



# Criterion 4

Acquisition, Discovery, &  
Application of Knowledge



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# Criterion 4

## Table of Contents

<b>Core Component 4a</b>	<b>125</b>
NSU demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	
<b>Core Component 4b</b>	<b>153</b>
NSU demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	
<b>Core Component 4c</b>	<b>157</b>
NSU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	
<b>Core Component 4d</b>	<b>161</b>
NSU provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	
<b>Criterion 4 Conclusion</b>	<b>166</b>



## Criterion 4: Acquisition, Discovery, & Application of Knowledge

*NSU promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

NSU sponsors numerous professional development workshops, speaker series, and co-curricular activities that foster a lifelong culture of learning. The university also recognizes and promotes scholarly endeavors and professional development of its faculty, staff, students, and the community.

### CORE COMPONENT 4a

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

NSU's [mission statement](#) guarantees that, "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 a socially responsible career and personal goals for success in a challenging global society." NSU accomplishes this mission through:

- » Encouraging excellence in acquisition, discovery, and application of knowledge
- » Providing faculty development programs

- » Promoting collaboration and partnerships among students, faculty, alumni, the community, and other higher learning institutions
- » Encouraging participation in professional and student organizations
- » Striving for excellence in scholarship
- » Encouraging community service
- » Providing foundations for research that sparks creativity and enriches society

NSU recognizes that true acquisition of knowledge depends upon academic freedom and creativity. The university encourages academic freedom regarding research and publication of ideas, and encourages academic freedom in the classroom. [Section 3.41 of the Faculty Handbook](#) evidences this commitment to academic freedom, stating:

Faculty members are entitled to freedom regarding research and in the publication of the results, subject to the adequate performance of instructional and non-instructional duties. Patent and copyright ownership will vest consistent with board policy.

Faculty members are entitled to freedom in the classroom in discussing their subject, but faculty should be objective in teaching of a controversial matter which has relation to that subject and of controversial topics introduced by students. The faculty member should not introduce controversial matters which have little or no relation to the subject of instruction.

The [Faculty Handbook](#) affirms, "Northeastern State University is committed to the advancement of knowledge and educational excellence." The university accomplishes this by "ensuring the opportunity for equal access to programs and service in a community that respects critical inquiry



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and encourages intellectual freedom.” This translates not only to soliciting diversity in student population by encouraging enrollment from all races and cultures, but also soliciting diversity of ideas in the classroom.

This commitment to advancement of knowledge and diversity of ideas permeates NSU’s endeavors in research, teaching, and publications. This commitment is further heightened in that NSU subscribes to the [Ernest L. Boyer Model](#) for tenure and promotion that emphasizes the responsibilities of faculty in three broad areas: 1) teaching, 2) scholarly activities, and 3) service. As such, NSU considers research, inquiry, discovery, scholarship, and publication for retention, tenure, and promotion considerations. However, individual departments set the emphasis for each category depending upon the unit’s particular focus and goals.

### **Planning & Financial Allocation Support Lifelong Learning**

NSU’s planning and financial allocation supports its commitment to lifelong learning for students, faculty, staff, and the community. This commitment is reflected in NSU’s mission statement:

Founded on the rich educational heritage of the Cherokee Nation, the campuses of NSU 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.

Evidence of this culture of lifelong learning is reflected on the [Faculty Research](#) website that reiterates NSU’s mission “to encourage research and to maintain an educational and cultural environment that will prepare students for a complex and rapidly changing society.” Furthermore, NSU supports that mission through financial allocation such as the Faculty Research Grants awarded by the [Faculty Research Committee](#). These NSU sponsored Faculty Research grants are designed to:

- » Encourage faculty research activity
- » Encourage student involvement in research through participation with faculty in research projects to more fully challenge the students’ intellectual capacities
- » Encourage faculty research or scholarly activity that contributes to or expands knowledge in the respective discipline
- » Act in an advocacy role for the faculty member’s research interest to the administration for purposes of increased funding, acquisition of research tools and resources and recognition of scholarly efforts
- » Disseminate information on the research conducted by NSU faculty

During the approval process, the Faculty Research Committee considers whether grant submissions are seed money for outside grants, the proposal includes innovative ideas, and the grant proposal includes NSU students or staff in the research. The committee also reviews whether the proposal includes partnerships or collaboration with community businesses, government institutions, or foundations that support research projects and hire NSU graduates. Some examples of approved Faculty Research Grants are reproduced in Table 4.1 on the following page.

(Continued on page 131)



**NORTHEASTERN**  
STATE UNIVERSITY

## Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
2011-2012	Dr. Chris Burba, "Thermal Properties of Confined Aqueous Salt Solutions"	College of Science and Health Professions
	Jonathan Fisher, "Developing Dose-Response Relationships for Naturally Occurring Stressors"	College of Science and Health Professions
	Dr. Fritz Laux, "Estimating Peer Effects in the Quitting Behavior of Adult Smokers"	College of Business and Technology
	Dr. Daniel Savage and Ron Becker, "Ideological Attitudes of Voters in Oklahoma's Second Congressional District"	College of Liberal Arts
	Dr. Melissa Strong, "Mutual Rewards: Philanthropy, Power, and Literature in Nineteenth-Century America"	College of Liberal Arts
	Dr. Anand Sukhan, "Detection and Isolation of Biofilm-Inhibiting Compounds from Environmental Bacterial Isolates"	College of Science and Health Professions
	Dr. Kevin (Yueju) Wang, "Enhance Safety of Genetically Modified Crops with Antibiotic Resistant Gene Deletion"	College of Science and Health Professions
	Dr. Roger West, "The Effect of Illumination of the Perceived Direction of Gaze"	College of Optometry
	Dr. Michael Wilds, "Oklahoma Domestic Violence: Statistical Analysis of Court-Ordered Counseling"	College of Liberal Arts
	2010-2011	Dr. Joseph Ahlander, "Genetic Analysis of Cancer Gene Ardl in Drosophila"
Dr. Dragos Albinescu, "Asymmetric Synthesis of the Side Chain of 1D-Hydroxyvitamin D5"		College of Science and Health Professions
Dr. Chris Burba, "Confinement Effects on the Low-Temperature Performance of Fuel Cells"		College of Science and Health Professions
Dr. Kevin David, "Early Adolescents' Perceptions of their Parents' Positive Interactions"		College of Education
Kathy Hixon, and Vanessa Anton, "Traditional versus Nontraditional Health-Related Fitness Intervention "		College of Education



**NORTHEASTERN  
STATE UNIVERSITY**

## Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
<b>2010-2011</b> <i>Continued</i>	Dr. David Pan, "Development of Cross-Cultural Competence for Business Students: Distinction between Rational, Emotional, and Cultural/Cross-Cultural Intelligences for Expatriate v. Repatriate Managers"	College of Business and Technology
	Dr. Mark Paulissen, "Measure of the Forebrain Medial Cortex and Dorsal Cortex of the Little Brown Skink Lizard"	College of Science and Health Professions
	Dr. Dennis Vovchenko, "Archival Research in Moscow and St Petersburg, Russia, 2009 Containing Balkan Nationalism: Imperial Russia and Ottoman Christians (1856-1914)"	College of Liberal Arts
	Dr. Rui Zhang, "Kinetics of Retrovirus Budding and Assembly"	College of Science and Health Professions
<b>2009-2010</b>	Dr. Mayrene Bentley, "Scholarly Research on Oscar Brousse Jacobson"	College of Liberal Arts
	Dr. Roxanne Fillmore and Dr. Linda Wilson, "A Comparison Between Videotaped and Onsite Observations of Teaching for Early Childhood and Elementary Pre-II Interns"	College of Education
	Dr. Erik Terdal, "Jaguar Reproduction in the Maya Mountains, Belize"	College of Science and Health Professions
	Dr. Dennis Vovchenko, "Containing Balkan Nationalism: Imperial Russia and Ottoman Christians (1856-1914)"	College of Liberal Arts
	Dr. Virginia Whitekiller, "Cherokee Myths and Legends as Viewed Through Cultural Resilience"	College of Liberal Arts
	Dr. Roger West, "Perceived Direction of Gaze From Eyes With Dark vs. Light Irises"	College of Optometry



**NORTHEASTERN  
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### Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
2008-2009	Dr. Jennifer Edwards, "Festivity and Social Change: Strategic Ritualization"	College of Liberal Arts
	Dr. Deborah Landry, "Online Case Studies"	College of Education
	Dr. Christopher Malone, "The Apocalyptic Imagination and Popular Culture"	College of Liberal Arts
	Dr. Kathi McDowell, "Transfection and Transcription Analysis of Ribosomal DNA Constructs in a Human Cell Line"	College of Science and Health Professions
	Dr. Kay Hong-Nam, "The Relationship Amongst Reported Strategy Use, Metacognitive Awareness and Reading Achievement of High School Students"	College of Education
	Dr. David Pan, "Development of Cross-Cultural Competence"	College of Business & Technology
	Dr. Michael Wilds, "Oklahoma Gang Certification Instrument: Statistical Analysis, Design and Implementation"	College of Liberal Arts
	Dr. Christopher Burba, "Stretching-Induced Conductivity and Organization in Polymer Electrolytes"	College of Science and Health Professions
2007-2008	Dr. Mark Paulissen, "Spatial Learning in Oklahoma Lizards"	College of Science and Health Professions
	Dr. Roger West, "Cues Used to Determine the Direction of Another Person's Gaze"	College of Optometry
	Dr. Michael Wilds, "Oklahoma Gang Certification Instrument: Statistical Analysis, Design and Implementation"	College of Liberal Arts
	Dr. Jennifer Edwards, "Ritual, Structure, and Exchange: A Social Historical Investigation of the Notting Hill Carnival"	College of Liberal Arts



**NORTHEASTERN**  
STATE UNIVERSITY

### Internal (Faculty Research) Grant Recipients

Table 4.1 (continued on next page)

Year	Previous Grant Recipients	College
<b>2007-2008</b> <i>continued</i>	Dr. Chris Burba, "Stretching-Induced Conductivity and Organization in Polymer Electrolytes"	College of Science and Health Professions
	Dr. Jessica Martin, "Iron(III)-binding compounds produced by marine fungi"	College of Science and Health Professions
	Dr. John deBanzie, "Development of a Method to Map Nuclear Architecture in Yeast"	College of Science and Health Professions
	Dr. Rick Matzen and Dr. Rad Alrifai, "Defining Undergraduate Research in Computer Science"	College of Science and Health Professions
	Dr. Erik Terdal and Dr. Ben Kracht, "Ethnomedical Field Research in Belize"	College of Science and Health Professions College of Liberal Arts
	<b>2006-2007</b>	Dr. Cindy Cisar, "Development of an Assay to Detect Chicken Fecal Pollution"
	Dr. Roger West, "Perceived Direction of Gaze"	College of Optometry
	Dr. Spence Pilcher, "The Effects of Microwave Irradiation on Organic Synthesis"	College of Science & Health Professions
	Mr. Gary Cheatham, "Slaves in Kansas Territory"	University Libraries
	Dr. Julie Summers, "Advocacy of Denominational Policy Offices"	College of Liberal Arts
	Dr. Erik Terdal and Dr. Ben Kracht, "Ethnomedical Field Research in Belize"	College of Science and Health Professions College of Liberal Arts
	Dr. Ernst Bekkering and Mr. Ken Jones, "Game-Based Learning Reinforcement"	College of Business & Technology
	Dr. Celia Stall-Meadows, "Buyer Beware: Code of Conduct"	College of Business & Technology
	Dr. Brad Agnew, "A Centennial History of Northeastern State University"	College of Liberal Arts
	Dr. Chris Pritchett, "Mycobacterium"	College of Science and Health Professions

## Extramural Grants

Table 4.2

Year	Amount	Number of Grants
FY 2009-2010	\$6.81 million	52
FY 2010-2011	\$7.28 million	62
<b>Increase/Decrease</b>	<b>7% increase</b>	<b>51% increase</b>

*FY 2010-2011 reflects a Title III \$1.8M for an NSU Student Success Center and a Title III \$1.5M five-year grant submitted to create a center for Native Americans Supporting Nontribal Institutions that was approved in FY 2011-1012.*

## Extramural Support

NSU plans for and supports extramural grant acquisition. Through staff support and match contributions, NSU positions faculty to engage in opportunities to seek and obtain external grant funding. The staff support, as provided by the [Office of Research and Sponsored Programs](#), seeks to:

- » Identify financial resources to support grant activities at NSU
- » Assist faculty and staff in the development and submission of grant applications
- » Serve as a liaison between NSU and funding sources
- » Identify common goals between academic colleges as well as the surrounding community to facilitate cooperation and the sharing of resources

Through this team approach, faculty increased extramural grant allocations by an unprecedented 654 per-

cent in 10 years since 2001. Extramural grant allocations increased from \$1.09 million in FY 1991-1992 to \$7.28 million in FY 2010-2011. And, the first four months of FY 2011-2012 already has \$3.98 million in approved grant awards (see Table 4.2).

In just the past year, extramural grant allocations have increased by an impressive 129 percent. Similarly, the number of grant applications increased 151 percent in only one year. NSU's grant approval rate in FY 2010-2011 was an impressive 45.9 percent.

Once approved, integrity in expenditure of funds and accounting protocol is essential. The Office of Research and Sponsored Programs monitors and distributes all funds, conducts a final audit of expenditures, coordinates and maintains copies of reports required by outside funding sources, and ensures overall integrity in the funding process (see Table 4.3).

(Continued on page 137)

## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Business & Technology

**Dr. Ernst Bekkering is an assistant professor in Information Services.** His grant, the "Visual Angle in Videoconferencing: The Issue of Trust," focused on the artificial effect of avoiding eye contact, possibly conveying that the presenter may not be telling the truth. In an experiment with prerecorded messages from different angles, the negative effect on trust was clearly demonstrated. Other areas of research include security of information systems, adoption of new technologies, and systems development. Dr. Bekkering developed a new password system that makes passwords easier to remember, and examined the user perceptions and preferences in adoption of Tablet PCs. Dr. Bekkering also joined Dr. Deborah Stevenson in a study of the importance of certification of project managers in information systems projects.



## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

<p><b>Research In the College of Business &amp; Technology</b> <i>Continued</i></p>	<p><b>Dr. Fritz Laux</b> is part of a research team that was awarded a multiyear Transdisciplinary Tobacco Use Research Center (TTURC) grant for a project titled "Building the Evidence Base for Tobacco Control Policies." This project is jointly funded by the National Institute on Drug Abuse and the National Cancer Institute and the Robert Wood Johnson Foundation. For the 2004-05 academic year, he was awarded a research subcontract from the University of Illinois at Chicago and the Robert Wood Johnson Foundation to study the extent to which smokers in Canada, United States, United Kingdom, and Australia have been buying cigarettes from untaxed or lesser-taxed sources, such as tribal sales, out-of-state or country purchases, military PX sales, and Internet or phone sales. In 2003-04, Dr. Laux's work was funded by grants from the U.S. Centers for Disease Control and Prevention and the Robert Wood Johnson Foundation, for work on projects respectively titled "Building an International Tobacco Evidence Network" and "Do National-Level Policies Decrease Smoking? A Four-Country Tobacco Policy Study."</p> <p><b>Dr. John Schleede</b>, former dean of the College of Business &amp; Technology, focused much of his more recent scholarship efforts on instructional development after a more traditional academic research agenda at the beginning of his career. Dr. Schleede participated in one of the first efforts to develop video cases serving as the primary author for several including a profile of advertising agency W.B. Donor and a case dealing with the national roll out of the Tommy fragrance for men by the Aramis Division of Estee Lauder.</p>
<p><b>Research In the College of Education</b></p>	<p><b>Dr. Renee Cambiano</b> is an associate professor of Education. Her current research interests include learning preferences of the inmates at the Eddie Warrior Correctional Center, Oklahoma; alternative certification; satisfaction of teacher education candidates and the portfolio; learning preferences (technology, children, generational learning); effective distance learning environments; teaching apprenticeship teachers how to teach effectively; and the effect of web-assisted instruction on motivation and achievement in statistics course.</p> <p><b>Dr. Denise Da Ros-Voseles</b>, Early Childhood program chair in the Department of Curriculum and Instruction, wrote "How are Dispositions, Efficacy, and Autonomy Nurtured During the Education of Pre Service Teachers?" with Dr. Martha Parrott and Dr. Patty Eaton.</p> <p><b>Dr. Roxanne Fillmore</b>, associate professor of Curriculum and Instruction, is conducting research preparing for second edition of the Headstart curriculum.</p>



## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Education

*Continued*

**Dr. Susan Frusher**, professor of Educational Foundations and Leadership, conducted the USS Coronado Pilot project assessment study of the attitudes, expectations and experiences of a composite crew of military sealift command and Navy sailors while serving as a flagship platform. The final report was condensed and submitted to Chief of Naval Operations Vern Clark and authorities in the U.S. Department of Defense.

**Dr. Dan Glasgow**, associate professor of Curriculum and Instruction, wrote "What about the University and No Child Left Behind Assessment in Special Education?"

**Dr. Vanessa Hardbarger**, assistant professor of Health and Kinesiology, is conducting ongoing research regarding health habits of American Indians, in conjunction with Penn State University.

**Dr. Kathy Hixon**, associate professor of Health and Kinesiology, is conducting a national study of standards based physical education for the National Association for Sports and Physical Education.

**Dr. Deborah Landry**, assistant professor of Curriculum and Instruction, is conducting research on "How Children's Behavior Changes During Standardized Testing."

**Ms. Judy Moody**, instructor of Educational Foundations and Leadership, conducted research on "The Lack of Females in Technology."

**Dr. Stephan Sargent**, assistant professor of Curriculum and Instruction, is conducting research on the "Newspapers in Education" program; research in clinical study; research in "Reading Habits, Literature Knowledge and Attitudes of Teachers"; and recently wrote "Why Should I Use Newspapers in My Classroom?" for the Detroit News and Detroit Free Press.

**Dr. Mindy Smith**, assistant professor of Curriculum and Instruction, is conducting research on, "Literacy Coaches," an ongoing project with clinical study and pre-service teachers.

**Dr. Allyson Watson**, assistant professor of Educational Foundations and Leadership, is conducting research on "Linking Academic Scholars to Educational Resources."



## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

<p><b>Research In the College of Liberal Arts</b> <i>Continued</i></p>	<p><b>Dr. Ben Kracht</b> is an associate professor of Anthropology/Sociology and the coordinator of American Indian studies. He is writing a book review for American Indian Culture and Research Journal on Robert Conley's new book, Cherokee Medicine Man. He is also finishing a book on Kiowa religion, which is the culmination of over 22 years of research on Kiowa culture.</p> <p><b>Dr. Chris Malone</b> is an assistant professor of English and the winner of the Circle of Excellence for Research in 2005. Dr. Malone's research interests range from modern Irish culture to contemporary literature and theory. He recently published essays in collections dealing with Irish modernists such as W.B. Yeats, James Joyce, and Samuel Beckett.</p> <p><b>Dr. Michael Wilds</b>, professor of Criminal Justice, Homeland Security, and Legal Studies, conducted research for the U.S. Department of Justice, the Oklahoma District Attorney's Office, the Oklahoma Bureau of Narcotics, the Chickasaw Nation and all three U.S. Attorney offices located in Oklahoma. His research endeavors have included topics such as domestic violence, methamphetamines on Chickasaw Tribal lands, gangs, firearm-related violent crime, and court protective orders. His research was published with the Oklahoma Governor's Office, Oklahoma Judicial Committee, Oklahoma Legislature, Oklahoma Criminal Defense Lawyers Association, U.S. Attorney's Office, Department of Justice, Federal Bureau of Investigation, and several other agencies. He has over 30 peer-reviewed publications and published books titled, Quick Reference Guide to Gangs and My Little Green Book of Oklahoma Statutes and Cases. Both are in their second edition.</p>
<p><b>Research In the College of Optometry</b></p>	<p><b>Dr. Thomas Salmon</b> specializes in research on optics of the human eye and vision. Past research projects include corneal topography, aberrometry, contact lens optics, and accuracy of instruments designed to measure the eye's aberrations and contrast sensitivity. Dr. Salmon is investigating the range of higher-order aberrations seen in normal eyes. He works in cooperation with the U.S. Army and U.S. Navy in evaluating optical and visual performance of pilots following refractive surgery. Dr. Salmon is advising students who are investigating the correlation between retinal nerve fiber layer thickness and corneal thickness, which is important in the diagnosis of glaucoma. He is an author of three book chapters, and 24 journal articles or technical reports. He also reviews articles for numerous vision research and optometry and ophthalmology journals. He also receives a research grant from the Cooper Vision Corporation (contact lenses) and publishes a regular newsletter in Japanese for Cooper Vision Japan.</p>



**NORTHEASTERN**  
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## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Science & Health Professions

**Dr. April Adams** is a professor of Science Education in the Department of Natural Sciences. Her research involves inquiry-based science instruction, teacher education, and the nature of science. Dr. Adams is PI for a National Science Foundation Teacher Professional Continuum (TPC) Exploratory Research grant titled, "Developing Inquiry-Based Instruction Skills." Monica Macklin and Dr. Renee Cambiano are co-PI's for this grant. The purpose of the research is to determine if recent reforms to the NSU course "Science in the Elementary School" have resulted in elementary education graduates being more skilled in inquiry-based instruction than graduates who took the course before it was reformed. The project also involves the development of two data collection instruments: the Student Understanding of Science and Science Inquiry (SUSSI) survey and the Analysis of Inquiry Rubric (AIR) classroom observation instrument. The process of development involved an international research team that included colleagues from LaSalle University in Pennsylvania, Tsing Hua University in Taiwan, Najing Normal University in the Republic of China, Wayne State University in Michigan, and Firat University in Turkey. The instrument was field-tested at NSU and at additional sites in the U.S., China, and Turkey. English, Chinese, and Turkish language versions are available. In this project, the SUSSI is used to measure understanding of the nature of science, which is a key component of effective inquiry-based instruction.

**Dr. Chris Burba**, assistant professor of Chemistry, conducts research primarily focused on testing and developing materials for use in lithium rechargeable batteries, fuel cells, and electrochemical capacitors. Dr. Burba was the 2010 winner of the Circle of Excellence Award for Research.

**Dr. Cindy Cisar** is a molecular biologist/microbiologist in the Department of Natural Sciences. Her research focus is on environmental microbiology. Microbial Source Tracking (MST) is the current research project in her laboratory. The quality of water resources used as sources of potable water or for human recreation is closely monitored in the U.S. Fecal pollution of watersheds is of particular concern as human and animal feces may contain human pathogens such as *Escherichia coli*, viruses (e.g. hepatitis A), or *Giardia lamblia*.

**Dr. John de Banzie**, professor of Biology, has two ongoing research projects. The first project is to examine the evolution of an avian leukosis virus that infects chickens, causing economic loss to the poultry industry. The project involves both conventional clone-and-sequence methods and data mining approaches. The second project is to develop a method to map the three dimensional relationships between specific sequences in the yeast genome. Mapping the relative positions of genes in the nucleus should help elucidate the functional significance of these regions and their role, if any, in regulation of gene expression.



*Dr. Mia Revels located the first Swainson's Warbler nest documented in Oklahoma since 1919.*

## Representative Examples of External Grant Acquisitions

Table 4.3 (continued on next page)

### Research In the College of Science & Health Professions

*Continued*

**Dr. Jessica Martin**, assistant professor of Chemistry, is doing research to identify and characterize siderophore molecules involved in iron transport in microorganisms. The aims of this research are to screen marine bacterial and fungal strains for siderophore production to discover potentially useful, ecologically important strains; to characterize the chemical structures of novel siderophores produced by selected strains; and to evaluate the biological activities of the novel structures, including antimicrobial and anticancer properties.

**Dr. Spence Pilcher** is an organic/polymer chemist whose research interests include the preparation of polymers in microemulsions, polymer blends, polymerization via microwave irradiation, and organic syntheses using microwave irradiation. Polymers are large molecules made up of simple repeating units. Many common examples of polymers include plastics, fibers, coatings, adhesives, rubber, protein, and cellulose.

**Dr. Mia Revels** is an associate professor of Biology. She studies Swainson's Warblers on the Little River National Wildlife Refuge in McCurtain County, Okla. Since initiating the project in 2001, she has located the first Swainson's Warbler nest documented in Oklahoma since 1917. Since then, over 40 nests have been located and monitored on the project. She has also documented Swainson's Warblers as a new host to Protocalliphora blowfly parasites, and she has gathered data about their natural history, habitat requirements, and territoriality.

**Dr. Amy D. F. Smith** received her doctorate at the University of Arkansas where she studied the colonization of meiofauna (microscopic invertebrates) in the Illinois River, Arkansas. Her current research examines the impact of disturbance on macroinvertebrates (aquatic insects), meiofauna, and substrates in the Illinois River, Oklahoma.

**Dr. Amy Smith and Dr. Craig Clifford** study the endangered *Nicrophorus americanus* (American burying beetle) population at Camp Gruber. This population is one of the last ones remaining in the world and is also one of the largest remaining populations known.



### Student Research

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 15 percent of NSU students have conducted research with a faculty member.*

[2010 National Survey of Student Engagement](#)

## NSU Supports Student Scholarly Activities & Research

NSU plans for and supports student research. The university encourages faculty to include graduate and undergraduate students in faculty grant proposals. Including students creates a dialogue that naturally stimulates creative thinking, a better understanding of the discipline, development of research skills, enhancement of communication skills, and preparation for graduate school.

NSU also plans for and supports students who desire to present papers, research, or other scholarly activities during both the NSU and Oklahoma [Undergraduate Research Day](#) events. This campus event, held each spring, affords an opportunity for students to present papers, and

display current research for faculty and colleagues from other institutions to view. Many students are sponsored by a faculty member, and participate in one of three categories: outstanding scholar, poster presenter, or panel discussion. During Research Day, awards are presented for outstanding submissions or presentations. Recognition is given for best poster, student's choice, and best speaker. All awards come with a plaque and a cash prize. All students who present at the NSU Undergraduate Research Day are listed in the official University Research Day program, along with the names of their faculty mentors and the abstract of their work (poster presenters) or complete paper (outstanding scholars). Since 2003, 464 students and mentors have participated in NSU Undergraduate Research Day. Table 4.4 reflects presentations in the [NSU Undergraduate Research Day](#).

(Continued on page 145)

### NSU Undergraduate Research Day

Table 4.4

Category	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Papers	17	23	23	25	16	18	22	23	24	191
<b>Students</b>	<b>22</b>	<b>34</b>	<b>41</b>	<b>47</b>	<b>17</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>24</b>	<b>268</b>
Unduplicated Students	22	32	41	47	17	26	28	26	24	263
<b>Mentors</b>	<b>15</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>17</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>25</b>	<b>197</b>
Unduplicated Mentors	12	14	13	20	11	10	14	19	20	133

## Oklahoma Research Day Posters & Projects

Table 4.5

Higher Education Institution	08	07	06	05	04	03	02	01	00	99	Total
Cameron	26	25	34	40	31	55	28	25	28	41	333
East Central University	70	51	65	43	38	42	46	14	27	34	430
Langston University	40	24	41	44	40	35	27	35	51	9	346
<b>Northeastern State University</b>	<b>130</b>	<b>81</b>	<b>82</b>	<b>101</b>	<b>73</b>	<b>66</b>	<b>117</b>	<b>94</b>	<b>70</b>	<b>15</b>	<b>872</b>
Oklahoma Baptist University	2	0	0	0	0	0	0	0	0	0	2
Oklahoma City Community College	5	0	0	0	0	0	0	0	0	0	5
Okla. State Regents for Higher Ed.	1	0	0	0	0	0	0	0	0	0	1
Oklahoma State University	1	21	17	33	2	2	0	0	0	0	76
Redlands Community College	2	0	0	0	0	0	0	0	0	0	2
Rogers State University	6	3	2	3	4	0	0	1	0	0	19
Southeastern Oklahoma State Univ.	28	33	21	31	19	21	6	4	4	11	178
Southwestern Oklahoma State Univ.	43	51	25	31	24	17	14	9	16	17	247
University of Central Oklahoma	226	167	181	124	93	101	91	106	108	101	1,298
University of Oklahoma	4	9	23	16	1	3	5	0	0	0	61
University of Tulsa	2	8	4	4	3	4	0	0	0	0	25
USDA-ARS	1	0	0	0	0	0	0	0	0	0	1
Western Oklahoma State College	1	0	0	0	0	0	0	0	0	0	1
Other University or Organization	6	20	27	12	9	17	16	9	11	3	130

Note: 2009-2010 numbers were not available for other institutions

NSU also participates in [Oklahoma Research Day](#), which shifted the focus from Undergraduate Research Day to the more competitive state presentation, resulting in a drop in participation at the NSU event from 165 to an average of 115. In addition, NSU sponsored Oklahoma Research Day in 2008 and 2009. Some 800 academicians throughout the state attended the [2008 Oklahoma Research Day](#) held at the Broken Arrow campus.

Overall, NSU sponsored 827 student research projects and presentations in this event between 1999 and 2008. This makes NSU's student body population ratio of attendance at Oklahoma Research Day higher than other academic institutions in the state. The number of student research projects for NSU and other state institutions is reflected in Table 4.5

### NSU Encourages Exploration, Service, & Acquisition of Knowledge

NSU aggressively supports professional development with service learning, research, and faculty development grants. One such example, as discussed in Core Component 4a, is the award of faculty development funds. With the 25 percent college match requirement, these developmental funds amounted to more than \$75,000 annually for faculty to use for presenting papers and research at seminars, conferences, professional meetings, or other in-service meetings each year (see Table 4.6 on following page).

The [Faculty Development Committee](#) oversees approval of faculty development funds. This committee, com-

## Faculty Development Funding Limits

Table 4.6

Scholarly Activity	In-state	Out-of-state	International (Includes Alaska and Hawaii)	Percent College Match Funds	Total Possible Award Amount
Participating in conference	\$400	\$800	\$1000	25	\$1250
Attending conference	\$300	\$600	\$750	25	\$725

## Faculty Development Allocations For Last Five Years

Table 4.7

Fiscal Year	In-State Presentations	Out-of-State Presentations	International Presentations	Total Presentations	Average amount of award per faculty member	Total funds available
2006-07	12	66	10	88	\$ 634	\$ 47,500
2007-08	19	78	12	109	\$ 656	\$ 57,765
2008-09	16	67	10	93	\$ 639	\$ 57,765
2009-10	6	46	6	58	\$ 692	\$ 56,899
2010-11	2	60	5	67	\$ 703	\$ 56,899

Note: The above dollar awards do not include the minimum 25 percent college match awards.

posed of representatives from all university programs, approves faculty development requests on a first-come, first-approved basis, if the request meets university requirements for scholarly development. Generally, this involves presenting a paper or poster session, performing, serving on a panel, teaching a class, seminar or workshop, or fulfilling administrative duties as a member of a board, executive council, conference, or association. If funds remain for travel in May or June of the fiscal year, funding for attending a conference is allowed with preference given to applications that involve participation. Budget allocations for faculty development funding are reflected in Table 4.7.

NSU awards [service learning](#) mini grants of up to \$1,000 for faculty who engage students in inquiry, research, and publication on an annual basis. In addition, NSU provides a maximum of \$1,000 for [Teaching and Learning Grants](#) to faculty who desire to improve the quality of classroom teaching through creativity and innovation. Should faculty desire to study, research, write, or travel, NSU allows [sabbaticals](#) with prior approval from the dean of the college. Similarly, NSU provides access to [Fulbright Scholarships](#) and study abroad programs.

The university also encourages and provides financial support for faculty research. As determined by the Faculty Research Committee, NSU annually awards approximately \$60,000 to nine faculty members to conduct research, and needed seed money to pursue future

## Faculty Research funds

Table 4.8

Fiscal Year	Amount	Number of Recipients
FY 2007-2008	\$63,001	9
FY 2008-2009	\$58,250	9
FY 2009-2010	\$57,904	6
FY 2010-2011	\$57,904	8
FY 2011-2012	\$57,904	TBA

extramural grant opportunities. These faculty research grant awards are reflected in Table 4.8.

### Administrative Support

NSU plans and financially supports enhancement of internal personnel. The [CTL](#) official charter “is to foster a culture of excellence in teaching and learning.” CTL accomplishes this mission by providing awards and funds for service learning proposals, teaching and learning fellowships, online course development compensation, and video conference course development compensation.

CTL supplements these financial incentives with materials and [professional development workshops](#) throughout the academic year. The workshops are open, free of charge, to faculty and staff. In addition, CTL supports faculty and staff endeavors by providing resources such as hardware, software, printed material, videos, instructional design consulting, and training for professional development. CTL provides enormous support for staff, and students. By carefully analyzing needs of faculty, staff and students, CTL focuses assessment of technology fees on projects such as upgrading the Blackboard platform, creating a more reliable and accessible online system, providing better instructional tools, implementing new video training tutorials, and providing in-person training classes.

In addition, NSU provides release time when merited. The full-time teaching load for faculty is four courses (i.e., 12 credit hours). Those involved in major grant activity supported by extramural funding may receive a three-hour load reduction. Similarly, faculty desiring to pursue

scholarly pursuits may apply for sabbatical leave. In addition, NSU offers a waiver of tuition for faculty desiring to develop new skills that might lead to advancement, such as leadership and management classes.

Physical space for scholarly pursuits is always a consideration, especially if the scholarly pursuit involves research. Understanding this dilemma, NSU dedicated funds for research space in renovation funds. In addition, NSUBA dedicated almost an entire facility, the Science building, to labs and research, with supporting lectures conducted in the Liberal Arts building. Similarly, the Physical Plant supports scholarly and research activity through installation of newly purchased equipment such as fuming vents, Bunsen burners, eye wash showers, back-up electrical sources, and other such equipment needed for research.

### Recognition of Staff Accomplishments

Recognition is a tremendous incentive for all NSU employees. As such, NSU recognizes not only the accomplishments of faculty, but also of staff, administration, and students. For example, CTL offers training classes open to all members of the NSU family. These trainings might include software applications such as Word, PowerPoint or Excel. Upon completion, the university awards certificates to those who successfully complete the training.

NSU implemented the “[Kudos](#)” Peer Recognition Program. This program offers a great opportunity for faculty and staff to express appreciation to fellow employees who went “above and beyond” the call of duty to make



### **Practicum, Internships, and Field Experience**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 41 percent of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.*

[2010 National Survey of Student Engagement](#)

NSU a great place to work. The Kudos awards are cherished as they convey appreciation for a “job well done” by fellow employees. Recipients often display the award in their offices, alongside diplomas or other significant accomplishments.

NSU also recognizes employees who are artistically inclined. For example, the Department of Communication and Art conducts the annual NSU [Student Juried Art Exhibition](#). This event, approaching its seventh year, recognizes both student and faculty artists. The artwork is displayed in the NSU Gallery.

Similarly, NSU sponsors book signing events. NSUBA hosted a book signing and art exhibit for [Judith Houston-Emerson](#), an American Indian artist/author and NSU alumna. Her artwork was on display in the Visitor Center Gallery in January 2011. During the exhibit, Emerson displayed [24 works of art](#), some of which were exhibited at the Smithsonian Institution.

In 2009, NSU initiated the President’s [Model the Way](#) program that annually rewards two faculty and two staff members who demonstrate stellar service and commitment to the mission of NSU. “The Model the Way program is designed to identify those individuals among many who have displayed the ability to model the way,” said former NSU President Don Betz. “They exhibit the kind of leadership and example and persistence that inspires all of us.” These faculty and staff members exemplify service above self in all they do, demonstrate tireless effort to promote the mission of NSU, and exhibit a sense of community and collegiality among fellow employees. The award recipients are recognized for their outstanding achievement during university-

wide meetings, college meetings and departmental meetings. In addition, they receive \$1,000 and a commemorative wall plaque.

### **Activities that Foster a Life of Learning**

In addition to traditional classroom work, faculty, staff, undergraduate, and graduate students are involved in research, creative projects, travel, internships, and cultural and community service experiences. Faculty are always exploring new methodologies for delivering knowledge, ranging from online interactive class offerings to newly developed blended formats. These experiences help faculty, staff, and students become lifelong learners and facilitate application of knowledge.

NSU faculty have been innovative in creating new workshops that address forensics, emerging medical technological advances, and impressionistic art forms.

Scholarship contributes to the effectiveness of NSU by ensuring that faculty members remain intellectually engaged and actively involved in their respective fields. Faculty and staff continually author publications and conduct research projects. These are periodically placed in showcases in the NSU libraries, and highlighted in the library each year. Some representative works displayed in the library are included in Table 4.9 on the following page.

### **Lifelong Professional Development**

NSU encourages professional development of all employees. Tuition waivers are provided for employees to complete additional degrees while working at NSU.

(Continued on page 144)

## Representative Faculty & Staff Publications

Table 4.9 (continued on next page)

- » Sarah Brick Archer, M.A.L.S., assistant professor of library services, "Arthritis." *The Medical Library Association Encyclopedic Guide to Searching and Finding Health Information on the Web*, edited by P.F. Anderson and Nancy Allee, Vol. 2, 10-12. New York: Neal-Schuman, 2004. "Hospice and End of Life Care." *The Medical Library Association Encyclopedic Guide to Searching and Finding Health Information on the Web*, edited by P.F. Anderson and Nancy Allee, Vol. 3, 106-109. New York: Neal-Schuman, 2004.
- » Terri Baker, Ph.D., professor of English, and Connie Oliver Henshaw, eds. *Women Who Pioneered Oklahoma, Stories from the WPA Narratives*. Norman, Okla.: University of Oklahoma Press, 2007. Terri M. Baker, Ph.D., Joseph Faulds, Ph.D., Bridget Roussell Cowlshaw, Ph.D., Christopher Malone, Ph.D., eds. *Vision and Voice: a College Reader/Rhetoric*, 2nd edition. Southlake, Texas: Fountainhead Press, 2006.
- » Ernst Bekkering, Ph.D., assistant professor of information systems, and Brian Engelland. "Extending Quality Assessment Beyond the Classroom: The Campus Computer Lab Scale." *Journal for Advancement of Marketing Education* 2 [Summer 2002]: 18-24.
- » Renee Cambiano, Ed.D. "Sequencing Instruction in Global Learning Communities." In *Curriculum Development for Adult Learners in the Global Community*, edited by Victor C. X. Wang, Vol. 1: 115-145. Florida: Krieger Publishing Company, 2008.
- » Clara Camero, Ph.D. "Fusion de tiempo y espacio en 'Oriane, tia Oriane' de marcel moreno." *Colombia y el Caribe*. XIII Congreso de Colombianistas. Barranquilla, Colombia, 12 al 15 agosto de 2003, 370-381.
- » Mike Chanslor, Ph.D., associate professor of Communication Studies, D.K. Scott, R.H. Gobetz, Mike Chanslor. "Chain Versus Independent Television Station Ownership: Toward an Investment Model of Commitment to Local News Quality." *Communication Studies* 59 [2008]: 84-98.
- » Ron Chioldi, D.M.A., associate professor of Music, James Lyke, Denise Edwards, Geoff Haydon, Ronald Chioldi. *Keyboard Fundamentals, Book 1*, 5th ed. Champaign, Ill.: Stipes Publishing, 2007.
- » Roger Collier, Ph.D., associate professor of Finance, Roger Collier. "Financial Planning for Lutheran Church Workers." *Cross Accent: Journal of the Association of Lutheran Church Musicians* 15, no. 3 [2007]: 10-14.
- » Bill Corbett, Ph.D., professor of History. "Woodrow Wilson Rawls: Writer, Storyteller, Carpenter, Cherokee, Outdoorsman as art of the Literary Landmark commemoration in Tahlequah for Wilson Rawls, April, 2011. Review of Choctaw Crime and Punishment, 1884-1907 by Devon Abbott Mihuesuah, *Chronicles of Oklahoma*, Vol. LXXXVIII, No. 3, fall 2010, pp. 375-376.
- » Terri Baker, Ph.D., Joseph Faulds, Ph.D., Bridget Roussell Cowlshaw, Ph.D., Christopher Malone, Ph.D., eds. *Vision and Voice: a College Reader/Rhetoric*, 2nd edition. Southlake, Texas: Fountainhead Press, 2006.
- » Lynn Cyert, Ph.D., O.D., professor of Optometry, G.W. Fulk, L.A. Cyert, D.E. Parker and R.W. West. "The Effect of Changing from Glasses to Soft Contact Lenses on Myopia Progression in Adolescents." *Ophthalmic Physiol Opt* 23, no. 1 [2003]: 71-77.
- » Denise Da Ros-Voseles, Ph.D., associate professor of early childhood education, Denise A. Da Ros-Voseles, Kathleen M.T. Collins, Anthony J. Onwuegbuzie, and Qun G. Jiao. "Effect of Self-Perception on Performance of Graduate-Level Cooperative Groups in Research Methodology Courses." *Journal of Instructional Psychology* 35, no. 3, September 2008, p. 254-259.
- » Jason Dovel, DMA, assistant professor of trumpet, "Teaching tongue-tied students: Ankyloglossia in the instrumental classroom." *Music Educators Journal* 96 (2010): 49-52. "The Influence of Jazz on Eugène Bozza's *Caprice, Concertino, Rustiques, Rhapsodie, and Frigariana*" *International Trumpet Guild Journal* 34 (2010): 28-37. "The diphthong versus the pure vowel in trumpet performance and pedagogy" *International Trumpet Guild Journal* 29 (2009): 54-62. "Cornets and Pocket Trumpets for Beginning Players" *The Instrumentalist* (2009): 34-46.



*David Linebarger received awards for the Best Sports Poem in the Journal, The Listening Eye, was ranked #1 in the state of Oklahoma in the men's tennis division, and won the Tulsa World tennis tournament in 2011.*

## Faculty Research funds

Table 4.9 (continued on next page)

- » Benjamin R. Kracht, Ph.D., professor of sociology and anthropology, "Kiowa." In Dictionary of American History, 3rd edition, Vol. 4, edited by Stanley I. Kutler, 532-534. New York: Charles Scribner's Sons, 2003.
- » David Linebarger, Ph.D., Best Sports Poem in the journal The Listening Eye, Kent State. Two other poems also appeared in this journal: "Virgin of the Rocks," and "Pantoum for Septugenarian Tennis Players." Another poem, "Track Homes," was also recently published in the Iodine Poetry Journal. At the end of the 2010 tennis season, poet David Linebarger was ranked No. 1 in the state of Oklahoma in the men's division. He also won the Tulsa World tennis tournament in June of 2011.
- » John Mercer, Ph.D., professor of English, John M. Mercer. " 'Speaking Eloquentlly to the Nineteenth Century': Physical Images of Shakespeare and His Characters in Victorian St. Louis." The Globalization of Shakespeare in the Nineteenth Century, edited by Krystyna Kujawiska Courtney and John M. Mercer, 185-197. Lewiston, NY: Edwin Mellen Press, 2003.
- » Martha Parrott, Ed.D., associate professor of Mathematics, M. Parrott. "How to Create a Technology-Friendly Mathematics Classroom." Teaching for Success 16, no. 8 [2004]: 6-7.
- » Mark Paulissen, Ph.D., associate professor of Biology, M.E. Merchant, L. Fleury, R. Rutherford, and M. A. Paulissen. 2008. Effects of bacterial lipopolysaccharide on thermoregulation in green anole Lizards [*Anolis carolinensis*]. Veterinary Immunology and Immunopathology 125 [2008]:176-181.
- » Mia Revels, Ph.D., M.R. Revels. "Pine Warbler." "Black-and white Warbler." "Gray Catbird." "Eastern Towhee." and "Baltimore Oriole." In Breeding Bird Atlas of Oklahoma, edited by Dan L. Reinking. Norman, Okla.: University of Oklahoma Press, 2004.
- » Tom Rink, M.L.I.S., "Special Libraries, Police Force Librarian." Chapter 59 in A Day in the Life: Career Options in Library and Information Science, edited by Priscilla Shontz and Richard A. Murray, 259-262. Westport, Conn.: Libraries Unlimited, 2007.
- » Tom Salmon, O.D., Ph.D., associate professor of Optometry, D.G. Horner, T.O. Salmon, and P.S. Soni. Chapter 17: Corneal Topography. In Borish's Clinical Refraction, edited by I.M. Borish and W.J. Benjamin. Philadelphia: W.B. Saunders Company, 2006.
- » Amy Aldridge Sanford, Ph.D., Cara L. Ballooned, J. A. Gueguen, C.M. Sabee, R.S. Imes, Y. Li, and A.A. Sanford. "Provider-patient dialogue about Internet health information: An exploration of strategies to improve the provider-patient relationship." Patient Education and Counseling 66, no. 3 [2007]: 346-352.
- » Stephan Sargent, Ed.D., assistant professor of curriculum and instruction, R. Bartoletti, B. Ray, and S. Sargent. Reading Institute: Reading and the School Library Media Specialist. Chicago, Ill.: American Association of School Librarians, 2007.
- » Denise Da Ros-Voseles, Ph.D., co-author (with Beverly Kovach) of "Being with Babies: Understanding and Responding to the Infants in your Care" published by Gryphon House, sold by the National Association for the Education of Young Children. This book was translated into German.
- » Michael R. Wilds, J.D., professor of Criminal Justice, M. Wilds. Quick Reference Guide to Gang Symbols. Imprimatur Press 2008, ISBN 1-60503-010-4.



*NSU hosts jazz performances, providing cultural enrichment opportunities for the community each year.*

In addition, administrators are encouraged to embrace lifelong learning by attending retreats, seminars, conferences, and various professional development meetings. Examples of these development activities include participation in the annual HLC convention, accreditation seminars, Fulbright programs, and numerous leadership conferences.

The university encourages lifelong learning for community members by facilitating a seamless transition from high school to community college, then to a four-year university. One such program is the [P-20 initiative](#), which affords college credit to high school juniors and seniors that ultimately will transfer to NSU. In tandem, NSU also teaches at the [Union Collegiate Academy](#), a high school program that affords high school juniors and seniors an opportunity to “taste” actual college offerings.

To further facilitate a seamless transition, NSU is connected with other two-year colleges in the region by a partnership called [Smart Choice](#). This program, developed by NSU, represents commitment on the part of the university and participating two-year colleges to help students make a [seamless transition](#) from earning an associate’s degree to attaining a four-year degree in the program of their choice. Current Smart Choice institutions include Tulsa Community College, Carl Albert State College, Connors State College, Eastern Oklahoma State College, and Northeastern Oklahoma A&M College. These progressive course offerings provide a bridge from high school ultimately into higher education.

Formal and informal educational opportunities are just the beginning of community offerings provided by NSU. Each year, [Jazz Studies](#) hosts the Green Country Jazz Series performances, providing cultural enrichment opportunities for the community. These events host jazz vocalists, such as [Kathy Kosins](#), provide food, and develop community relations. Similarly, NSU offers sports events, arts, literary series, plays, music entertainment, and other cultural activities.

NSU is involved in numerous community development activities. Most recently, NSU partnered with Tahlequah to sponsor the [Oklahoma Community Institute \(OCI\) Citizens Academy 2011-2012](#). Tahlequah was selected as one of four host cities for Class IX of the OCI Citizens Academy. The mission of OCI Citizens Academy is to give local residents the skills and information needed to engage in new and creative ways of building business and community opportunities, and support plans for those ideas. To date, there are over 200 Citizens Academy alumni from over 77 communities all across the state. As a sponsor, NSU strongly supports good citizenship for the community and the nation at large.

### **Providing Educational Opportunities to At-Risk & First-Time College Families**

NSU provides opportunities to at-risk and first-time college families who might not otherwise be able to pursue a bachelor’s degree. The university offers these academic opportunities through an abundant number of scholarships and financial aid designed to defray tuition costs. For example, 68% of undergraduates received financial

## Fall 2010 Number & Percentages of Undergraduate & Graduate Enrollments Who Received Financial Assistance Of Any Type

Table 4.10

Category	Undergraduate		Graduate	
	Undergraduate Students Receiving Financial Assistance	Percentage of Total Enrollment Receiving Financial Assistance	Graduate Students Receiving Financial Assistance	Percentage Enrollment Receiving Financial Assistance
Loans	3732	44.6%	597	49.4%
Work-Study	173	2.0%	1	0%
Scholarships/Grants	5710	68.3%	733	60.7%
Academic Based/Merit Based Scholarships	1178	14.0%	54	4.4%

Source: NSU OSAGE Files; [IPEDS Report](#)

aid in the form of scholarships or grants in the fall 2010 (see Table 4.10).

In total, NSU provided more than \$67 million in awards to enrolled undergraduate students in fiscal year 2010-2011. Categories and amounts for the total aid awarded are reflected in Table 4.11 on following page.

### NSU Supports Student Development & Acquisition of Knowledge

NSU supports student research and scholarly activity by subsidizing travel, meals, registration, or other expenses to pursue scholarly activities. Through use of the student services fund, students have participated in the following leadership building and scholarly activities:

- » [The Model United Nations](#) is a national group that provides practical experience in the affairs of world governments, international organizations, and international relations. Students have the opportunity to participate in simulated U.N. meetings at regional and national conferences. This experience is supplemented by a one-credit, pass/fail course that meets once per week throughout each semester to discuss global issues and prepare for Model United Nations conferences and competitions. At the national conference, NSU students joined over 3,500 representatives from around the world. By providing a forum for debate concerning global issues in a context that closely parallels the real world, the Model U.N. is a very effective form of active learning and a highly efficient method for teaching students the dynamics of multilateral diplomacy, international relations, and world affairs. Approximately 20-30 NSU students participate in the Model United Nations class each year.

(Continued on page 148)



## Aid Awarded To Enrolled Undergraduates FY 2010-2011

Table 4.11 (continued on next page)

	Type	Need Based <i>Includes non-need aid used to meet need</i>	Non-Need Based <i>Exclude non-need aid used to meet need</i>	Total
Scholarships/Grants	Federal	\$18,145,532	\$287,622	\$18,433,154
	State (i.e., all states, not only the state in which your institution is located)	3,762,563	1,634,423	5,396,986
	Institutional: Endowed scholarships, annual gifts, and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	304,214	202,809	507,023
	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	2,907,709	1,938,473	4,846,182
	<i>Total Scholarships/Grants</i>	<i>\$25,120,018</i>	<i>\$4,063,327</i>	<i>\$29,183,345</i>

Source: Common Data Set 2010-2011



## Aid Awarded To Enrolled Undergraduates FY 2010-2011

Table 4.11

	Type	Need Based <i>Includes non-need aid used to meet need</i>	Non-Need Based <i>Exclude non-need aid used to meet need</i>	Total
Self-Help	Student loans from all sources (excluding parent loans)	\$16,109,336	\$17,790,888	\$33,900,224
	Federal Work-Study	461,102		461,102
	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		2,400,000	2,400,000
	Total Self-Help	16,570,438	20,190,888	36,761,326
	Parent Loans	326,467	217,645	544,112
	Athletic Awards	824,568	549,712	1,374,280
<i>Total Aid Awarded to Enrolled Undergraduates</i>		<i>\$42,841,491</i>	<i>\$25,021,572</i>	<i>\$67,863,063</i>

Source: Common Data Set 2010-2011



*The Jazz Lab opened its doors in the 1960's by Dr. Lowell Lehman and has continued a tradition of festivities for over four decades. On November 16, 2010, Dr. Lehman was inducted into the Oklahoma Jazz Hall of Fame for his service in jazz education.*

- » The [Oklahoma Intercollegiate Legislature](#) (OIL) provides an opportunity for hands-on participation by students in the executive, legislative, and judicial branches of government in mock sessions. Founded in 1969 by Lt. Gov. George Nigh, OIL is a mirror of the state government with a senate, house of representatives, supreme court, and the recently added journalism competition. Each semester, student delegates from colleges and universities across the state meet for five days in the chambers of the Oklahoma Capitol to hear, amend, and debate student-authored legislation. At the conclusion of each session, bills passed by the chambers and signed by the OIL governor are presented to Oklahoma's elected Legislature for examination. Stephen Rogers, an NSU student, was elected speaker pro-tempore of the House of Representatives in the 2009 OIL session. As speaker, he was presiding officer over the OIL House of Representatives.
  - » The [Living Literature Center](#), established in 1985, affords students opportunities to study literature in nontraditional settings. For more than 15 years, the center has been responsible for involving scholars and artists from around the state in semi-annual conferences at the end of the fall and spring semesters. Recent themes for these conferences have included multiculturalism and science fiction/fantasy. Each summer, the center conducts a literary tour of parts of the United States or Europe. These tours have included a site trip to Ireland, exploring the drama of the Abbey Theater and sites associated with the works of John Synge, James Joyce, and W.B. Yeats. Other programming included a weekend seminar on the occult in literature, and a two-week humani-
- ties tour to England, France, and Italy. Although attendance numbers vary, approximately 15-25 individuals annually attend these events.
- » The [Jazz Program](#) is housed just off campus in the Jazz Lab, a remarkable facility designed as a music venue. The program offers a full season of performances by student groups and internationally known jazz artists. Created in 1993, the Jazz Lab has hosted renowned jazz musicians such as Ray Brown, Joe Lovano, Byron Stripling, Dennis Mackrel, Slide Hampton, Frank Mantooth, Kevin Mahogany, Robin Eubanks, and Chris Potter. Since the opening of the Jazz Lab, the Jazz Studies program has grown to include two large jazz ensembles and multiple small groups. NSU now offers a Bachelor of Arts in Music with a major in jazz studies, a first for NSU and Oklahoma. Now in its fourth decade, the Green Country Jazz Festival still thrives, and is one of the nation's longest running jazz festivals.
  - » The [Sequoyah Institute](#) provides a series of major performing arts events each year. Named in honor of the renowned Cherokee educator, the Sequoyah Institute was founded in 1985 as a non-profit organization of NSU. The institute develops, fosters and provides cultural enrichment beyond the classroom. It promotes the experience and understanding of the fine arts through the [Galaxy of Stars Series](#), including [Beyond the Stage and Learning LIVE](#), lecture-ships, and the [Stars in the Summer Series](#), featuring [Downtown Country and River City Players](#). Each season, the Sequoyah Institute grows as a vital part of the educational experience at NSU. Recent performances include Riders in the Sky, Michael Martin Murphy, B.J. Thomas, and Tom Chapin.



*NSU student Maegan Dallis won the grand prize in 2009 with outstanding research on antibiotic resistance at Research Day at the State Capitol. She received \$500 plus a \$4,000 summer research internship at a research lab in Oklahoma.*

- » [Research Day at the State Capitol](#) draws a lot of competition each year. Twenty-one undergraduate students representing 15 Oklahoma colleges and universities presented competitive research posters to the state Legislature and the public during this annual event sponsored by Oklahoma EPSCoR (Experimental Program to Stimulate Competitive Research), OSRHE, and the National Science Foundation. This event brings awareness of the outstanding research taking place in Oklahoma’s colleges and universities.
- » The [Centennial Lecture Series](#) provides such renowned speakers as Mark J. Pinsky, author of the best-selling book, “The Gospel According to The Simpsons,” and former religion writer for the Orlando Sentinel and Los Angeles Times.
- » [Phi Alpha Delta Day](#) at the Court of Criminal Appeals allowed students to view the top criminal court in Oklahoma during the appeal of a murder case.
- » [Internships](#) are available and sometimes required for students. Interns provide valuable services in law enforcement agencies, human service providers, advertising firms, law offices, and many businesses as an application of classroom knowledge. Prior to graduation, NSU offers positions as graduate assistants, practicums and student externships to outstanding students.

### Public Acknowledgement of Achievements

NSU regularly acknowledges talents and achievements of the university family and community constituents. For example, NSU proudly advertises performances and exhibitions, and encourages the public to attend. The university recognizes outstanding achievements

in university publications such as [Academic Times](#), [The Northeastern](#), [Tsa La Gi](#) student magazine, college newsletters, alumni updates, the NSU website, and at college and university meetings.

As discussed in Criterion Three, NSU annually recognizes three faculty members with the [Circle of Excellence Awards](#) for [service, teaching, and research](#). In addition, the NSU library periodically recognizes [NSU Authors](#), and hosts a reception for faculty and staff who have published scholarly research. The library also hosts an [Honor Your Authors Reception](#) for authors and artists to personally showcase their accomplishments.

NSU recognizes student accomplishments at the annual [Honors Awards Assembly](#). Generally, over 340 students are nominated by members of the faculty, and honored with Academic Achievement, Student Activity, Honor Society, and Who’s Who Awards during the ceremony. The university recognizes graduation status (*Cum Laude, Magna Cum Laude or Summa Cum Laude*) at commencement, and includes such achievements in university publications and on the NSU website.

NSU recognizes and honors outstanding student achievements in the [Student Creativity Showcase](#) displayed in the libraries. Some online video examples of student recognition are:

- » Sonny J. Hawk, “[American Indian Grass Dance](#),” traditional American Indian dance
- » Anthony Zumwalt, “[The Dive](#),” metal sculpture
- » Mari Kumagai, “[6 Hands, 1 Piano](#),” original piano arrangement
- » Shawna Blake, “[Cut It Out](#),” informative speech



*NSU International Student Michiko Saiki carries a 4.0 cumulative grade-point average, is a recipient both of NSU's Stroup Endowed Music Scholarship and an Academic Achievement Award in 2009, and will graduate summa cum laude this spring.*

- » Masa Uehara, "[US Elderly Demographic](#)," choropleth maps
- » Elizabeth McKay, "[Tango](#)," liquid acrylic painting
- » Natasha Altericic, "[A Beautiful Nightmare](#)," original graphic novel

NSU recognizes students who excel in dance, arts, and athletic abilities. Members of the [Majestics dance squad](#) received recognition in 2009 with a first place win in the Open Kick Division of the Athletic Championships National Competition.

NSU consistently recognizes students for their [athletic prowess](#). Some examples include the men's basketball 2003 NCAA Division II [basketball championship](#), men's golf [Lone Star Conference championship](#), and women's tennis [Lone Star Conference championship](#).

NSU is recognized as a leader in the arts. In particular, Assistant Professor Jason Dovel's students won the following awards and recognition:

- » [Jared Wallis](#), trumpet, received an assistantship for summer 2011 at the Blue Lake Fine Arts Camp in Twin Lake, Mich.
- » [Michiko Saiki](#), a music performance major and decorated pianist, earned the Stroup Endowed Music Scholarship, won both the junior-senior division of the Oklahoma Music Teachers Association's Collegiate Piano Competition and the NSU Concerto Competition, and was a finalist in the Delta Symphony Orchestra Concerto Competition.
- » [Timothy Moore](#), trumpet, was first prize winner in the 2010-11 NSU Concerto Competition.

- » [Kristen Layne](#), trumpet, was Oklahoma's 2009 Collegiate Jazz Musician of the Year.

## Honors Programs, Scholarships & Financial Aid

NSU annually plans for and awards \$152 million in financial aid and scholarships to NSU students. Sixty-eight percent of fall 2010 estimated full-time undergraduates received [financial aid](#) of some type including need-based loans, work study, and need-based scholarships. Eighty percent of the 2008-2009 full-time, first-time degree/certificate-seeking undergraduate students received grant or scholarship aid from the federal government, state/local government, or the institution, or loans (see [IPEDS report](#)). Some of the [honors and scholarship programs](#) include:

- » The [President's Leadership Class](#) (PLC), a competitive, unique scholarship/leadership program that identifies and cultivates outstanding potential in select freshmen at NSU. Membership in PLC allows students to develop close associations with university administrators and meet scholars and dignitaries who frequently visit campus. Students chosen for PLC may enroll in special class sections offered by some of the most talented faculty members. Students with proven leadership skills and strong academic records compete for scholarship assistance of \$5,610 per academic year.
- » The RiverHawks Impacting Student Enrollment ([RISE](#)) [Scholarship Program](#) teaches students the importance of leadership and service. The program expands upon the potential dis-



## NORTHEASTERN STATE UNIVERSITY

played by selected freshmen. Students selected as RISE scholars develop close associations with university different areas of the Enrollment Management team. During their freshman year, they assist the Office of High School and College Relations in recruiting and communicating with prospective students. In their second year, RISE scholars serve as student mentors and assist the Office of First Year Experience. RISE scholars receive a minimum two-year scholarship currently valued at \$4,206 per year.

- » Each year, 15 outstanding entering freshmen are selected as [Baccalaureate Scholars](#). Eligibility is based on an ACT composite score of 30 or higher, 3.5 high school GPA, exceptional class rank, or status as a National Merit semifinalist or commended student.
- » Students automatically qualify for the [Academic Scholars Program](#) by being named a Presidential Scholar by the U.S. Department of Education, a National Merit Scholar or National Merit Finalist, or by scoring in the 99th percentile on the American College Testing (ACT). Recipients of these five scholarships must meet at least two of the following requirements: 1) have a composite ACT score of 30 or higher, 2) 3.8 or higher high school GPA, 3) be ranked in the top 4 percent of their senior class.
- » The [Collegiate Scholarship](#) is offered to entering freshmen with an ACT composite score of 27 or higher and a 3.5 high school GPA.

- » The [Green and White Scholars](#) is a two-year scholarship award offered to incoming freshmen with an ACT composite score of 22-25, and a high school grade point average of 3.25 or higher.

In addition, [Sections 9.11-9.12 of the Faculty Handbook](#) provide tuition waivers to employees, spouses, and dependents of NSU employees.

### NSU Students Pursue Inquiry-Based Learning & Expression

NSU offers numerous avenues to enable students to conduct research under the mentorship of a faculty member. These include, but are not limited to, participation in the [Honors Program](#), signing up for research classes, participating in independent research, work study as a laboratory assistant, and internships. In all cases, students are strongly encouraged (if not required) to submit work for presentation at one of the many venues available to undergraduates, such as the Undergraduate Research Day, Oklahoma Research Day, and Research Day at the Capitol.

The College of Science and Health Professions awards stipends to students conducting research under the guidance of a faculty member. The program is funded through the [Oklahoma Louis Stokes Alliance for Minority Participation](#) program (OK LSAMP, formerly the Oklahoma College Alliance for Minority Participation, OKAMP).

Students are encouraged to be creative and publish articles in *The Northeastern*, a student written, weekly



**NORTHEASTERN**  
STATE UNIVERSITY

newspaper. Within this newspaper, students voice opinions and write articles about NSU. In addition, students make contributions to the RiverHawks Daily, NSU's online newsletter.

The NSU [libraries](#) support student and faculty research by providing dedicated reference librarians to assist students with research and publication inquiries. Through the interlibrary loan system, faculty and students may obtain materials from national or international sources. In addition, the NSU Crime and Justice Institute publishes the *Contemporary Law and Justice Journal*, an annual law journal that includes articles authored by faculty and students.

### Scholarship & Teaching

The traditional university learning experience occurs in the classroom. NSU offers a comprehensive range of programs, the cornerstone of which is general education. This program affords students the opportunity to acquire skills and knowledge necessary to succeed in any degree program. Within a chosen degree program, students gain specialized skills and knowledge necessary to succeed in their career path, which may include graduate school or further professional training.

Teaching skills are enhanced when instructors display confidence and thoroughly understand the content delivered. NSU understands and articulates this relationship in [Section 3.36 of the Faculty Handbook](#), which addresses effective classroom teaching, scholarly or creative achievement, contributions to the institution and profession, and performance of non-teaching, semi-

administrative or administrative duties for promotion and tenure considerations.

CTL plays a pivotal role in the institution's mission in support of scholarship by coordinating training for the university. These endeavors include numerous training sessions and support for a variety of scholarly activities offered on campus, and through state, regional, national, and international organizations.

### Planning & Financial Allocation through Assessment

The [Office of Assessment and Institutional Research](#) facilitates the generation, compilation, interpretation, and distribution of institutional data to enhance policy and decision-making. Its mission ensures national standards are met. National assessment standards include the following:

- » National Communications Association (NCA)
- » National Council for Accreditation of Teacher Education (NCATE)
- » Regent's Assessment Report (opening enrollment report)
- » Freshman survey (UCLA Freshman Survey)
- » Freshman inventory
- » Senior survey
- » Remediation survey
- » Mid-Level Assessment (College Base exam)
- » Assessment in the major data
- » Alumni survey



## NORTHEASTERN STATE UNIVERSITY

- » College Student Experiences Questionnaire (CSEQ)
- » Integrated Postsecondary Education Data System (IPEDS)
- » College Assessment Activities (WritePlacer - Masters in Education exam)
- » Faculty projects

NSU began participation in the [National Survey of Student Engagement](#) (NSSE) in 2009. Results from NSSE provide prospective students with insights into how they might learn and develop at a given university. In addition, NSSE provides insight to faculty and administrators related to study habits, classroom requirements, community-based service learning projects, and other factors that are invaluable in gauging student success. However, since NSU has only administered the NSSE for two years, trend data is not available. Specific findings of the 2009 and 2010 NSSE are located throughout this report. The NSSE Survey of Student Engagement Report is available to the NSU family and to the general public on the university's website.

### CORE COMPONENT 4b

*NSU demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

The university integrates a philosophy of lifelong learning into all undergraduate degree programs and curriculum offerings. This is primarily accomplished through periodic review of the mission statement and general education

offerings. The process affords an opportunity to evaluate the effectiveness, currency, and relevance of curricular offerings to achieve the overall objectives of NSU's mission statement.

### NSU Regularly Reviews Effectiveness of General Education Requirements

NSU frequently reviews its mission statement, values and curriculum to inspire and facilitate lifelong learning. In particular, the [President's Cabinet and UPG](#) regularly review the relationship between the mission and values and the effectiveness of general education offerings. By integrating general education into all undergraduate and graduate programs, NSU intentionally develops skills and knowledge requisite for a life of learning in a diverse society. This philosophy of integration is reflected in NSU's Academic Prioritization Process, which requires continual review and update of general education based on shared input from all internal and external constituents. Changes in educational requirements are only made after careful assessment determines they benefit students' base knowledge and needs.

NSU initiated the Academic Prioritization Process in the spring semester of 2009 by creating the Academic Priorities Process Task Force. The task force developed a comprehensive process by which NSU, through the UPG, could prioritize academic programs and offerings. With task force recommendations, the UPG examined best practices employed across the country and developed an amalgamated process that reflected the practices best suited for NSU. From this effort, NSU focused



*Carrie Underwood, 2005 American Idol, graduated magna cum laude in Mass Communications and was also named 2006 Outstanding Senior and inducted into the NSU Hall of Fame. She regularly visits NSU to visit her lifelong friends and family.*

on the academic priorities self-study document, created academic priorities for chairs and deans to review, developed relative potential, quality, and value ratings (PQV ratings) of the program offerings, and developed a PQV matrix reflecting assessment determinations of program offerings. The program offerings were evaluated according to six categories:

- » Centrality to and consistency with the university's mission
- » External and internal demand for the program
- » Program inputs and outcomes
- » Program productivity (past three fall semesters)
- » Cost and academic efficiency
- » Critical information not categorized

Through the Academic Prioritization Process, NSU restructured the general education program to provide students with a broader foundation of knowledge and skills necessary to successfully compete in more specialized upper graduate classes. The assessment identified desired outcomes of the general education program to include basic:

- » Communication skills
- » Mathematic ability
- » Application of scientific knowledge
- » Appreciation of the fine arts
- » Understanding of society, culture, health, wellness, and diversity

Through this comprehensive planning and prioritization effort, general education requirements and successful program offerings were identified

### Effectiveness of Curriculum Offerings

The quality of the general education program not only dictates the potential for success in upper level undergraduate classes, but also predicts future success in graduate programs. Mastery of mathematics, science, English, and deductive reasoning skills are necessary components for acquisition and application of knowledge in graduate classes. Without such, graduate students are at a disadvantage when conducting research and pursuing critical reasoning exercises.

To maintain currency and relevance of graduate offerings, NSU solicits input from students, alumni, and community leaders. The [Senior Survey](#) and [NSSE](#) are two inventories NSU uses to evaluate curriculum offerings. Several departments and colleges, such as the College of Education, conduct exit interviews of graduating students. Students are very open in their responses, and comments are recorded and reported to chairs, deans, and members of the administration.

However, the quality of NSU's education is best reflected in the outstanding achievements of our students upon graduation (see Table 4.12 on the following page).

One of the university's most outstanding successes is American Idol winner [Carrie Underwood](#). NSU actively supported Carrie Underwood when she auditioned for a spot on American Idol, competed on the show, and after her fame as an American Idol winner. In return, she rou-

## Some Outstanding Achievement of NSU Alumni

Table 4.12

<i>Athletics</i>	<ul style="list-style-type: none"> <li>» <a href="#">Jarrett Byers</a>, former St. Louis Rams wide receiver</li> <li>» <a href="#">Larry Coker</a>, former head coach at the University of Miami, now head football coach at University of Texas-San Antonio</li> <li>» <a href="#">Bob Hudson</a>, former NFL player</li> <li>» <a href="#">Ronnie Jones</a>, American football coach</li> <li>» <a href="#">Derrick Moore</a>, former NFL player</li> </ul>
<i>Politics</i>	<ul style="list-style-type: none"> <li>» <a href="#">Glenn Coffee</a>, Oklahoma Secretary of State</li> <li>» <a href="#">Drew Edmondson</a>, former Attorney General of Oklahoma</li> <li>» <a href="#">James E. Edmondson</a>, current Vice-Chief Justice on the Oklahoma Supreme Court</li> <li>» <a href="#">Sandy Garrett</a>, former Oklahoma Superintendent of Public Instruction</li> <li>» <a href="#">Ted Risenhoover</a>, former U.S. Representative from Oklahoma</li> <li>» <a href="#">William G. Stigler</a>, former U.S. Representative from Oklahoma</li> <li>» <a href="#">John A. Sullivan</a>, current U.S. Representative from Oklahoma</li> <li>» Mayor of Muskogee <a href="#">John Tyler</a></li> <li>» <a href="#">Kimberly Teehee</a>, current senior policy adviser to the president for Native American affairs in the administration of President Barack Obama</li> </ul>
<i>Law Enforcement</i>	<ul style="list-style-type: none"> <li>» Former Broken Arrow Police Chief <a href="#">Todd Wuestewald</a></li> <li>» Bristow Police Chief <a href="#">Don Sweger</a></li> </ul>
<i>Business</i>	<ul style="list-style-type: none"> <li>» <a href="#">Bob Berry</a>, CEO and co-founder of Tri-B Nursery</li> <li>» <a href="#">Jeff Storey</a>, President and CEO, WilTel</li> <li>» <a href="#">Ken Selby</a>, owner of Mazzio's Pizza</li> </ul>
<i>Arts &amp; Entertainment</i>	<ul style="list-style-type: none"> <li>» <a href="#">Melvin Holt</a>, American actor</li> <li>» <a href="#">Dennis Letts</a>, American college professor and actor</li> <li>» <a href="#">Shawntel Smith</a>, Miss America 1996</li> <li>» <a href="#">Carrie Underwood</a>, American Idol winner and country music superstar</li> </ul>
<i>Others</i>	<ul style="list-style-type: none"> <li>» <a href="#">Bill Bright</a>, founder of Campus Crusade for Christ</li> </ul>

tinely makes return visits to campus to keep in contact with family and friends at NSU.

## Linkages Between Curricular & Co-curricular Activities

NSU students learn both inside and outside the classroom. By providing a rich variety of learning options such as internships, mentored research, honors programs, practicum, and service learning, NSU enhances student learning and demonstrates the connection between the academic life and employment life. These activities foster social awareness and responsibility while encouraging curiosity and engagement, thus cultivating a lifelong environment of learning and exploration. Some specific examples of bringing real life experiences into the classroom include performances in the arts and theater, experiential training in the field (biology, ROTC, criminal justice, and other programs), practicum requirements for social work, portfolios, and the [Athlete Training Education Programs](#) (ATEP).

Faculty, administration, and students acquire real life experiences through community service activities. [Community service](#) activities such as the [Special Olympics](#), [Gear-Up](#), [regional summit meetings](#), [summer academies](#), [National Day of Service](#), and [Rookie Bridge Camp](#) serve to enhance leadership and communication skills. For example, the National Day of Service commemorates those whose lives were lost on 9/11. In 2011, approximately 400 volunteers worked with the Tahlequah Chamber of Commerce to provide community beautification projects in Tahlequah. [Service Sunday](#) is a joint partnership with the Cherokee Nation where students perform American Indian-related



*Optometry students provide free optometry services to low income Cherokee Nation families. In 2010, NSU amassed nearly 155,000 community service and volunteer hours.*

service projects every other week. During Thanksgiving, NSU raises funds to provide food for families in need through the [food basket frenzy](#) project. These, plus other ongoing projects, such as optometry students who provide free optometry services to low income Cherokee Nation families, are just the tip of the iceberg when it comes to NSU community service.

In 2009, NSU participated in two national studies that focused on student perceptions and experiences related to civic engagement. The NSSE revealed that 56 percent of NSU students have participated in community service or volunteer work by their senior year. The 2009 Multi-Institutional Study of Leadership's (MSL) revealed that 36.4 percent of NSU students had participated in an academic internship. Similarly, the 2009 NSU campus inventory survey for the Campus Compact on academic service-learning revealed that NSU averages 20 academic courses per semester that integrate community service with academic content (see [Civic Engagement White Paper](#)).

This active engagement in community service resulted in NSU's receipt of the prestigious [President's Higher Education Community Service Honor Roll](#) in 2009 and 2010. Administered by the Corporation for National Community Service (CNCS), the federally recognized honor touts Northeastern as a leader among institutions of higher education for support of volunteering, service-learning and civic engagement. "Being selected for this nationwide honor out of nearly 800 submitted institutions clearly shows that the students, faculty, and staff of Northeastern are dedicated to making place matter for their institution, the surrounding communities, and the world," said Dr. Laura Boren, vice president for

Student Affairs. In 2010, members of the Northeastern family amassed nearly [155,000 community service and volunteer hours](#).

Through faculty, student, and community interaction, students learn how to solve practical problems encountered in real life situations. In turn, this interaction cultivates working and social relations among different groups on campus, promoting a more integrated college experience. Additional co-curricular activities at NSU include social clubs, honor societies, the President's Leadership Council, lecture series, the Jazz Lab, services activities, intercollegiate athletics, and drama and music productions. These and other such activities allow students to relax and socialize with a diverse mixture of events. The university also enjoys a rapidly growing study abroad program and an active international student body population.

### **Learning Outcomes Demonstrate Knowledge, Achievement, & Intellectual Inquiry**

As stated earlier, NSU has participated in the [Oklahoma Research Day](#) for the past 10 years. The event showcases faculty and student research, and bridges the relationship between NSU and other academic institutions. CTL also hosts a two-day event highlighting faculty research, projects, and papers in the area of new and innovative teaching and learning. The event is sponsored through the Office of Academic Affairs.

In fall 2010, NSU began a new general education curriculum. Part of this revised curriculum is the General Education Capstone. This course integrates all of the



**NORTHEASTERN**  
STATE UNIVERSITY

individual general education areas by using a technology-based system of assignments. These assignments are in real time and include blogs, Blackboard, chatrooms, and smart phone activities.

NSU reviews curriculum offerings for additions or deletions twice annually. These reviews are initiated by departments, and then voted on by the college. The frequent reviews ensure the currency and relevance of the curriculum. The reviews also ensure the relevance of learning objectives and competency goals to maintain cutting edge academic excellence.

In addition, NSU offers a rich variety of learning options to students that include internships, portfolios, capstone experiences, high school mentoring opportunities, mentored research, honors programs, and service-learning calculated to enhance leadership and academic skills. These courses, curriculum, and learning objectives provide students with a broad range of knowledge and skills to succeed in a competitive global and diverse economy where technology, global issues, and social issues are paramount. This learning-focused approach strengthens students' overall capacity to learn.

### CORE COMPONENT 4c

*NSU assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

Required five-year program reviews provide the opportunity to assess the currency and relevancy of courses and

programs. Along with an in-depth program self study, the review process includes a visit from a content expert consultant. The consultant produces a written report detailing the strengths and weaknesses of the program. While not a part of regular review, NSU is currently engaging in much programmatic assessment in the form of [Unit Growth and Development Plans](#) and [academic prioritization](#). Both of these exercises require faculty, chairs, and deans to consider the currency and relevancy of programs and curricula.

### Regular Academic Program Reviews

NSU devotes effort and resources to regularly assess curriculum requirements necessary to prepare students with the skills and knowledge to meet the challenges of future careers and life choices. At the base level, Charting the Second Century: 2009-2014 evaluated and revised essential components of the mission statement, vision statement, values, and goals in an effort to assure they are current and meet the needs of all constituents, both internal and external. This process led to an academic prioritization of not only general education offerings, but all program and curriculum offerings at NSU. It also evaluated whether the university's offerings cultivate a culture of diversity, providing courses that engage all students in scholarly activity.

The three campus locations are strategically located to provide relevant course offerings as required by the local communities. In addition, NSU caters to more remote constituents through an increasing buffet of online, ITV, and blended classes. As such, NSU has strategically



**NORTHEASTERN  
STATE UNIVERSITY**

positioned course offerings virtually throughout the United States and the entire world.

NSU is committed to providing quality course offerings that are current, relevant, and meet the needs of both a regionally and internationally located student body. Courses are regularly reviewed through programs, such as academic prioritization, and annual departmental and college reviews. Comprehensive program reviews also occur in each major area on a five-year rotation. In the revision process, factors such as emerging technology, economy, community, traditional and nontraditional student needs, student and community surveys, and potential employment opportunities are all considered.

These and other such considerations led to the creation of the Bachelor of Science in Criminal Justice with an emphasis in Homeland Security. Following 9/11, the federal government focused federal grant money and significant advertising to increasing programs such as Homeland Security, U.S. Air Marshals, and FEMA. In response, NSU initiated one of the first Homeland Security programs in the United States. The program now supports 41 declared majors.

### **Skills & Professional Competence Essential to a Diverse Workforce**

Not surprisingly, learning goals and outcomes are often developed at the program level and address skills and professional competencies. For example, graduates of the theater program are expected to “understand and function competently in any area of theater production including performance, design, technical, theoretical, and managerial.” In mass communication, students have specific objec-

tives based on their chosen specialty area of advertising, public relations, or journalism/broadcasting. For example, mass communication advertising students are expected to “demonstrate an advanced understanding and skill level in advertising techniques used by the newspaper and magazine industries, radio and television industries, and alternative means of advertising such as websites, cable TV, billboards and directories.” Mass communication journalism/broadcasting students are expected to demonstrate “an advanced understanding and ability in writing, reporting, editing, and producing for radio and television.”

One gauge of success is graduate, employer, and alumni feedback. These surveys gauge whether students acquired the skills and knowledge necessary to function in diverse local, national, and global societies. Frequently, NSU solicits input from alumni, employers, and other external constituents who understand the relationships among the courses of study, currency of the curriculum, and utility of the knowledge and skills gained when determining whether courses offer the skills and professional competence required to compete in a diverse and global workforce.

Another gauge of success in a global economy is placement of graduates in the marketplace. The [Office of Career Services](#) offers assistance with creating and updating resumes, writing cover letters, and enhancing interview skills. In addition, Career Services supervises placement files, manages on-campus bulletin boards, and continually updates their web page. Career Services periodically oversees [career events](#), [job fairs](#), and facilitates student [internships](#) with community leaders. Through continual collaboration and partnerships, NSU effectively connects the learning objectives of the students to the



### ***Testimonial to Research***

***Jeff Tomblin, Locust Grove Senior  
I benefited from Oklahoma  
Research Day because I got the  
chance to put my research skills  
to good use in our group research  
activity. I also got to be one of  
the representatives from our  
university and answered people's  
questions that they had about our  
research project poster.***

overall needs of the global community. According to the Employment Outcomes Report 2008, 82 percent of the 2005-2006 bachelor's degree recipients were employed in Oklahoma one year following graduation. The employment rate for NSU graduates for this same period was 91.5 percent (i.e., NSU was 9 percent above the norm).

### **Learning Outcomes Guarantee Necessary Skills to Function in a Diverse, Local, & Global Society**

Students are encouraged to gain competency in a second language to increase competitiveness in a global and culturally diverse economy. The university offers classes in Spanish, French, Chinese, Cherokee, and other languages. In addition, NSU supplements language classes with cultural studies courses that further prepare students for newly emerging and highly competitive global economies.

NSU solicits the input of regional and international experts when examining class and curriculum offerings. For example, the College of Business & Technology offers programs tied to the needs of the business community. New programs, such as Supply Chain Management and the Master of Accounting and Financial Analysis, were developed to meet the current needs of the business community in northeastern Oklahoma. At the same time, existing programs are being adapted to reflect the new skills necessary in a competitive global environment. The [Dean's Advisory Council](#), made up of 25 senior managers from this region, help to ensure that the NSU's class offerings support the needs of the community.

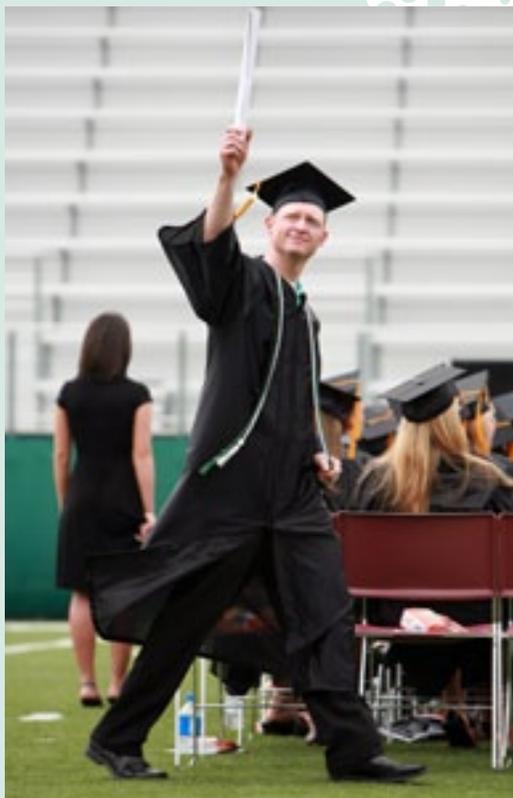
Several [international study abroad opportunities](#) enlighten students and faculty to the diversity of cultures contained in a global economy. Study abroad venues include Shanghai, Naples, Belize, Dublin, Swansea, Khon Kaen, Prague, Accra, Siem Riep, Cape Town, Ho Chi Minh City, Stellenbosch, Ghana, and Bangkok. In addition, trips to [Paris](#), [Belize](#), [Russia](#) and [China](#) often attract a broad range of students from different disciplines.

By teaching at overseas universities and colleges, NSU faculty are more adequately prepared to discuss and integrate global experiences into the classroom. For example, Dr. Lallie Scott taught a semester in China, Dr. Michael Wilds taught classes at St. John's College in Belize, Dr. David Pan offers excursions to China, and Dr. Erik Terdal annually offers classes in Caye Caulker, Belize. Such experiences broaden the professor's knowledge and enrich the classroom learning experience.

The Northeastern student newspaper also publishes articles in [Japanese](#). This further broadens student knowledge of foreign cultures and provides a feeling of familiarity for international students. As stated by Shugo Takahashi, Tokyo, Japan junior, "I am looking forward to reading *The Northeastern* every week ... I see Japanese writers interview at the library almost every day, so I know their effort." Also, students publish articles in Chinese to advance the study of the Chinese language.

### **Creation & Use of Scholarship by Students**

Two university events especially relevant in encouraging student scholarship are Undergraduate Research Day and [Oklahoma Research Day](#). [Undergraduate](#)



### **Independent Study Opportunities**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by their senior year, 9 percent of students have taken an independent study class.*

[2010 National Survey of Student Engagement](#)

[Research Day](#) showcases student scholarship through poster and panel presentations with participation from all colleges. The event is competitive in nature, with recognition for the best work in each college. The event is structured to allow students from all disciplines to participate, even if their scholarship does not fall under a traditional heading of research (i.e., literary analysis). Oklahoma Research Day provides a statewide presentation forum for scholarship by faculty and students, and often involves collaborative work between the two. NSU hosted this event twice on the Broken Arrow campus, provided transportation to and from the event for faculty and students, and assisted in the creation of posters for presentation. In addition to these efforts, departments and academic programs supported student scholarships by encouraging students to submit work to and attend academic meetings.

### **Mastery of Knowledge & Skills in Programs of Applied Practice**

Many of the academic programs at NSU are of an applied nature designed to serve post-graduation employment needs. Many programs require work outside class, such as internships, where students practice skills needed for future employment opportunities. Other disciplines polish artistic and theatrical skills. For example, students in the theater program must spend many hours in rehearsals and set construction. This constitutes training for post-graduation, when students are expected to “operate ethically and responsibly in any artistic, community, or business setting.” The Fine Arts program is “designed to evolve from instructor-developed problems in the foundation courses

to gradually increased responsibility on the part of students to set and solve problems in their own way. Students are encouraged to take independent study courses in studio arts during their junior and senior years.”

The university even conducts some monitoring of students post-graduation. The College of Education assesses teacher education candidates during the first year on the job by electronically delivering a survey to the teacher, administrator, and mentor. The survey assesses how well the candidate displays the characteristics of the conceptual framework under which they were prepared. The data is compiled, analyzed, and used to monitor trends and recommend program changes. Other programs across campus follow and survey candidates as to their performance and satisfaction with their preparation.

### **Curricular & Co-curricular Opportunities that Promote Social Responsibility**

There is a reasonable amount of activity at NSU related to the promotion of social responsibility. This occurs at the university, college, and departmental levels. Some examples of curricular opportunities include both required and optional internships embedded in many programs. Another common curricular opportunity is a service learning requirement attached to particular courses, such as the social work students visiting nursing homes. Co-curricular opportunities include [The Big Event](#), a university-wide activity in the spring where students, faculty, and staff provide community service for members of the community. These community services include projects for the elderly, churches, schools,



*The Big Event has grown from 50 students to more than 1,200 students who conduct ongoing community service projects. These community services include projects for the elderly, churches, schools nonprofit agencies, and other areas of community needs at approximately 45 different service sites.*

nonprofit agencies, and other areas of community needs at approximately 45 different service sites. The event began with approximately 50 students volunteering in 2006, and has grown to more than 1,200 participants. In addition to the Big Event, many student organizations conduct ongoing community service projects. One such example is the Music department. The Music department interacts with the community in a variety of different ways by:

- » Providing a marching band for Veterans Day, Christmas, Cherokee National Holiday, and Keetoowah Celebration parades
- » Conducting off campus performances in Tahlequah as well as throughout the region, at venues such as First United Methodist Church, Tahlequah High School, and the Tulsa Performing Arts Center
- » Offering faculty to lead the Tulsa Oratorio Chorus for seven seasons (Dr. Donald Studebaker), conducting a Bach series at Bethany Lutheran Church in Tulsa since 1995 (Dr. Mark Bighley), performed with the Tulsa Symphony Orchestra (Drs. Jason Dovel, Anne Watson, and Patricia Surman), and serving as director of music at First United Methodist Church in Tahlequah (Dr. Studebaker)
- » Providing students to sing in the chorus of the Tulsa Opera
- » Conducting recitals off campus at the Go Ye Village and the Heritage Retirement Center
- » Assisting high school music directors and community music teachers
- » Providing band performances for sports activities

## CORE COMPONENT 4d

*NSU provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

NSU's [values statement](#) address integrity by stating, "We model ethical and intellectual development by advancing honesty, human dignity and accountability." The university recognizes the inherent ethical issues imbedded in a successful liberal arts education and established policies, procedures, and support programs to ensure students' understanding of their [ethical responsibilities](#). These policies, procedures and support programs are published in the Student Handbook, the undergraduate catalog, and on the NSU website.

### Responsible & Ethical Acquisition of Knowledge

NSU recognizes some issues of plagiarism may occur unwittingly. Accordingly, the university directly addresses [academic integrity](#) and plagiarism in the University Strategies class. Most professors address plagiarism in their syllabus for each class. Likewise, they discuss both intentional and unintentional plagiarism prior to any major writing assignment. NSU also subscribes to software to check plagiarism on student submissions of essays or other writing assignments.

Freshman English classes train students in the proper use of scholarly research and citation (such as MLA and APA). This knowledge is often reinforced in classes offering a writing component. Similarly, the library offers training



**NORTHEASTERN  
STATE UNIVERSITY**

sessions in citation format (including the Bluebook legal style of citation), and the use of online databases. In addition, [citation format](#) is posted on the NSU website along with the Student Handbook.

[Student Support Services](#), funded through a U.S. Department of Education Title III grant, provides academic tutoring and advice, personal counseling, financial aid information, and mentoring assistance for enrollment in graduate programs to help low-income, first-generation students gain a college degree. Federal funds for the services are awarded through a grant competition by the USDE. These and other [support services](#) are outlined in the Student Handbook.

[Student Disability Services](#) provides academic support to students with qualified disabilities as outlined by the Americans with Disabilities Act. Services are based upon individual student needs.

In addition, NSU regularly trains on and publishes the following policies and procedures on the university website related to federal and state regulations:

- » Harassment
- » EEOC compliance
- » Equal Opportunity Affirmative Action compliance
- » Computer policy: obscene materials
- » Conflict of interest policies
- » Violence intervention, prevention, and early response (VIPER)
- » Defamation

## **Policies & Procedures Ensure Ethical Conduct in Research & Instructional Activities**

The Office of the Vice President for Academic Affairs is responsible for the administration of research ethics at NSU. This office oversees the functioning of the [Institutional Review Board](#) (IRB). Representatives from various academic and scientific disciplines, as well as members from outside the academic community compose the IRB. The IRB is responsible for conducting initial and continuing reviews, and providing oversight for all research activities involving the use of human subjects performed on any NSU campus. The IRB reviews human subject research projects according to three principles:

1. Minimize the risk to human subjects (beneficence)
2. Ensure all subjects consent and are fully informed about the research and any risks (autonomy)
3. Promote equity in research involving human subjects (justice)

All research involving human subjects must be approved by the IRB before data collection can commence.

The IRB typically approves projects for one year, thereafter conducting annual reviews. All review procedures must meet or exceed the requirements set forth in 45 CFR 46. The IRB reviews and has the authority to approve, require changes prior to approval, or disapprove research activities involving human subjects, which are conducted at or sponsored by NSU, including [research](#) activities:

- » Performed by NSU faculty, staff, or students
- » Performed in NSU facilities



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- » Otherwise supported by university resources under the control of NSU officials

The IRB further has the responsibility and authority to adopt appropriate procedures to ensure compliance with the approved consent process and other requirements for the protection of human subjects.

The Office of Academic Affairs oversees the [University Animal Welfare Committee](#) (UAWC) that functions as NSU's official Institutional Animal Care and Use Committee (IACUC). The UAWC ensures the ethical use and sensitive care of animals utilized in research and teaching. Federal regulations obligate the committee to meet at least twice annually, and have at least five members (including at least one veterinarian, one scientist with laboratory animal research experience, one non-scientist, and one person with no institutional affiliation). The committee monitors the use of animals in teaching activities as specified by USDA regulations, reviews research projects proposed that use animals, and evaluates institutional facilities utilized in the housing of animals.

### **NSU Students Practice Social Responsibility**

NSU's commitment to social responsibility is best exemplified by the community involvement of members of the Oklahoma College of Optometry. Recognizing that American Indians in rural Oklahoma were not receiving eye care services, NSU administrators, state legislators, the Bureau of Indian Affairs, and the Cherokee Nation met to rectify this situation. From that consortium, a college of optometry in northeast

Oklahoma, specifically at NSU in Tahlequah, was founded in 1979 to address that unmet need for eye care. However, traveling long distances to a health care facility created an undue hardship on American Indians in this region of high poverty where many people rarely, if ever, saw an eye doctor. The resultant impact was that patients were going blind from preventable eye diseases (such as glaucoma and diabetic retinopathy) and many children were experiencing delayed development of important learning skills due to a lack of vision care.

The solution was to establish 12 optometry clinics in rural communities throughout the region. This approach resulted in eye care being delivered to the community where patients live. This outreach addresses the regional need by bringing care to the patient while engaging students, faculty, and staff in preparing optometrists for professional careers.

Students, faculty, and staff in the Oklahoma College of Optometry identified children with early vision problems through the School Screening Program. The program takes faculty and students into the elementary school environment in the region to provide vision and eye screening. Many times, a child struggling with his or her studies may realize an improvement through glasses or vision training. Early diagnosis helps these children improve in their school work.

NSU also partnered with the Cherokee Nation to preserve the native language. After the tribe conducted an extensive survey in 2002, then Principal Chief Chad Smith stated, "We are only one generation away from losing the Cherokee language." Findings showed that almost all



### **Student Community Service**

*The 2010 National Survey of Student Engagement (NSSE), administered to 655 randomly selected NSU students, revealed that by the time they are seniors, 53 percent of students have participated in community service or volunteer work.*

[2010 National Survey of Student Engagement](#)

fluent speakers were over age 50, children were not learning Cherokee, and the language was spoken infrequently in most language spaces. To address these concerns, NSU and the Cherokee Nation developed a teacher preparation program focused on the Cherokee language and culture, one that would serve children in Oklahoma's public schools and immersion schools within the Cherokee Nation. The program's design includes oral language proficiency and literacy, as well as Cherokee culture and customs. In addition to NSU faculty, the program enlists the aid of Cherokee Nation citizens to assess the language skill and oral fluency of teacher candidates as they progress through the program. In 2007, NSU's teacher preparation program was approved to recommend [teachers for certification in Cherokee education](#), and the first graduate completed his work in December 2008.

### **Social Responsibility through Community Service & Service Learning**

The [Speech-Language Pathology \(SLP\) Program](#) offers a full-service Speech and Language Clinic (diagnosis and therapy) and a limited Audiology Clinic on the Tahlequah campus. Services are provided on a sliding fee schedule, which allows limited income families to obtain services. To engage students, faculty, and staff in serving the region, SLP has service delivery contracts with Sequoyah High School, Muskogee County Head Start, Cherokee Elder-care Program (which is a federally funded PACE [Program for All-Inclusive Care of the Elderly] facility), Locust Grove School District, Maryetta School District, Brushy School District, and Bell School District. On the Muskogee campus, SLP operates a Rite Care Outreach Speech

and Language Clinic in conjunction with the McAlester Rite Care Clinic sponsored by the McAlester Scottish Rite. Services at the clinic are free to the client since the program is underwritten by the Scottish Rite. SLP assists with preschool screening at the Fort Gibson School District and hearing screening at St. Joseph Catholic School in Muskogee. It offers free hearing screenings as part of the Symposium on the American Indian held every year on the Tahlequah campus.

The SLP program could serve as a national model for service delivery to small school districts in rural areas where there is a shortage of available, qualified personnel to provide speech and language services. By sending several graduate students under the supervision of a licensed, nationally certified speech-language pathologist, the SLP program provides extensive services in a relatively short period of time. This not only ensures that underserved populations receive quality services, but also that those services are provided with minimal interruption to the school's routine and at a reasonable cost to the district's budget.

Yet another service learning example is the [American Democracy Project](#) (ADP), a multi-campus initiative focused on higher education's role in preparing the next generation of informed, engaged citizens for our democracy. The goal of the ADP is to produce graduates committed to being active, involved citizens in their communities.

NSU is also a member of [Oklahoma Campus Compact](#). The compact is a national coalition of more than 1,100 college and university presidents, representing some 6 million students, dedicated to promoting community service, civic engagement, and service learning in higher education.



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As mentioned previously, NSU provides leadership training to the student government, [PLC](#), and other student organizations. These organizations participate in community service such as Save the Illinois River, chamber of commerce events, and community restoration projects.

### **Oversight, Support, & Integrity of Research**

The NSU policy for [responding to allegations of research misconduct](#) states:

Northeastern State University adheres to a philosophy of appropriate, ethical behavior and processes related to research that is in accord with that of the general scientific community related to ethics in research. NSU's institutional values related to scientific integrity are of the highest standards and are designed to comply with all state and federal regulations. As a statement of principles, NSU will not tolerate research misconduct in any form and will address allegations of such misconduct in a standardized manner. NSU, through its various agencies and offices, endeavors to prevent research misconduct through published policies, education, and other appropriate methods. Finally, NSU encourages and supports good faith efforts on the part of any individual to report potential instances of questionable research methods or research misconduct. In essence, NSU is supportive and protective of individuals reporting research misconduct.

The Office of Research and Sponsored Programs is under the Office of Academic Affairs at NSU. [Research and Sponsored Programs](#) handles all pre-award aspects of the proposal development process and serves as a liaison between external funding agencies, as well as internal departments including Research Administration, Payroll,

the Office of Administration, and the Office of the President. This office ensures integrity and monitors for [conflicts of interest](#), as stated within the Faculty Handbook.

### **Intellectual Property Rights**

Since the demand for distance learning is increasing and the continuing development of electronically published course materials in various media seems likely, it is important to address issues raised by the creation, use, and distribution of various forms of electronically published course materials, and clarify the rights and responsibilities of each of the parties involved. This policy is a supplement to the [Patent and Copyright policies](#) promulgated by the RUSO Board of Regents, and found in Section 5.13 of the RUSO General Policies, page 5-104. The Copyright Law and Compliance policy was updated and approved by the NSU Policy Committee on Nov. 22, 2010. These changes articulate NSU's compliance with the Higher Educational Opportunity Act of 2008 as required by the U.S. Department of Education, specifically the Digital Millennium Copyright Act. Previous policies regarding downloading of music, audio files, and peer-to-peer were incorporated into one Copyright Law and Compliance Policy.

The Faculty Handbook and RUSO policies address [patent ownership](#). In particular, discoveries or inventions made or created by NSU employees, faculty, students, and staff are the property of the university. Both NSU and the individuals share in income derived from the marketing of such inventions and patent rights according to terms directed by the president of the university.

Similarly, both RUSO and NSU policies cover the issue of copyrighted works. NSU owns the copyright on works



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STATE UNIVERSITY

commissioned by the university. NSU and the creator of the work share royalties for university-commissioned copyrighted works. Works produced under a specific contract or grant agreement between the university and a governmental or other agency or organization are subject to the terms of the grant or contract. If copyright ownership is not specified, such rights shall reside with the creator. In addition to appearing in the Faculty Handbook, policies regarding [intellectual property](#) are also reflected in the Student Handbook.

### CRITERION 4 CONCLUSION

The HLC self study reveals that NSU meets the criterion for acquisition, discovery, and application of knowledge. This vision, mission, and value statement is tied not only to the planning process, but also to the budget process to create a catalyst to make improvements necessary to prepare faculty, staff, administrators, and students for an ever-changing, diverse, and global economy. Through this synergistic process, NSU creates a powerful academic vehicle for lifelong learning and inquiry that facilitates change in a continually evolving world.

#### Strengths

- » NSU maintains appropriately credentialed faculty.
- » Faculty and students actively engage in research and scholarly activities.
- » Faculty, staff, and students are actively engaged in community service as evidenced by placement on the President's Higher Education Community Service Honor Roll in 2009 and 2010.

- » NSU provides up-to-date technology and technology support to faculty, staff, students, and community constituents.
- » NSU offers financial support programs to assist faculty in the search for extramural funding.

#### Areas for Improvement and Planning

- » NSU could improve faculty and student funding for international study abroad programs.
- » NSU could improve student, alumni, and community constituent surveys through the use of Survey Monkey and other such statistical programs.
- » NSU could provide more outreach efforts to maintain contact and tracking of post-graduate student activity.
- » The NSU Writing Clinic could design a program to support E-Portfolios for faculty, staff, administrators, and students that could be showcased on the university website.