accredited by the Council on Social Work Education ([CSWE](#)).

» The Master of Science program in Speech-Language Pathology is accredited by the Council on

Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association ([ASHA](#)).

» The Bachelor of Arts and Bachelor of Music Education degrees are accredited by the National Association of Schools of Music ([NASM](#)).

Each of these professional accreditations is very rigorous and extremely thorough. For example, NSU must meet the NCATE standards for teacher education programs to confer teaching certificates. Consequently, NCATE accreditation is a very discipline-specific evaluation and review of curricular, programmatic, and administrative policy. NCATE determines the degree to which NSU's teacher education programs achieve national standards, the degree to which NSU achieves stated unit goals, and the degree to which NSU's teacher education programs achieve the university's overriding mission statement.

Strategic Planning is Mission-Driven

As part of the implementation of the current strategic planning effort, NSU engaged in an academic prioritization process to ensure efforts and resources are in line with the mission statement and effectively focused on academic programs of the highest priority. Following a university-wide template, each academic unit gathered and analyzed data, and generated a report for each academic program. The deans and department chairs prioritized the programs in each college based on this analysis. The deans and academic vice president then developed overall academic priorities for the university based on the college priority reports (see Table 1.7 on following page).

Synopsis of the Academic Prioritization Process
Adopted by the University Planning Group
Table 1.7 (continued on next page)

Introduction	The Academic Priorities Process Task Force was created in the spring of 2009 by the University Planning Group (UPG) to develop a process by which Northeastern State University would prioritize academic programs.
	Since its formation, the Task Force addressed the issues associated with effectively prioritizing academic programs. Best practices employed across the country were examined and an amalgamated process designed to reflect the best attributes of several different best practices were molded into the recommended process being submitted to UPG for consideration. The Academic Priorities Process recommended for adoption as well as a timeline for implementation are presented in the balance of this report.
Recommended Process for Academic Prioritization	*Process Overview:* The recommended steps to be followed in prioritizing academic programs on the Northeastern State University campus are summarized as follows:
	Step 1: Programs/academic majors will individually complete a comprehensive Academic Priorities Self-Study document.
	Step 2: Completed academic priorities self-study documents will be submitted to the chairperson of the department. The chairperson will work with the dean of the college to identify the relative Potential, Quality, and Value ratings (PQV Ratings) of the programs/academic Majors within their departments. The information will be shared and discussed with the program heads and program faculty within the department and college.
	Step 3: The dean will forward the self-study documents, the PQV Ratings, and the PQV assessment determinations for the programs/academic majors to the provost-vice president for Academic Affairs.
	Step 4: The provost-vice president for Academic Affairs will review the PQV Rating and PQV assessment determinations with the deans and generate a university PQV Matrix reflecting the PQV assessment determinations of each program/academic major on campus. The university PQV Matrix will be shared and discussed with each college dean and with the Academic Council as a whole.
Step 1	*Self-study Documentation*
	Overview: The self-study document will be organized into six categories to be evaluated. The categories are:
	» Centrality to - and consistency with - the university's mission
	» External and internal demand for the program
	» Program inputs and outcomes
	» Program productivity (past 3 fall semesters)
	» Cost and academic efficiency
	» Critical information not categorized
	Each category has a series of criteria to be addressed. The criteria for the respective categories are described in Appendix I. It is incumbent on the program/academic major to put its best foot forward in the self-study process. Documentation of claims and assertions is expected.
	Following submission of the academic priorities self-study document to the chairperson of the department, the chairpersons will work with the dean of the college to identify the relative Potential, Quality, and Value ratings (PQV Ratings) of the programs/academic majors within their departments as defined on the following page.

Synopsis of the Academic Prioritization Process
Adopted by the University Planning Group
Table 1.7 (continued on next page)

Step 2	*Academic Priorities: Program/Academic Major Potential, Quality, & Value (PQV) determination & rating*
	Overview: Although the self-study documents will be evaluated in their entirety to define the final academic priority determination, selected criteria by which all programs will be compared within the self-study categories have been chosen for standardized assessment of program Potential, program Quality, and program Value (PQV) and are referred to as PQV assessment indicators. The categories, the standardized criteria within the categories, and the PQV assessment indicators are defined in Appendix II.
	Each PQV assessment indicator will be rated on a one to five scale in half-integer increments: One representing the lowest value and 5 representing the highest. Several of the ratings will be predetermined by the order of a program/academic major in a rank-order listing of all university programs/academic majors based on hard data. That information will be supplied centrally. Other PQV assessment indicators will be rated on the 1–5 scale by the comparative, subjective judgment of the evaluator.
	To finalize Step 2 of the process, the chairperson will work with the dean of the college to identify ratings for each PQV assessment indicator. The ratings for each PQV assessment indicator will be summed and averaged; thereby, providing an average PQV rating for program Potential, program Quality, and program Value. The respective average PQV ratings for each program/academic major will be interpreted as a "low," a "medium," or a "high" designation according to the following PQV Assessment table. All results of the ratings and interpretation of the ratings to make the PQV assessment determinations will be shared with the program heads and faculty of the college.

PQV Assessment Determination

Average PQV Rating	Assessment Determination
1.000 - 2.333	low
2.334 - 3.668	medium
3.669 - 5.000	high

Step 3	The dean will forward the self-study documents, the PQV Ratings, and the PQV assessment determinations for the programs/academic majors to the provost-vice president for Academic Affairs.
Step 4	*Development of a University wide PQV Matrix*
	The three PQV assessment determinations (one for Potential, one for Value, and one for Quality) for each program/academic major will then be used to place the program/academic major into a university PQV Matrix.
	The university PQV Matrix will be shared with each college dean and the academic council as a whole. It will also be shared with the chairpersons of the colleges and the university faculty.
Step 5	The provost-vice president for Academic Affairs will submit the final university PQV Matrix to the president's cabinet for review and implementation of administrative action as appropriate.

Sample NSU Social Media Sites *Table 1.8*	
NSUTV	Student-produced videos about NSU
NSU Alumni Association on Facebook	Information, photos, and videos for alumni
Northeastern Activities Board on Facebook	Information about upcoming sporting events
The River City Players on Facebook	Information about River City Players events
Facebook	Social media site with fun facts and information about NSU.

Provost Martin Tadlock actively supported the academic prioritization process during his tenure as Interim President. Evidence of this commitment is reflected in the December 2010 Academic Prioritization Retreat documentation. At this retreat, academic deans reviewed all academic prioritization self-studies for productivity and quality of the programs. During this retreat, deans identified: 1) programs to sustain, 2) programs to grow, and 3) programs to revise over the next five years. As an ongoing component of the academic prioritization, deans prepare and implement specific goals within the context of these over arching strategic goals.

Another way NSU enacts its mission and strategic plan is through the budget process. In recent years, institutional departments were given more shared responsibility in the management of budgets, providing greater transparency and a heightened awareness of how all units collectively contribute to the overall mission of NSU. The distributed responsibility for budget planning helps all units understand the budgeting process and the continuing need to seek federal, state, tribal, and private grant funding.

Another example of how NSU's mission pervades the decision and planning processes is seen in the recent revisions made to the general education requirements for all degrees (as previously discussed in the introduction).

Another novel way that incorporates the university's stated values into student life is through the NSU coin program. Beginning in fall 2010, all freshmen go through a coin ceremony as a part of Freshmen Connections (orientation) in which the five core values of integrity, excellence, creativity, leadership, and collabo-

ration are emphasized. Students are given a coin with these values engraved on one side and the NSU seal on the other. Periodic activities throughout each year are related to the coin and its meaning. At their commencements, these students will be asked to pass the coin along to someone who made a significant difference in their lives while at NSU.

NSU further meets its mission statement by clearly communicating those statements to students and the community. To better accomplish this goal, NSU has developed a new media and branding initiative that provides a clearer identity and a unified message to enhance the university's mission. This media and branding initiative included redesigning the NSU website to provide a more complete, user-friendly virtual front door to the university.

The university embraced the emerging concept of social media (Web 2.0) as a means to communicate to internal and external audiences, utilizing Facebook, Twitter, and YouTube. Furthermore, many units of the institution send e-newsletters to constituents, including the Oklahoma College of Optometry, College of Education, and NSU Alumni Association (see Table 1.8).

The latest example of marketing via social networking is NSU's iSolutions smartphone application that allows students to download software to directly communicate with NSU, access NSU's phone directory, view photos of NSU events, learn more about NSU through a DUK (Did You Know) Quiz in conjunction with the HLC accreditation process, and access videos on NSU's YouTube Channel.

CORE COMPONENT 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

NSU has a well-defined governance and administrative structure that encourages leadership, creativity, and collaboration. The university benefits from the oversight of two publicly-appointed governing boards, OSRHE and RUSO. As stated in the introduction, OSRHE issues all degrees earned, determines curricula and courses of study, prescribes academic standards, establishes student fees, allocates funds to each institution for operation and maintenance, and sets standards for state accreditation. The duties of the RUSO board are to make rules and regulations governing the university, to employ all persons in the service of the university, to construct all buildings, and to authorize the purchase of equipment, supplies, and capital improvements.

Chief Administrative Personnel Exercise Effective Leadership

Dr. Don Betz was appointed the 17th president of NSU on July 1, 2008, and he quickly took steps to enhance communication across campus by developing the President's Cabinet, consisting of the president, provost, vice presidents, and special assistant to the president. The Cabinet generally meets weekly to discuss institutional issues and opportunities. Since March 2010, Cabinet

meeting minutes have been shared with faculty and staff via campus-wide e-mail distribution.

President Betz elevated the vice president for Academic Affairs position to provost and vice president for Academic Affairs. This change clearly established a second-in-command person for NSU. Dr. Martin Tadlock became NSU's first provost in January 2010. In 2011, Dr. Tadlock became interim president when Dr. Betz became president of the University of Central Oklahoma. NSU's formal organizational chart is displayed below (see Chart 1.1 on the following page).

Dr. Tadlock continued with shared governance as interim president, encouraging deans, chairs, faculty member, and community leader involvement in decisions that affect their respective academic units and the university as a whole. Dr. Tadlock retained open and transparent communication through frequent face-to-face meetings, campus-wide e-mails, and the creation of an Interim President's blog and a Provost's blog where anyone in the university community can participate.

Distribution of Responsibilities Through Shared Governance

The NSU administration and faculty have engaged in shared governance to varying degrees over the years. At times, the application and effectiveness of shared governance was inconsistent among the administration, various colleges, and departments. Over the past three years, leadership changes in administration and among the faculty have resulted in the creation of a staff council, reinvigoration of the faculty council and student government, and

NSU Administrative Organizational Chart
Chart 1.1

Dr. Steve Turner
President

Dr. Martin Tadlock
Provost & Vice President
for Academic Affairs

David Koehn
Vice President for
Business & Finance

Jerry Cook
Interim Executive Director
University Relations , Director
Community Relations

Tim Foutch
Vice President for
Operations

Peggy Glenn J.D.
Director for
Development

Tony Duckworth
Athletic Director
Intercollegiate Athletics

Dr. Laura Boren
Vice President for
Student Affairs

Dr. Janet Bahr
Associate VP Academic Affairs

Dr. Tom Jackson
Asst. VP Academic Affairs &
Dean Graduate Studies and
Research

Dr. Pamela Fly, Interim Asst. VP
Center for Teaching & Learning

Jerrett Phillips, Interim
Executive Director
Enrollment Management

Dr. Richard Carhart, Executive
Director of International Studies

Rachel Farinelli, Director
Continuing Education

Dr. Phyllis Fife, Director
Center for Tribal Studies

Dr. Dilene Crockett, Coordinator
Center for Regional &
International Partnerships

Dr. Debbie Landry
Interim Dean Education

Dr. Roger Collier
Interim Dean
Business & Technology

Dr. Mike Chanslor,
Interim Dean Liberal Arts

Dr. Martin Veneman, Dean
Science & Health
Professions

Dr. Doug Penisten, Dean
Optometry

Dr. Christee Jenlink
Dean BA Campus,
Interim Dean, College of
Extended Learning

Paula Settoon
Interim Executive Director
University Libraries

Dr. Tim McElroy, Dean
Muskogee Campus,
Coordinator of Reach
Higher

Christy Landsaw, Director
Office of Budget &
Planning

Sue Catron, Director
Business Affairs

Dr. Chuck Mize
Interim Director of
Information Technology

Susan Foster, Director
Grants & Contracts
Administration

Jerry Cozby
Director of Purchasing

Krista Khramov
Process Improvement

Amber Fite, J.D.
General Counsel

Randy Shelton
Director
Auxiliary Services

Dr. Martha Albin
Director
Human Resources

Joe Spence
Director, Facilities
Management

Patti Buhl,
Director
Public Safety

TBA
Director
Capital Projects
and Planning

Thomas Smith, Director
Communications

Dana Boren-Boer
Coordinator
Marketing/Licensing

Kimbra Scott, Director
University Relations
Branch Campuses

Daniel Johnson
Director
Alumni Services

Robin Johnson
Asst. Director
Financial Services

Anita Thompson
Director and Grants
Officer, College of
Education

TBA
Director of Annual
Giving

Matt Cochran
Associate Athletic
Director

Brynn Hamner
Asst. to Director/Office
Manager

Scott Pettus
Assistant Director of
Athletics / Ext. Oper.

Rylee Ketcher
Coordinator of
Development/SWA

William (Bill) Nowlin
Asst. Athletic Director

Jimmy Bloomcamp
Head Athletic Trainer

Head Coaches
Football - Kenny Evans
Basketball (M) - Larry Gipson
Basketball (W) - Randy Gipson
Baseball - Travis Janssen
Golf - Scott Varner
Soccer (W) - Chase Wooten
Soccer (M) - Rob Czlonka
Softball - Dee Gerlach
Tennis (W) - Ron Cox

TBA
Director of Student
Assistance Services

Kathleen Kennedy
Director, Campus
Involvement

Sheila Self
Director, Student
Counseling

Dr. Melissa Mahan
Associate Dean,
Student Affairs
Branch Campuses

Libby Rogers
Director, Student
Health Services

Note: The organizational
chart reflects only the first
and second reporting tiers
due to space limitations.

Criterion 1: Mission & Integrity

NORTHEASTERN
STATE UNIVERSITY

led to a more focused attempt to ensure that democratic principles guide the decision-making processes. To that end, the NSU Faculty Council developed a shared governance position paper to serve as a guide for shared governance in all academic and non-academic units of the institution. This white paper was circulated to faculty, the staff council, and the President's Cabinet for review, comment, and suggestions for improvement. Although this is a dynamic document, this white paper led to NSU's current shared governance policy.

A variety of collaborative bodies exist across the university to facilitate communication and leadership, including the:

- » President's Cabinet
- » University Assembly
- » Academic Council
- » Chairs' Council
- » Deans' Council
- » Faculty Council
- » Graduate Council
- » Staff Council
- » Teacher Education Council
- » Northeastern Student Government Association
- » University Planning Group
- » Various university standing committees.

The lack of a staff council was a leadership concern until recently. This was rectified with the implementation of an elected staff council in fall 2010. On the academic side, a more well-defined process for shared governance in the colleges is being developed. In 2011, NSU inaugurated an internal Leadership Development Certificate Program where nine faculty participated in four seminars each lasting eight weeks, and requiring in-class and field work. This opportunity created learning opportunities and activities within cabinet members' area of responsibility.

Improved Technology & Information Services

For many years NSU has been a leader in the use of information technology. This innovative use of technology and information services has provided a solid platform for NSU students to succeed in today's globally emerging economy. Today, multimedia equipped classrooms, well-developed computer networks, and access to the Internet are the norm throughout the university. Implementation of the Banner system and the Degree Audit Reporting System (DARS) will:

- » Strengthen services to students, faculty, and staff
- » Enhance academic and administrative technology planning
- » Streamline processes to realize efficiencies and support better access to information

In addition, a newly created (July 2010) division of Information Technology Services, led by the new position of chief information officer, will improve information technology services and support.

CORE COMPONENT 1e

NSU upholds and protects its integrity.

The foremost value prominently listed in NSU's value statement is integrity. "We model ethical and intellectual development by advancing honesty, human dignity, and accountability." Through transparency and open communications, NSU strives to meet this essential value statement. For example, NSU routinely publishes minutes of Faculty Council meetings, Cabinet meetings, committee meetings, department meetings, college council meetings,

and other organizational meetings on the NSU website. RiverHawks Daily, NSU's online newsletter, frequently communicates timely newsworthy updates to the entire NSU community. This policy of openness and transparency promotes internal and external awareness of important changes and further promotes a better understanding of NSU's mission statement, goals, policies, and procedures.

Commitment to Integrity

The Faculty Handbook, Student Handbook, and Employment Handbook provide a variety of policies and procedures designed to promote integrity, ensure compliance with the law, and protect individual rights. These handbooks include grievance procedures, tenure appeal processes, sexual harassment policies, grade appeals, student conduct codes, conflict of interest policies, and many others. Many of these policies and procedures have been developed to assure compliance with the Higher Education Reauthorization Act of 1992.

Further, in 2011 RUSO selected EthicsPoint to service the RUSO Tip Line that provides the means to discreetly and confidentially report activities that students, faculty or staff believed to be unethical, illegal or otherwise inappropriate behavior. EthicsPoint is a reporting tool that assists the university communities in working together to prevent, detect and correct fraud, abuse, misconduct, and other violations, while helping to cultivate a positive environment. The RUSO Tip Line system provides a formal mechanism for investigation, follow up and response. Anyone can file an EthicsPoint complaint at their site or by telephoning toll-free.

The university participates in the general-purpose financial statements of the state of Oklahoma as part of the higher education component unit. Further ensuring integrity, NSU provides required financial reports and submits to periodic audits as deemed necessary by the state of Oklahoma. One such example is the NSU Financial Report that is annually provided to the board of regents.

Research Integrity

The Office of the Vice President for Academic Affairs is also the designated research integrity officer (RIO). The RIO reports annually to the Office of Research Integrity of the U.S. Public Health Service, and is responsible for ethics at NSU. This position also oversees the functioning of the Institutional Review Board (IRB), as well as the University Animal Welfare Committee. The IRB is responsible for conducting initial and continuing reviews, and providing oversight for all research activities on any NSU campus involving the use of human subjects performed. The IRB reviews human subject research projects according to three principles: first, minimize the risk to human subjects (beneficence); second, ensure all subjects consent and are fully informed about the research and any risks (autonomy); and third, promote equity in human-subjects research (justice).

Federal regulations require all institutions using federal funds that carry out research or teaching involving the use of live, warm-blooded vertebrate animals to have a standing Institutional Animal Care and Use Committee (IACUC). At NSU, the role of the IACUC is fulfilled by the University Animal Welfare Committee, which ensures the ethical use and sensitive care of animals utilized in research and teaching.

In the past, NSU athletes have topped the charts in the Lone Star Conference on academic performance. As NSU transitions to the MIAA, the athletic and academic competition will continue to be challenging. The data for spring 2011 shows that scholarship athletes' GPA was 2.746 compared to all non-athlete undergraduates with a GPA of 2.607.

Information and Copyright Integrity

Information Technology Services publishes and monitors a number of policies that protect the integrity of the use of information technologies and resources. These policies are contained in the Faculty Manual, Student Handbook, and online. In addition, the NSU Library and Center for Teaching and Learning publish policies and assist NSU students and employees in understanding and abiding by copyright laws.

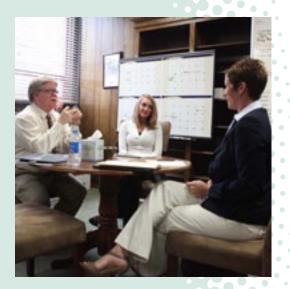## External Audits to Ensure Integrity

NSU further ensures integrity in financial reporting through audits conducted by external and independent certified public accounting agencies. For example, Cole and Reed, Certified Public Accountants, perform an independent audit for RUSO and NSU. In doing so, they audit the statement of assets, revenues, expenses and any changes in net assets and cash flows for NSU. Findings of such independent audits are posted on the NSU website.

NSU is also a member of and complies with the guidelines of the National Collegiate Athletic Association (NCAA) and the Lone Star Conference (note: NSU transitions to the Mid-America Intercollegiate Athletics Association in fall 2012). Consequently, Intercollegiate athletic contests are scheduled with comparable institutions according to policies of the NCAA and Lone Star Conference. The NSU athletic program is administered by the director of athletics and the Athletic Committee. This committee is composed of faculty, staff, and students who consider athletic policies, make recommendations to the university president, and ensure compliance with all conference and university guidelines.

Evaluation of Mission & Integrity

As evidenced, NSU operates with integrity to ensure the fulfillment of its mission through processes that involve the board, administration, faculty, staff, students, and the community. Some of the major strengths identified in this regard include the following:

» A long history as the focal point of higher education in northeastern Oklahoma where students are prepared to achieve socially responsible career and personal goals for success in a challenging global society

» A collaborative strategic planning process that results in clear statements of the mission, vision, values, and strategic goals of the university

» A university community that is diverse and that celebrates and supports this diversity through continuous and creative commitment to our diverse regional constituencies

» Provision of lifelong learning, cultural activities, and social experiences for students and community alike

» New general education requirements to prepare students to become socially responsible global citizens by creating and sustaining a culture of learning and discovery

» Well-defined, transparent leadership and shared governance

» Increased communication within the university community

» Improved student services and enhanced media to provide information to the public about NSU and its mission

Provost Martin Tadlock then Interim President furthers the concept of shared governance by allowing students to accompany him and learn more about the responsibilities and tasks of upper administration in higher education.

CRITERION 1 CONCLUSION

For more than 100 years, NSU has met the challenge of providing higher education learning opportunities, economic leadership, and cultural/artistic enrichment for northeastern Oklahoma. The university's collaborative strategic planning processes refined the mission, vision, and values to continue and expand this educational legacy. The university community and its regional partners Chart the Second Century to prepare for a technologically advanced and highly competitive global society.

Strengths

» NSU's mission statement is comprehensive, current, and meets the needs of all constituents, both internal and external.

» NSU's mission statement, focused mission statement, vision statement, and strategic plan permeate the entire university, the planning process, the financial allocation process, and the strategic action plan for the future.

» NSU believes in shared governance where faculty, staff, students, and even external constituents are consulted and regularly interact with administration to address key current and future issues.

» NSU has a diverse student body, and implements plans to increase future diversity and cultural awareness.

» NSU's leading role in conducting regional forums has forged new partnerships and gained state and national attention.

Areas for Improvement and Planning

» NSU needs to continue with transparency and shared governance in all future planning efforts.

» NSU needs to enhance web search functionality to more prominently display NSU's most important web pages.

» NSU needs to enhance the search functionality to create uniformity on the university's web pages.

» NSU has recently focused on and is producing a strong international collaboration; however, funding sources for study abroad programs have not yet been solidified.

» NSU needs to establish tracking to determine turnaround times for requests to update departmental, college, and faculty websites.