CHAPTER 1

UNIVERSITY HISTORY, ORGANIZATION, AND GOVERNANCE

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1.1 UNIVERSITY HISTORY

The University of Central Oklahoma was established as the Territorial Normal School by the Territorial Legislature on December 24, 1890, and was located in Edmond, Oklahoma, on the following conditions: that Oklahoma County donate $5,000 in bonds; that Edmond donate 40 acres of land within one mile of town, the land to be divided into lots, except for 10 acres for the campus; and these lots to be sold, the proceeds to be used for the benefit of the school.

The above conditions were met, and the town of Edmond donated $2,000 in additional bonds. The first class of 23 met on November 9, 1891, in the Epworth League Room of the unfurnished building of the First Methodist Church. In 1904 the name was changed to Central State Normal School. A marker of Oklahoma granite was placed at Boulevard and Second Street, near the original site, in 1915 by the Central Oklahoma Normal School Historical Society.

Old North Tower, the first building, was begun in the summer of 1892 and was occupied January 3, 1893. The school was first operated as a normal school with two years of college work and a complete preparatory school. In 1897, the first class of graduates received Normal School diplomas, and two men and three women graduated.

On December 29, 1919, the State Board of Education passed a resolution raising the rank of Central to that of a four-year teachers' college conferring bachelor's degrees, and changing the name to Central State Teachers College. The class of 1921, consisting of nine members, was the first to receive such degrees.

In 1939, the state legislature passed a law designating the institution as Central State College and authorized the granting of degrees without teaching certificates. In 1954, the Oklahoma State Regents for Higher Education (OSRHE) gave permission to offer the Master of Teaching Degree (changed to Master of Education, 1969), and in 1971 authorized the Master of Arts in English and Master of Business Administration degrees.

On April 13, 1971, the state legislature officially changed the name of the institution to Central State University. During the university's Centennial Year, legislation was passed

and signed by the governor on May 18, 1990, changing the name to the University of Central Oklahoma. The Territorial Normal School has grown from those initial 23 students to a metropolitan four-year university with an enrollment of 17,000 students on a 200-acre campus.

1.2 MISSION AND ACCREDITATION
1.2.1 UNIVERSITY MISSION, VISION AND STRATEGY STATEMENT

MISSION

UCO exists to help students learn by providing transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and indivduals it serves.

VISION STATEMENT

The University of Central Oklahoma, as Oklahoma's metropolitan university committed to helping students learn, embraces its role as a collaborative partner and leader to meet the educational, business and community aspirations of the Greater Oklahoma City Metropolitan Area.Our dynamic metropolitan region shapes the university even as the university contributes to the cultural, social, economic, and intellectual life of the region to realize our shared future. Metropolitan engagement informs every dimension of the university's activities in cultivating learning, discovery of new knowledge, and encouraging shared leadership to the extent that this synergy will inspire others to recognize UCO as one of the nation's leading metropolitan universities.

STRATEGY STATEMENT

The University of Central Oklahoma will actively respond to the needs and opportunities of the Oklahoma City Metropolitan Area by pursuing innovative partnerships, by adhering to our fundamental commitment to provide transformative teaching and learning experiences to our students, by engaging our students in experiential learning activities that advance the quality of life for all, by supporting life long learning and work force development and expansion, and by the impactful contribution of our research and professional services expertise to the metropolitan area.

Transformative Learning

Through access to a high quality, affordable transformative teaching and learning experience, we seek to educate creative, collaborative graduates who are adaptable and engaged critical thinkers, who are receptive to new ideas, who celebrate the diversity of our region, and who will live fulfilling lives.

Experiential Education

Through the cultivating of partnerships throughout the metropolitan area and beyond, we serve the needs of our community, and provide graduates who are equipped with the skills to assist the metropolitan area to thrive in a competitive global environment.

Research and Professional Service

Through professional services and research, we provide leadership and counsel on issues vital to the health of the metropolitan region's businesses and industry, education institutions, families, and to its cultural quality of life.

Quality of Campus Experiences

Through its ethos of inclusion, transparency, collaboration, and respect across the institution that recognizes the unique and individual value of each of its traditional and non-traditional students, faculty, staff, administration, and alumni, the University of Central Oklahoma will be recognized nationally for its living and learning-centered environment.

1.2.1.1   ACADEMIC MISSION

Helping students learn so that they may become productive, creative, ethical, and engaged citizens and leaders.

1.2.1.2   ACADEMIC VISION STATEMENT

The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, and service to others.

1.2.1.3   ACADEMIC LONG-TERM GOALS

1. *Engage Students in Transformative Learning:*
   a) Discipline Knowledge
   b) Global and Cultural Competencies
   c) Health and Wellness
   d) Leadership

e)   Research, Scholarly and Creative Activities
f)   Service Learning and Civic Engagement Activities

2. *Improve Student Outcomes:*
a)   Persistence Towards Academic Goals
b)   Academic Performance
c)   Post-Graduate Success

3. *Enhance the Learning Environment:*
a)   Student - Faculty Ratio
b)   Integration of Part-Time Faculty
c)   Learning Spaces
d)   Learning Technologies

4. *Support Learning Collaborations:*
a)   UCO Campus
b)   Among Institutions
c)   With Metropolitan, Regional and Global Communities

1.2.2   UNIVERSITY BELIEFS AND VALUES

UCO's fundamental responsibility is excellent teaching, which involves instilling and fostering in students the joy of learning, the ability to think critically, and a desire to achieve their creative potential.

Our other major responsibilities include scholarly activities, research, and service to students, to other individuals, and to the larger community.

A college degree should represent an education that enables its recipients to become good citizens and responsible, independent adults who embrace learning as a lifelong endeavor.

Great universities must require and encourage a free flow of information, ideas, and opinions in a community that fosters social justice, values diversity, and demands the highest standards of ethical conduct, mutual respect, and civility.

UCO as an institution, and all its constituents, must be committed to continuous processes of self-examination and self-improvement that encourage innovation, receptiveness, and adaptation to change.

UCO must seek and maintain open and mutually beneficial relationships with its surrounding communities, and must also view itself and its graduates as part of an increasingly interdependent global society.

1.2.2.1   ACADEMIC BELIEFS AND VALUES

Integrity - We earn trust through honesty and ethical leadership

Learning Centered - We offer an integrated, relevant educational experience

Academic Excellence - We foster critical thinking, communication, and a passion for life-long learning

Continuous Improvement - We achieve excellence through decisions based on information and analysis

Collegiality - We uphold an atmosphere of mutual respect, professional behavior and academic freedom

Community - We cultivate community involvement and civic engagement

1.2.2.2   EDUCATIONAL PHILOSOPHY

General Philosophy Statement

Education at UCO involves the active and intentional participation of students, faculty members, and staff. Learning is most meaningful when students take responsibility for their own education by committing the time, effort and thinking necessary to succeed, interact with faculty members inside and outside of class, engage with other students in the learning process, and pursue opportunities to apply their learning in communities outside the classroom. Faculty create meaningful learning environments when they provide intellectually challenging opportunities, interact with students inside and outside of class, provide timely evaluation of student performance, maintain and communicate high expectations for all students, demonstrate concern for the well-being of students, reflect upon their own practices, and participate in the design and continuous improvement of academic programs. [Staff enhance the learning environment by maintaining open communication with students and faculty, ensuring the availability of resources, and otherwise assisting the learning process.]

Underlying Principles

1. Student–Faculty Contact and Interaction

Learning is enhanced by frequent student-faculty contact in and out of classes. This is an important factor in student motivation, involvement and success. Knowing a few faculty members well enhances students' intellectual commitment and encourages

them to think about their own values and future plans. A faculty member's interest, availability and responsiveness are critical in fostering these changes in students.

2. Cooperation and Collaboration

Learning is enhanced when students are engaged in cooperative and collaborative activities. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reaction improves critical thinking and deepens understanding. Learning to work well with peers of diverse background through team activities and projects develops in students the necessary set of skills required for success in life, the workplace, and in global societies.

3. Active Learning

Learning is enhanced when students are required to become mentally active participants in the learning process. Examples of active learning include requiring students to talk and write about what they are learning, what it means to them, how it relates to past experiences, and how they can apply it to their lives. The ability to reflect about learning and experiences enables students to make what they learn part of themselves.

4. Feedback and Evaluation

Learning is enhanced by feedback that is prompt, specific and related to articulated learning outcomes. Students benefit from assistance with assessing existing knowledge and competence. Students need frequent opportunities to demonstrate what they know and have learned. Feedback that includes suggestions for improvement at various points of the semester and throughout their college experience enables them to further reflect on what they have learned, what they still need to learn, and how to become responsible for their own learning including self-assessment and peer evaluation.

5. Time on Task

Learning is enhanced by maximizing the time that is available. Learning to budget one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means

effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. High Expectations

   Academic excellence is ensured by having high expectations for students, faculty members, and staff. Students are expected to make a significant effort and to demonstrate their responsibility for their own learning of how to become productive, creative, ethical and engaged citizens. Faculty and staff are expected to model and support student efforts towards those ends and to demonstrate the importance of life-long learning.

7. Diversity

   Learning is enhanced by embracing the diverse talents and approaches students, faculty members, and staff contribute to the process. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be encouraged to develop a more robust array of approaches to learning. We should expect students to learn in multiple ways, as we expect faculty members to approach the art and science of teaching in multiple ways.

8. Modeling Professional Behavior

   Learning is enhanced by faculty members and staff modeling professional behavior for students. These behaviors include acting with integrity and by being organized, well prepared, respectful, collaborative, reflective and passionate about one's discipline and learning in general. Modeling the importance of life-long learning and being responsible for one's continued learning and development is crucial.

9. Inquiry, Research, Creative and Critical Thinking

   Learning is enhanced by engaging students in transformational activities related to understanding the existing theory and knowledge base of their discipline, learning and using tools of inquiry and research and further developing their ability to think creatively, abstractly, and critically. Students must also learn the importance of the nexus between theory and practice.

10. Learning-Centered

In a learning-centered organization, students, faculty and staff are simultaneously challenged and supported by a community of colleagues who demonstrate care, respect, empathy and passion for learning.

1.2.2.3 TRANSFORMATIVE LEARNING

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. We seek to engage students in transformative learning in six core areas: discipline knowledge; leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

1.2.2.3.1 COMPONENTS AND DEFINITIONS

Discipline Knowledge

Discipline Knowledge is a category dedicated to the student's chosen field of study.

Global and Cultural Competencies

The commitment to Global and Cultural Competencies as part of the transformative learning process at UCO demonstrates the importance of preparing students to communicate effectively in a complex world, to function in multiple and diverse environments, and to adapt to the continuously changing global society. Globally competent students are lifelong learners who are aware of the world around them.

Cultural competence is based on the four principles of awareness, attitude, knowledge, and skills. Awareness refers to the consciousness of multiculturalism; attitude is the perspective of an individual toward cultural differences; and knowledge is being aware of cultural views and practices. The practice of the first three principles while working with others results in skill. The acquisition of the foundational principles of awareness, attitude, knowledge and skills aids in the ability to interact in meaningful and productive ways with those of different cultures.

Health and Wellness

Health and wellness are used interchangeably to mean the ability to live life fully – with vitality and meaning. Wellness is the integration of many different components (physical, spiritual, environmental, emotional, intellectual, and social/interpersonal) that expand one's potential to live, learn, and work effectively and to make a significant contribution to society.

Leadership

Guided by the core values of character, civility, and community, leadership at UCO is a transformational journey centered on learning and focused by integrity, stewardship, and service.

Research, Scholarly and Creative Activities

Student centered activities, mentored by one or more faulty members, that lead to "products" (publications, performances, etc.) recognized as legitimate scholarly or creative contributions to the discipline fostering these activities.

Service Learning and Civic Engagement

The University of Central Oklahoma embraces a commitment to service learning and civic engagement. Through collaboration and shared resources, Student Affairs and Academic Affairs share the long-term goal of engaging students in curricular and co-curricular activities by teaching and nurturing civic skills, coordinating service learning across the curriculum, and promoting collaborations between students, faculty, staff, and community partners. Experiencing these civic actions as an undergraduate will help promote a commitment to public life, ethical reasoning and deliberation, and lifelong learning.

1.2.2.3.2   TRANSFORMATIVE LEARNING AS PART OF A CURRICULUM

Transformative learning opportunities are available to all UCO students through curricular, co-curricular, and extra-curricular activities.

Transformative learning concepts are embedded throughout the University Core and are identified with stated course objectives, course assignments, and course content on all course syllabi. Discipline knowledge is primarily conveyed through curricular and co-curricular activities within the college. Additional opportunities exist to experience one or more of the remaining transformative learning concepts through the discipline as intrinsic components of the curriculum.

Not every course nor every discipline at University of Central Oklahoma will contain all transformative learning concepts. However, when considering each student's academic career as a whole, every graduate will have had an opportunity to experience all components of transformative learning via curricular, co-curricular and extra-curricular activities at some point prior to graduation.

1.2.2.3.2.1   TRANSFORMATIVE LEARNING AND COURSE SYLLABI

Course syllabi should identify which of the areas of Transformative Learning are utilized

in the course. After stating the Transformative Learning tenets (Central Six) list and describe how this course incorporates each of the identified areas of Transformative Learning (e.g., through course objectives, course assignments, course content, etc…).

Individual courses may not address all areas of Transformative Learning. However, when combined with all degree requirements, students should have the opportunity to experience all areas of Transformative Learning prior to degree completion.

Transformative Learning Syllabi examples.

1.2.3 FACULTY ETHICS

Character, civility, and community encompass the basics of the professional ethics in the academic community: respect for persons, integrity of intellectual inquiry, and concern for the needs and rights of students. Above all, this type of collegiality means the overriding concern to establish and maintain the ethical conditions and moral climate that promote faculty expression, creativity, and interaction. These values are essential to maintain or improve the academic quality of the university. (See Appendix H)

1.3 UNIVERSITY GOVERNANCE
1.3.1 ACCREDITATION

Accreditation is a system for recognizing educational institutions and their professional programs for achieving an established level of performance, integrity, and quality. Such accomplishments entitle these institutions to the confidence of the educational community and the public they serve. In the United States this recognition is extended primarily through non-governmental, voluntary institutional or professional associations. These groups establish criteria for accreditation, and evaluate institutions and professional programs that desire accredited status and publicly designate those that meet their criteria.

The accrediting process requires institutions and programs to examine their goals, activities, and achievements; to consider expert criticism and suggestions; and to determine internal procedures for action on recommendations from the accrediting body.

1.3.1.1 TYPES OF ACCREDITATION

The University of Central Oklahoma is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

Institutional, College, School and Department Accreditations

- The University of Central Oklahoma is accredited by the National Association of Schools of Art & Design (NASAD). NASAD is a specialized accrediting agency for schools of art and design and is recognized by the U.S. Department of Education.

- The University of Central Oklahoma is an accredited member of the National Association of Schools of Music (NASM). NASM is a specialized accrediting agency for schools of music and is recognized by the U.S. Department of Education.

* The College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Specialized Accreditations

The following institutions grant specialized accreditations for the following UCO programs and/or majors:

Undergraduate Accreditations

College of Business

- The Bachelor of Business Administration in Management – Professional Golf Management major is accredited by the Professional Golfers' Association of America (PGA).

- The Bachelor of Business Administration in Management –Human Resource Management major is accredited by the Society for Human Resource Management (SHRM).

College of Education and Professional Studies

- The Bachelor of Science in Nutrition, Dietetics and Food Management and the Dietetic Internship Program are accredited by the Accreditation Council for Education in Nutrition and Dietetics.

- The Bachelor of Science in Kinesiology – Exercise Fitness Management is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

- The Bachelor of Science in Human Development and Family Sciences program leads to a certification by the National Council on Family Relations (NCFR).

- The Child Study Center utilized in the Human Development and Family Sciences bachelor's degrees and the Family Child Studies masters degrees is accredited by the National Association for the Education of Young Children (NAEYC).

- The Bachelor of Science in Occupational Safety is recognized by the Board of Certified Safety Professionals (BCSP) as a Qualified Academic Program (QAP), https://www.bcsp.org/_gsp/qaps.

- The Bachelor of Science in Public Health is approved by the Society for Public Health Education (SOPHE) Baccalaureate Program Approval Committee (SABPAC).

- The university's teacher preparation programs are accredited through the Legacy National Council for the Accreditation of Teacher Education (NCATE) that has transitioned to the Council for the Accreditation of Education Preparation (CAEP) and approved by the Oklahoma Commission for Educational Quality and Accountability (CEQA)

- The Bachelor of Science in Education – Early Childhood Education, the Bachelor of Science in Education - Elementary Education, and the Bachelor of Science in Education – Physical Education/Health are approved by the Oklahoma Commission for Educational Quality and Accountability (CEQA). The Bachelor's programs of Science in Education - Special Education (Mild-Moderate Disabilities & Severe-Profound/Multiple Disabilities) are recognized by the Council for Exceptional Children (CEC).

College of Fine Arts and Design

- The Bachelor of Fine Arts in Design - Interior Design major is accredited by the Council for Interior Design Accreditation (CIDA).

- The Bachelor of Fine Arts in Art - Studio Art program, the Bachelor of Arts in Arts Administration, the Bachelor of Arts in Art History program, the Bachelor of Arts in Art Education program, the Bachelor of Fine Arts in Graphic Design program,

and the Bachelor of Fine Arts in Interior Design program are accredited by the [National Association of Schools of Art and Design](#) (NASAD).

- All bachelor's programs in the School of Music have received final approval for listing by the [National Association of Schools of Music](#) (NASM) (with the exception of the new Bachelor of Arts in Music, which is pending approval).

- All associate's degrees in the Academy of Contemporary Music have received final approval for listing by the [National Association of Schools of Music](#) (NASM).

- The Bachelor of Arts in Education - Art Education, the Bachelor of Arts in Education - Dance Education, and, the Bachelor of Fine Arts in Education - Theatre/Communication Education are approved by the [Oklahoma Commission for Educational Quality and Accountability](#) (CEQA) and are accredited through the Legacy National Council for the Accreditation of Teacher Education (NCATE) that has transitioned to the [Council for the Accreditation of Education Preparation](#) (CAEP).

College of Liberal Arts

- The Bachelor of Arts in Education- English Education is recognized by the [National Council of Teachers of English](#) (NCTE). The Bachelor of Arts in Education- History Education is recognized by the [National Council for the Social Studies](#) (NCSS). The Bachelor of Arts in Education- Modern Languages Education (French, German, & Spanish) are recognized by the [American Council on the Teaching of Foreign Languages](#) (ACTFL). All are accredited through the Legacy National Council for the Accreditation of Teacher Education (NCATE) that has transitioned to the [Council for the Accreditation of Education Preparation](#) (CAEP), and approved by the [Oklahoma Commission for Educational Quality and Accountability](#) (CEQA).

College of Mathematics and Science

- The Bachelor of Science in Biomedical Engineering program, Electrical Engineering program, Mechanical Engineering program, Software Engineering program, and Engineering Physics program are accredited by the Engineering Accreditation Commission of [ABET](#).

- The Bachelor of Science in Computer Science – Computer Science major is accredited by the Computing Accreditation Commission of ABET.

- The Bachelor of Science in Funeral Service and the Certificate in Funeral Service are accredited by the American Board of Funeral Service Education (ABFSE).

- The Bachelor of Science in Chemistry - American Chemical Society Certificate major is approved by the American Chemical Society.

- The Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE),and approved by the Oklahoma Board of Nursing (OBN) https://nursing.ok.gov/.

- The Bachelor of Science in Mathematics Education is recognized by the National Council of Teachers of Mathematics (NCTM); and the Bachelor of Science in Science Education - Biology, Science Education - Chemistry, Science Education - General Science, Science Education - Physical Science, and Science Education – Physics are approved by the Oklahoma Commission for Educational Quality and Accountability (CEQA). All are accredited through the Legacy National Council for the Accreditation of Teacher Education (NCATE) that has transitioned to the Council for the Accreditation of Education Preparation (CAEP).

Forensic Science Institute

- The Bachelor of Science in Forensic Investigations , the Bachelor of Science in Forensic Science - Chemistry, the Bachelor of Science in Forensic Science - Molecular Biology and the Bachelor of Science in Forensic Science - Digital Forensics are accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC).

Graduate Accreditations

- The Master of Science in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) by the American Speech Language Hearing Association (ASHA).

- The Master of Science in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

- The Master of Fine Arts in Design program is accredited by the National Association

- of Schools of Art and Design (NASAD).
- All master's degrees in the School of Music have received final approval for listing by the National Association of Schools of Music (NASM).
- The Master of Science in Family & Child Studies program is accredited by the National Council on Family Relations (NCFR).
- The Master of Public Administration is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA).
- The Master of Science in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).
- The Master of Arts in Counseling Psychology is accredited by the Masters in Psychology Counseling Accreditation Council (MPCAC).
- The Master of Education – Bilingual Education/TESL is recognized by the Teachers of English to Speakers of Other Languages (TESOL) International Association. The Master of Education – Library Media Education is recognized by the American Library Association (ALA). The Master of Education - Educational Leadership, is recognized by the National Policy Board for Educational Administration (NPBEA) through the National Educational Leadership Preparation (NELP) standards. The Master of Science – School Psychology is recognized by the National Association of School Psychologists (NASP). The Master of Education - Reading, and the Master of Education - School Counseling are approved by the Oklahoma Commission for Educational Quality and Accountability (CEQA)
- All of these educator preparation programs and the Master of Education – Early Childhood Education, the Master of Education - Elementary Education, the Master of Education – Secondary Education, and the Master's programs of Education - Special Education (Mild-Moderate Disabilities & Severe-Profound/ Multiple Disabilities) are accredited through the Legacy National Council for the Accreditation of Teacher Education (NCATE) that has transitioned to the Council for the Accreditation of Education Preparation (CAEP), and approved by the Oklahoma Commission of Educational Quality and Accountability (CEQA).

1.3.2   **OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION**

All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as the Oklahoma State System of Higher Education (Figure 1). Therefore, this system is the State's legal structure for providing public education at the collegiate level. Accordingly, the same conditional references provide the legal framework for the Oklahoma State Regents for Higher Education to develop and implement policies and procedures necessary to maximize the functioning of this structure.
(Oklahoma Constitution, Article XIII-A, Section 1)

FIGURE 1
OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION
Governed by OSRHE
www.okhighered.org

Comprehensive Graduate and Regional Graduate Universities

University of Oklahoma

Oklahoma State University

East Central University

Northeastern State University

Northwestern Oklahoma State University

Rogers State University

Southeastern Oklahoma State University

Southwestern Oklahoma State University

University of Central Oklahoma

Cameron University

Langston University

Oklahoma Panhandle State University

University of Science and Arts of Oklahoma

Two-year Colleges

Carl Albert State College

Connors State College

Eastern Oklahoma State College

Murray State College

Northeastern Oklahoma A & M College

Northern Oklahoma College

Oklahoma City Community College

Redlands Community College

Rose State College

Seminole State College

Tulsa Community College

Western Oklahoma State College

1.3.3   BOARD OF REGENTS GOVERNANCE
1.3.3.1   OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

The University of Central Oklahoma operates under a dual system of external control and governance. The university is part of the Oklahoma State System of Higher Education created by constitutional amendment in 1941. This amendment also created the coordinating board of control for all state colleges and universities: The Oklahoma State Regents for Higher Education (OSRHE).

This board consists of nine members appointed by the governor and confirmed by the state senate. Members serve nine-year overlapping terms. The constitutional duties of OSRHE are: planning and coordinating of all institutions as to function, programs, standards, degrees, and determining the budget needs of each institution and presenting to the state legislature a unitized budget for the state system. All institutional budgetary and academic requests must be submitted for approval by OSRHE.

While OSRHE determine policy for planning and coordination for all state supported colleges and universities in the system, each separate institution or peer group of institutions is operated by a governing Board of Regents.

1.3.3.2   REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA

The University of Central Oklahoma and five regional universities are governed by the Regional University System of Oklahoma (RUSO). Created by the Oklahoma Constitution in 1948, this board is composed of nine members, eight of whom are appointed by the governor and confirmed by the state senate for nine-year overlapping terms. The ninth member is the elected State Superintendent of Public Instruction. Among the powers of this board are: determining policies necessary to govern each institution, employing personnel, providing custody of records, and administering academic programs and budgets approved by OSRHE.

RUSO governs the universities under its control with powers and duties limited by the authority expressly delegated by law to OSRHE. For the University of Central Oklahoma, this dual system of control and governance means the president, as chief executive officer, may communicate institutional business either to OSRHE, to RUSO, or to both.

Through this dual system, the two boards retain ultimate responsibility for all university

matters, though they delegate responsibility for daily operations to the president. This system of governance establishes administrative responsibility and gives the president flexibility in carrying out the university's mission and purposes.

1.4 ADMINISTRATIVE ORGANIZATION
1.4.1 DEFINITION OF ADMINISTRATOR

An administrator is a professional person whose primary duty is other than teaching. Their retention is based on the following (as appropriate per assignment):

a) Academic Leadership - The university shows growth in academic respect from evaluating agencies and other academic bodies.

b) Financial Responsibility - Financial obligations are met to the satisfaction of the Board (RUSO)in both academic and auxiliary enterprise areas.

c) Support and respect of the many constituencies to which the administrator has responsibility. Some of these are:

1) Other administrators;

2) Faculty;

3) Students and parents;

4) Staff and other employees;

5) Alumni;

6) Communities

Change of title or rank of administrators shall be done only after approval of RUSO. Formal evaluation of senior administrators is done by the president on an annual basis. Detailed information about administrators' duties and organizational charts may be found in Appendix A.

1.4.1.1 RIGHTS AND RESPONSIBILITIES OF ADMINISTRATORS

University administrators are authorized to make judgments which are academic in nature or which involve administrative priorities and prerogatives and/or management strategies.

Determination of fiscal management policy is a function of university administration, within the purview of general authority granted by the Board.

Institutional administrators have the following rights and privileges:

a) To conduct college business free of unnecessary and undue interference, as long as

practices are in compliance with legal requirements, Board policies, and directly

applicable accounting standards.

b)   To determine business strategies, set goals and priorities, and manage the universities.

c)   To prepare and submit responses for attachment to auditing reports when differences

have not been resolved in discussions with auditors or when the audit report fails to

include sufficient explanation from a university perspective.

1.4.1.2   EVALUATION OF SENIOR ACADEMIC ADMINISTRATORS

The Faculty Senate has the responsibility for the evaluation of the senior academic

administrators which includes the provost/vice president for academic affairs and the deans. The

formative evaluations are to be used for the purpose of improvement of the senior academic

administrators.

The provost shall be evaluated in the spring semester of his or her third year of service

and every third year thereafter. The evaluation instrument used shall be mutually agreed to by the

provost, the president of the university and the Faculty Senate.

Evaluation of deans is covered in sections 1.5.2.4 and 1.5.4.4.

The results of these evaluations will be distributed to the senior administrators being

evaluated. More widespread release of results must be negotiated prior to the administration of any

evaluation.

1.4.2   PRESIDENT

The University Presidents are the chief executive officers of their university and are responsible for its internal administration. The Presidents may delegate authority to selected administrators in order to facilitate the management of the universities while still retaining the responsibility and accountability vested in the President. **(Section 1.24.1 RUSO)**
The presidents or their designees are solely responsible for employment, discipline and termination of all faculty, administrators and staff and are required to report to the Board on the hiring, promotion, rank and salaries of faculty personnel, vice presidents, and as to matters pertaining to the operation of the institution. Attorneys hired by the president to represent the university or its employees in litigation shall report to the Board through the Board's General Counsel. The president shall obtain approval from the Board prior to authorizing representation by attorneys other than the Attorney General's Office. The presidents or their designees will be governed by the regulations of the Board, the Oklahoma State Regents for Higher Education and the Oklahoma Constitution and Statutes. **(Section 1.24.2, RUSO).**

The Presidents may bring any dispute that may affect the university to the Board for disposition. A professional administrator at or above the director level whose appointment is not

renewed will be given written notice from the university on or before April 1, prior to termination of the current appointment. A professional administrator at or above the director level may be terminated, with 90 days notice if possible, within an existing contract period based on genuine financial retrenchment, bona fide discontinuance of a program or department, or lack of need of one's services. Administrators whose positions are externally funded may be non-renewed without prior notice. Failure to reappoint may be without specific cause. There shall be no right of review of such actions by the Board. **(Section 1.24.3, RUSO).**

The Board has sole responsibility for appointment of university presidents. Any process leading to the selection of a university president is the responsibility and prerogative of the Board. The Board may, at its discretion, involve faculty, students and other citizenry in the screening and nomination procedures in each situation as circumstances dictate. An earned doctorate shall be preferred for selection as a President. **(Section 1.24.4, RUSO).**

The President's reappointment is based on the following:
a)   *Academic Leadership*
      The university demonstrates academic quality based upon maintenance of regional accreditation and either maintenance of, or increases in the number of, academic program accreditations or approvals by outside academic bodies.
b)   *Financial Responsibility*
      Financial obligations can be met to the satisfaction of the Board.
c)   *Support and respect of the many constituencies for which the President has responsibility. Some of these are:*
      1)   *Other administrators*
      2)   *Faculty*
      3)   *Students and parents*
      4)   *Staff and other employees*
      5)   *Alumni*
      6)   *Communities* **(Section 1.24.4, RUSO).**

The Board as a whole will evaluate university presidents using the following guidelines:
a)   *new presidents will be given expectations which will be reviewed in six months.*
b)   *evaluations will generally be done every other year.*
c)   *information will be acquired prior to the evaluation which will include:*
      1)   *personal interviews of certain university employees and an exit conference with the President and the Board Chair conducted by the executive director of RUSO;*
      2)   *online surveys available to all university employees and students;*
      3)   *questions will be submitted to each president which will address five year trends for the following criteria:*
            •   *strategic plan*
            •   *fiscal management*
            •   *quality of educational programs and accreditation status*
            •   *quality of faculty*

- *meeting fund raising goals and foundation report*
- *enrollment retention and graduation rates*
- *relations with constituencies*
- *quality and size of freshman class*
- *any internal campus assessment*

d)   *Presidents' responses to the questions will be submitted one month before the evaluation.*

e)   *evaluations are the responsibility of the Board as a whole;*

f)   *concerns or issues arising between evaluations may be brought to the attention of the Board which will determine what actions should be taken to address such concerns or issues; such actions may include individual counseling, additional evaluations and/or the call for a formal evaluation; the Board may elect to use professional consultants to assist in formal evaluations;*

g)   *evaluations will be an interactive process with the president, conducted in executive session;*

h)   *after an evaluation, the president will be given written feedback from the Board and an opportunity to respond to the Board within thirty days regarding such evaluation;*

i)   *a president may request an opportunity to address the board at any reasonable time between evaluation periods concerning his or her performance or institutional concerns.* (**Section 1.24.5 RUSO**).

The president's senior advisors include the provost/vice president for academic affairs, vice president for finance, vice president for operations, vice president for student affairs, vice president for university communications, vice president for advancement, vice president for public affairs, and chief information officer. The University of Central Oklahoma is organized to give the vice presidents control over their respective areas.

1.4.3   PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The provost/vice president for academic affairs is the university's chief academic officer and a member of the president's cabinet, and is responsible for providing leadership and direction for all academic programs, the library, and on-line instruction. The provost/vice president for academic affairs also coordinates the planning and development of the instructional budget, evaluates academic instruction and curricula, recruits qualified faculty members, and oversees matters of faculty development and welfare, including promotion, retention, and tenure. As the senior cabinet member, the provost/vice president for academic affairs reports directly to the president of the university and will act for him/her in his/her absence or at his/her request.

1.4.4   VICE PRESIDENT FOR FINANCE AND OPERATIONS

As the university chief business officer, financial officer (CFO) and member of the president's cabinet, the vice president for finance and operations (VPFO) is responsible for the leadership of university administrative and financial affairs that include accounting, budget, procurement, PCard, process improvement, investment planning and related business matters. The vice president for finance and operations is also responsible for establishing and maintaining a safe and comfortable environment for the campus community. The functions involved in this effort include physical plant, facilities management, architecture and engineering services, safety and transportation services, real estate operations and campus enterprises. In coordination with the president and as a member of the president's cabinet, works to increase the university's visibility and connections by building lasting relationships across the metro, state, region and beyond.

1.4.5   VICE PRESIDENT FOR PEOPLE AND CULTURE

The division of People and Culture serves our community by nurturing and advancing UCO's investment in people and cultivating a culture rooted in the principles of respect, inclusion, accountability and performance. Units within the division include Inclusive Community, Employee Relations, Talent Acquisition and Compensation, Talent Development, Human Resources Operations, Benefits Administration, Payroll Operations, Workers' Compensation, Risk Management and Environmental Health and Safety. The Vice President serves as UCO's Affirmative Action Officer and Diversity Officer.

1.4.6   VICE PRESIDENT FOR ENROLLMENT AND STUDENT SUCCESS

The mission of the Division of Enrollment and Student Success is to provide a challenging and supportive community for students by fostering their understanding of self, appreciation of diversity and commitment to service. The division offers an array of programs and services designed to facilitate transformative learning and personal development. Some 20 functional areas within the division include: Career Services, Student Life, Global Affairs, Community Engagement, Student Conduct and Student Advocacy.

Enrollment and Student Success additionally oversees undergraduate recruitment, retention and graduation activities. Support areas for these activities consists of the Office of First Year Experiences (Enrollment Central and Success Central, placement testing, and IDs), undergraduate

admissions/scholarships, enrollment services (admission, academic records, articulation, and registration), student financial services (student financial aid/scholarships and the university bursar), transfer student support services, undergraduate academic advisement, degree certification and graduation support services, NCAA academic compliance, and Veterans' Affairs.

These units meet the mission of the division through the recruitment and admission of undergraduate students, academic orientation for first-time students, oversight of registration processes, articulation of transfer courses, maintenance of academic records, award of student financial aid, assessment and collection of tuition and fees, academic advisement of undergraduate students, certification of graduation, athletic and veteran eligibility, and issuance of academic transcripts and diplomas.

1.4.7 VICE PRESIDENT FOR COMMUNICATIONS AND PUBLIC AFFAIRS

The vice president for communications and public affairs is the university's chief communications officer and serves as a member of the president's cabinet. The vice president for communications and public affairs oversees and supervises all activities and personnel in University Communications, which serves as the public relations/advertising/marketing agency for the university's many departments, offices and programs. The vice president for communications and public affairs serves as liaison to the media, is involved in strategic planning, crisis management and a variety of other communications related initiatives. The communications staff of professionals promotes Central to internal and external audiences through news releases, media relations, advertising, branding and marketing initiatives, video, publications and electronic media.

The vice president also oversees the Office of Public Affairs. The university's public affairs staff advocates for UCO and builds collaborations among the university's partners in business, industry, government, non-profits and PK-16 organizations. The office serves as an institutional liaison to Oklahoma's Congressional delegation and to the Legislature to advance UCO's public policy positions and funding initiatives. It also is responsible for tribal, local government and community relations, as well as special projects assigned by the president.

1.4.8   VICE PRESIDENT FOR ADVANCEMENT

The UCO Advancement Office supports and promotes the mission and strategic goals of the University of Central Oklahoma by coordinating, securing, and managing private funds and resources so that students can learn and become productive, creative, ethical and engaged citizens and leaders. Staff build and steward meaningful and life-long relationships with alumni, friends, donors and the campus community. Through its four divisions, including the UCO Foundation, UCO Alumni Relations, Development, and Advancement Services, staff works with university administration and faculty leadership in the areas of alumni relations; public relations, marketing and special events; major gifts and grants; annual giving and Presidential Partners; planned giving; data management; fund management; external affairs; donor relations and stewardship; and donor compliance.

1.4.9   CHIEF INFORMATION OFFICER, INFORMATION TECHNOLOGY

The division of Information Technology provides quality, effective and appropriate technology infrastructure, applications, and services in support of the university mission and empowers units with technology to achieve their goals.

The Office of Information Technology (OIT) at the University of Central Oklahoma provides oversight for the university's technology infrastructure and manages all mission-critical systems. OIT approves technology-related licenses, contracts, and agreements, managing those that are used campuswide or by multiple areas. The Office of Information Technology (OIT) is responsible for the university's strategic technology direction. The OIT is responsible for designing and leading processes that are rendered actionable. OIT is charged with monitoring the mechanisms to ensure that information assets are curated with appropriate care and diligence. Central IT simultaneously creates the new, while managing the current. OIT operates new systems about to be deployed, existing systems in production, and older systems about to be retired.

1.5   ACADEMIC ORGANIZATION

The teaching faculty of the University of Central Oklahoma is organized into colleges and departments/schools with deans and chairs/school directors providing administrative leadership and direction. All full-time teaching faculty members, all full-time professional

administrators, all full-time academic advisors, and all full-time professional librarians comprise the Faculty Association **(See Section 1.6, Faculty Governance.)**

Administration and faculty committees have been established to meet specific needs in the development and administration of university policies and procedures **(See Section 1.7, University Committees and Councils.)**

1.5.1   COLLEGES

The university is organized into six colleges. This structure serves as the basis for planning, implementation, and administration of all instructional programs. The faculty members are responsible for recommendations relative to courses of instruction, quality of teaching, and curricular requirements in their respective disciplines.

The six colleges are:

College of Business (CB)

College of Education and Professional Studies (CEPS)

College of Fine Arts and Design (CFAD)

College of Liberal Arts (CLA)

College of Mathematics and Science (CMS)

Dr. Joe C. Jackson College of Graduate Studies (JCGS)

1.5.2   DEAN: JACKSON COLLEGE OF GRADUATE STUDIES
1.5.2.1   ROLES AND RESPONSIBILITIES

The dean is the chief administrative officer of the graduate college. The dean is responsible to the president and provost/vice-president for academic affairs and accountable to students, staff, faculty, administrators, alumni and other stakeholders.

The graduate dean combines professional skill, vision, and effective communication to lead and manage the college. The graduate dean guides the long-range development of the college within the context of the university and academic missions and strategic plans. The graduate dean lays the groundwork for professional interaction through direct communication with the other deans and with department chairs/school directors. Additionally, the graduate dean facilitates on-going planning activities to promote continuous improvement.

The graduate dean fulfills many specific leadership and management functions which include, among others, the following:

A. **Leadership**

    1. Developing, in collaboration with others in the college, a vision, mission, goals and strategic plan that are aligned with the university and academic missions and strategic plans.

    2. Promoting graduate education through catalog, web site, and other promotional materials and activities.

    3. Maintaining the integrity of graduate policies, while evaluating and making recommendations on graduate curricular and course changes.

    4. Administering award programs for graduate faculty and students.

    5. Overseeing the Graduate Council's admission process of those seeking graduate faculty status.

    6. Advising and supporting the other colleges and the Graduate Council in the maintenance and development of quality graduate programs.

    7. Making a positive contribution to the university and communities it serves as a member of the academic leadership.

    8. Making a positive contribution in teaching, scholarship and creative activities within the context of leadership and management responsibilities.

B. **Management**

    1. Developing policies and acquiring resources to fulfill the graduate college vision, mission, goals and strategic plans.

    2. Ensuring the integrity of graduate policies and processes.

    3. Maintaining graduate records.

    4. Ensuring that administrative responsibilities are met in an accurate and timely manner.

    5. Establishing and maintaining an environment that promotes a healthy, positive climate, with open, two-way communication and appreciation for diverse perspectives.

    6. Providing stewardship, oversight and sound management of personnel, budget, facilities and equipment in alignment with the college strategic plan.

1.5.2.2   **GRADUATE DEAN SELECTION PROCESS**

The provost/vice president for academic affairs will notify the university faculty when the selection of the graduate dean becomes necessary. The position will be advertised in an appropriate manner. An earned doctorate or other terminal degree will be required for the position of dean.

The provost/vice president for academic affairs will request that each of the other colleges elect one graduate faculty member to serve on the screening committee for the deanship. All faculty excluding temporary appointment positions are eligible to vote. The faculty member with the most votes is that college's representative on the search committee. The faculty member with the second largest number of votes will be the alternate if the first representative is unable to serve.

The provost/vice president will also select a current dean from another college to serve on the search committee.

The screening committee will elect a chair and receive direction from the provost/ vice president for academic affairs at the first meeting. Any committee member who becomes a candidate for dean will be disqualified from the committee and replaced by the alternate representative from the applicant's college. The provost/vice president for academic affairs will give the committee the date to report a list of acceptable candidates. The provost/vice president for academic affairs will review the committee's recommendations and submit a recommendation to the president. If the committee is unable to submit nominations, the provost/vice president for academic affairs will either extend the search or recommend an appointment to the president.

1.5.2.3   **APPOINTMENT**

The graduate dean is a twelve (12) month employee of the university and serves in an administrative capacity at the pleasure of the provost.

1.5.2.4   **EVALUATION**

The graduate dean shall be evaluated during the spring semester of their second year of service and every second year thereafter. The evaluation instrument used shall be mutually agreed to by the deans, provost, and the Faculty Senate. These formative evaluations are to be used for the purpose of improvement of the dean.

1.5.2.5   CALLED REVIEW

A review of the graduate dean may be called if sixty percent (60%) or more of the full-time graduate faculty (excluding provisional appointments) petition the provost/vice president for academic affairs. Upon receipt of a petition the provost/vice president for academic affairs or designee will verify each signature by asking each signer a) if he/she did in fact sign the petition, and b) if he/she wishes to remain on the petition. If the verified petition still has signatures from sixty percent (60%) or more of the graduate faculty (as defined above), the provost/vice president for academic affairs will appoint a committee consisting of one tenured faculty member from each of the other colleges to review, evaluate, and within sixty (60) days submit recommendations to the provost/vice president for academic affairs. The provost/vice president for academic affairs will review the committee recommendations and forward an analysis and recommendation to the president. The provost/vice president for academic affairs may make a recommendation for continuance or non-continuance.

1.5.2.6   RELEASE FROM APPOINTMENT

The graduate dean may request a release from appointment to return to the classroom. A full semester's advance notice in writing to the provost/vice president for academic affairs is appropriate; a full academic year's notice is requested under normal circumstances. Based on recommendation by the provost/vice president for academic affairs, the dean may be released from appointment following notification and due process.

1.5.2.7   INTERIM AND ACTING DEAN

The provost/vice president for academic affairs may appoint an interim graduate dean to perform all duties of the JCGS dean while the position of dean is vacant. The provost/vice president for academic affairs may appoint an acting dean to perform all of the duties of the dean while the graduate dean is temporarily unable to fulfill those duties.

1.5.3   ASSISTANT DEAN: JACKSON COLLEGE OF GRADUATE STUDIES
1.5.3.1   ROLES AND RESPONSIBILITIES

The dean of the Jackson College of Graduate Studies may delegate duties and responsibilities to the assistant dean. The specific duties and responsibilities of the assistant dean will vary according to the needs of the college and the respective strengths of the dean and the

assistant dean. In the absence of the dean, the assistant dean is responsible for routine operations, representation of the college and other duties as approved by the provost/vice president for academic affairs.

1.5.3.2   ASSISTANT DEAN SELECTION PROCESS

The dean of the Jackson College of Graduate Studies will notify the graduate faculty when the selection of an assistant dean becomes necessary. The assistant dean is selected by the dean from the graduate faculty, is endorsed by the provost/vice president for academic affairs, and serves at the pleasure of the dean. It is recommended, although not required, that applicants hold tenure prior to consideration. The position may, with provost/vice president for academic affairs approval, be advertised campus-wide or externally. The dean may use a formal or informal process to review and select an assistant dean. Assistant deans are faculty members and are compensated for their administrative duties through reduced teaching loads, which may vary, and by salary adjustments.

1.5.4   DEAN: CB, CEPS, CFAD, CLA, AND CMS
1.5.4.1   ROLES AND RESPONSIBILITIES

The dean is the chief administrative officer of the college. The dean is responsible to the president and provost/vice-president for academic affairs and accountable to students, staff, faculty, administrators, alumni and other stakeholders.

The dean combines professional skill, vision, and effective communication to lead and manage the college. The dean guides the long-range development of the college within the context of the university and academic missions and strategic plans. The dean lays the groundwork for professional interaction through direct communication with the department chairs/school directors. Additionally, the dean facilitates ongoing planning activities to promote continuous improvement.

The dean fulfills many specific leadership and management functions which include, among others, the following:

    A.   Leadership

        1.   Developing, in collaboration with others in the college, a vision,

mission, goals and strategic plan that are aligned with the university and academic missions and strategic plans.

2. Participating, in collaboration with Academic Affairs and the University of Central Oklahoma Foundation, in fundraising and development activities including, but not limited to, major gift solicitation, donor stewardship, grantsmanship, and alumni relations.

3. Making a positive contribution to external communities and stakeholders by serving on external boards, working to form creative/scholarly/research partnerships, and serving as a professional resource for the community.

4. Developing, in collaboration with Academic Affairs, the Centre for Global Competency, and the International Services Office, International relationships for student and faculty exchange and study abroad/study tour opportunities.

5. Establishing and maintaining an environment that promotes a healthy, positive climate: open, two-way communication; and appreciation for diverse perspectives.

6. Working with the associate dean(s), assistant dean(s), and department chairs/ school directors to

    a. Lead processes to ensure continuous quality improvement and to promote student learning in areas including program development, assessment and evaluation.

    b. Provide professional development of department chairs/school directors, faculty and staff.

    c. Provide oversight of a comprehensive personnel management system including the recruitment, hiring, retention, and evaluation of faculty and staff members.

7. Making a positive contribution in teaching, scholarship and creative activities within the context of leadership and management responsibilities.

B. Management

1. Developing policies and acquiring resources to fulfill the college vision, mission, goals and strategic plans.

2. Ensuring that administrative responsibilities are met in an accurate and timely manner.

3. Establishing and maintaining an environment that promotes a healthy, positive climate; open, two-way communication; and appreciation for diverse perspectives.

4. Providing stewardship, oversight and sound management of personnel (including faculty qualifications), budget, facilities and equipment in alignment with the college strategic plan.

1.5.4.2   DEAN SELECTION PROCESS

The provost/vice president for academic affairs will notify the college faculty when the selection of a dean becomes necessary. The position will be advertised in an appropriate manner. An earned doctorate or other terminal degree will be required for the position of dean.

The provost/vice president for academic affairs will request that each department/school in the college elect one tenured faculty member to serve on the screening committee for the deanship. If there is no tenured faculty member, the department/school may elect a full-time tenure-track member.

All full-time faculty excluding temporary appointment positions are eligible to vote. The faculty member with the most votes is that department's/school's representative on the search committee. The faculty member with the second largest number of votes will be the alternate if the first representative is unable to serve.

The provost/vice president will also select a current dean from another college to serve on the search committee.

The screening committee will elect a chair and receive direction from the provost/ vice president for academic affairs at the first meeting. Any committee member who becomes a candidate for dean will be disqualified from the committee and replaced by the alternate representative from the applicant's department/school. The provost/vice president for academic

provost/vice president for academic affairs, a dean may be released from appointment following notification and due process.

1.5.4.7   INTERIM AND ACTING DEAN

The provost/vice president for academic affairs may appoint an interim dean to perform all duties of the dean while the position of dean is vacant. The provost/vice president for academic affairs may appoint an acting dean to perform all of the duties of the dean while the dean is temporarily unable to fulfill those duties.

1.5.5   ASSOCIATE AND ASSISTANT DEAN
1.5.5.1   ROLES AND RESPONSIBILITIES

The dean may delegate duties and responsibilities to the associate or assistant dean. The specific duties and responsibilities of the associate and assistant deans will vary according to the needs of the college and the respective strengths of the dean and the associate and assistant deans. While associate and assistant deans may be involved in the faculty evaluation process, final recommendation related to personnel decisions affecting full-time faculty, leave, annual evaluations, promotion, tenure and termination, rest with the dean. In the absence of the dean, the associate or assistant dean is responsible for routine operations, representation of the college and other duties as approved by the provost/vice president for academic affairs.

1.5.5.2   ASSOCIATE AND ASSISTANT DEAN SELECTION

The dean of a college will notify the college's faculty when the selection of an associate or assistant dean becomes necessary. The associate or assistant dean is selected by the dean, is endorsed by the provost/vice president for academic affairs, and serves at the pleasure of the dean. It is recommended, although not required, that applicants hold tenure prior to consideration. The position may, with provost/vice president for academic affairs approval, be advertised campus-wide or externally. The dean may use a formal or informal process to review applications. Associate deans are staff members and are compensated for their positions based upon CUPA data. Assistant deans are faculty members and are compensated for their administrative duties through reduced teaching loads, which may vary, and by salary adjustments.

1.5.5.3   EVALUATION

Associate and assistant deans shall be evaluated during the spring semester of their third

year of service and every third year thereafter. The evaluation instrument used shall be mutually agreed to by the supervising dean, the provost and in consultation with the Faculty Senate. These formative evaluations are to be used for leadership development of associate and assistant deans

1.5.5.4   INTERIM ASSOCIATE AND ASSISTANT DEAN SELECTION

The dean, with approval of the provost/vice president for academic affairs, may appoint an interim associate dean or assistant dean to perform all the duties of the associate or assistant dean while the position is vacant.

1.5.6   DEPARTMENTS/SCHOOLS/INSTITUTE

The departments/schools within the college structure are:

College of Business

Accounting

Economics

Finance

Information Systems and Operations Management

Management

Marketing

Military Science

College of Education and Professional Studies

Adult Education and Safety Sciences

Donna Nigh Advanced Professional and Special Services

Curriculum and Instruction

Educational Sciences, Foundations & Research (formerly Professional Teacher Education)

Human Environmental Sciences

Kinesiology and Health Studies

Psychology

College of Fine Arts and Design

Academy of Contemporary Music (ACM)

Art

Dance

School of Design

School of Music

Theatre

College of Liberal Arts

English

History and Geography

Humanities and Philosophy

Mass Communication

Modern Languages, Literature, and Cultures

Political Science

School of Criminal Justice

Sociology and Substance Abuse Studies

College of Mathematics and Science

Biology

Chemistry

Computer Science

Engineering and Physics

Funeral Service

Mathematics and Statistics

Nursing

Forensic Science Institute

Forensic Science

1.5.7   DEPARTMENT CHAIRS AND SCHOOL DIRECTORS
1.5.7.1   ROLES AND RESPONSIBILITIES

The department chair or school director is responsible for the operation of a department or school and continues to function as a faculty member, engaging in teaching, service, and scholarly/creative activity.

A.   LEADERSHIP/MANAGEMENT

The department chair/school director:

1. is the primary voice for communicating the university's, the college's and the department's/school's vision and mission to the faculty, students and other stakeholders;

2. represents the department/school in communications with other professionals on and off campus;

3. endeavors to support the department's/school's development to reflect external change in the discipline and the department's/school's role within the college and the university. Support includes attendance at national conferences;

4. guides the long-range development of the department/school within the context of the university's and the college's vision, mission, and goals;

5. develops and oversees the implementation and evaluation of a strategic plan with clear budget implications congruent with the university and college missions and strategic plans;

6. articulates the department's/school's goals and needs within the college and collaborate with the dean to strengthen the department/school;

7. oversees curriculum, budget and personnel issues, including recruitment and retention, for the department, and address the needs of faculty, staff, students, accreditors and other stakeholders;

8. oversees the supervision, evaluation and professional development of all departmental personnel;

9. initiates and supervises program development, maintenance, and evaluation;

10. collaborates with academic advisors and others to address students' academic needs including transfer articulation, course substitutions and advisement.

11. is responsible for detailing the minimum criteria for "tested or equivalent experience", and oversees and ensures that all faculty are qualified to teach assigned course(s). **[pg. 4, HLC Guidelines-Faculty Qualifications, March 2016]**

a)   If minimum threshold (criteria) have not been established, the department chair/school director is responsible for developing criteria that would satisfy professional expectations in the field or subfields. This document should be in narrative form, no more than three to five double-spaced pages in length.

b)   If the department/school has established minimum thresholds (criteria), the department chair/school director is responsible to regularly review and update, if warranted, the criteria for equivalency.

c)   Programs with specialized accreditation often prescribe minimum qualifications for faculty. These qualifications include academic credentials. Professional experience may satisfy the requirement for academic credentials. In such cases, the department and chair/school director are advised to use minimum faculty qualifications set forth by their accreditation organization.

d)   The Faculty Qualifications document created by the department chairs/school directors will be forwarded to the respective deans of each college for approval. Each dean will then forward a copy to the provost for final approval for conformity to university policy and HLC guidelines. Academic Affairs will be the repository of all documents related to faculty qualifications.

B.   TEACHING, SERVICE, SCHOLARLY/CREATIVE ACTIVITY

The department chair/school director will continue to demonstrate satisfactory performance in the areas of teaching, service, and scholarly/creative activity through the established tenure and promotion system. The dean should offer support and resources to enable a department chair/school director to fulfill performance in these areas.

1.5.7.2   TERM

A department chair/school director begins service at the pleasure of the dean and will normally be selected for a term of four consecutive years. The new term will normally begin

during the summer term as approved by the dean, a transition period between the out-going and in-coming department chairs/school directors. In periods of transition, the 8 FTE load shall be split between the two individuals as negotiated.

1.5.7.3   COMPENSATION

The department chair/school director receives reassigned instructional time for leadership and management activities and stipend based upon the departmental FTE, including FTE generated by adjunct faculty. The department chair/school director will receive 50% reassigned instructional time (six hours) unless the departmental FTE exceeds 40. Chairs/directors whose FTE is greater than 40 may be considered for a total of nine (9) hours of reassigned instructional time per semester for leadership and management activities. Affected chairs/directors should request the additional reassigned time (from six to nine hours) through their respective deans. Upon the dean's approval, nine hours of reassigned instructional time will become effective the following fall or spring semester. The stipend is recalculated annually and begins each August.

1.5.7.3.1   COMPENSATION FORMULA

The compensation formula is as follows: Add together the number of full-time faculty plus FTE calculation of adjunct faculty (number of adjunct faculty hours divided by 16).

FTE   AMT
0-6   = $2,131
7-15   = $3,669
16-30 = $4,833
31-45 = $6,524

1.5.7.3.2   COMPENSATION FOR INCOMING DEPARTMENT CHAIR/ SCHOOL DIRECTOR

The salary of an incoming department chairperson/school director will be calculated using a base salary that includes the chairperson/school director stipend and will be instituted when the term begins.

1.5.7.4   RECOMMENDATION AND SELECTION PROCEDURES
1.5.7.4.1   AUTHORITY TO APPOINT

The provost/vice president for academic affairs, acting on recommendations from the dean

of the college and the faculty of the department/school, appoints department chairs and school directors. Under normal circumstances the following procedure will be followed.

1.5.7.4.2   DEPARTMENT/SCHOOL FACULTY RECOMMENDATION PROCEDURE

1.   In February of the fourth year of the department chair's/school director's term, the dean will notify the department/school faculty that the department chair's/school director's term is concluding and that the position will need to be filled beginning with the following fall semester. A two-week period will be designated for eligible faculty members in the department/school to submit to the dean written applications for the position of department chair/school director.

        A.   Generally, an eligible faculty member is defined as one who is a full-time and tenured faculty member within the department. However, the department may consider candidates who do not meet this definition if: 1) that candidate's application is deemed to be in the best interests of the department, and 2) the dean and provost/vice president for academic affairs approve inclusion of the applicant in the pool of eligible candidates.

        B.   The dean may, in extraordinary circumstances, request permission from the provost to advertise externally.

2.   At the close of the filing period, the dean will notify the department faculty of the names of those who have filed for the position and call a department meeting to determine the recommended candidate.

3.   All full-time faculty members within the department, excluding temporary appointments, may cast a ballot. The college dean and associate dean, although holding a tenured position in the department/school, are not considered full-time faculty members in that department/school and therefore cannot participate in the balloting process for department chair/school director. Assistant deans with in-load teaching responsibilities may participate in the balloting process for department chair/school director;

4.   A. The dean will convene a meeting of the eligible voters in the department with appropriate notice. A written ballot, to be cast in secret, will be provided by the dean at this

meeting; B. Absentee ballots will be made available upon request, beginning with the first day following the announcing of the meeting; C. Absentee ballots must be cast to the dean prior to the start of the voting meeting; D. All votes must be counted in the presence of the faculty at the voting meeting and announced by the dean;

5.   The procedure is to be completed by the end of the eighth (8th) week of the spring semester;

6.   The department's/school's recommendation requires a simple majority of those casting ballots including absentee ballots. However, if the incumbent chair has held the position for two (2) successive terms, s(he) will not be eligible for re-election unless recommended by sixty percent (60%) of the eligible voting members. In the event the incumbent chair does not receive a favorable recommendation from at least 60% of the eligible balloting members, the applicant with the next highest number of ballots will, by default, be considered to be the recommended candidate.

7.   If no person has a majority on the first ballot, a run-off ballot between the two top candidates will be held. If an unbreakable deadlock occurs, the results will be so reported by the dean.

1.5.7.4.3   DEAN RECOMMENDATION PROCEDURE

Following receipt of the department faculty recommendation, the dean will forward his/her recommendation along with the recommendation from the departmental faculty to the provost/vice president for academic affairs.

1.5.7.4.4   APPROVAL PROCEDURE

The provost/vice president for academic affairs has the discretion to accept the recommendation; request that the department/school advertise the position outside the university; request the department conduct a second balloting; or appoint any amenable full-time faculty member as department chair. The provost/vice president for academic affairs will notify the president of the selection.

1.5.7.5 **SELECTION OF A REPLACEMENT DEPARTMENT CHAIR/SCHOOL DIRECTOR TO FULFILL AN INCOMPLETE TERM**

If a department chair/school director is unable to complete his/her term, the procedure to select a replacement will follow the procedures above, and should be completed as soon as is practical. Under normal circumstances, the new department chair/school director will commence a full, four-year term starting the next fall, or, in a case in which a term begins in the middle of a year, three complete years, in addition to the remainder of the first year's term. This does not preclude the possibility of other arrangements among the concerned parties.

1.5.7.6 **PROFESSIONAL DEVELOPMENT**

Deans, in conjunction with the Office of Academic Affairs, will provide support for department chairs/school directors to attend external meetings and leadership programs. The provost/vice president for academic affairs will sponsor at least one meeting per semester to support the department chairs'/school directors' professional development.

New chairs/school directors will be encouraged to attend the Higher Ed Department Chair Academy, sponsored by the Educator's Leadership Academy, located on the university campus. A number of scholaships are provided each year from the president and/or Academic Affairs to support this activity.

1.5.7.7 **EVALUATION**

Department chairs/school directors are evaluated in three ways:

1. The dean in an annual formal meeting will discuss with each department chair/ school director, the department's/school's progress in achieving its goals and will undertake a thorough review of the department chair's/school director's administrative performance. This review will be based on clear objectives that fulfill the university's, the college's, and the department's/school's mission statements. The dean and the department chair/school director will develop these objectives. The objectives within each college will be consistent and appropriate for that college.

In addition to objectives that are important within each college, the following areas should be included in these evaluations:

Leadership

Communication

Decision Making

Professionalism

Management of

Curriculum

Budget

Personnel

Environment

Planning

2. During the second year of his/her term, the department chair/school director will be evaluated by the department/school faculty. Full-time faculty members within the department, excluding temporary appointments, may participate in the evaluation.

3. The department chair/school director will follow the standard schedule of evaluation specified in the Tenure and Promotion Guidelines (see Appendix E).

1.5.7.8   CALLED REVIEW

If the faculty members of the department/school desire to replace a department chair/school director after a period of less than four years, at least sixty percent (60%) of the non-temporary faculty members must petition the dean for an evaluation. Once a petition is filed with the dean, he/she will request that the provost/vice president for academic affairs or designee verify each signature by asking each signer a) if he/she did in fact sign the petition, and b) if he/she wishes to remain on the petition. If the verified petition still has signatures from sixty percent (60%) or more of the non-temporary faculty members in the department, the provost/vice president for academic affairs will notify the dean of the respective college that the petition is valid. A review committee appointment by the dean will evaluate the department chair/school director and make a recommendation to the dean.

After reviewing the committee's recommendation and all other relevant material, the dean will forward the committee recommendation and his/her recommendation to the provost/ vice president for academic affairs. The dean will also inform, in writing, the department chair/ school director of both the department/school and the committee of his/her recommendation. The

provost/vice president for academic affairs will review all relevant materials and determine whether to sustain the recall. If the recommendation for recall is sustained, the dean will initiate a new selection process as outlined in Section 1.5.7.4. Until such time as a new department chair/school director can be selected, the provost/vice president for academic affairs and the dean of the college will appoint an interim department chair/school director. The provost/vice president for academic affairs will notify the president of the selection.

1.5.7.9 RELEASE FROM APPOINTMENT

1. Prior to the completion of a term, a department chair/school director may request a release from appointment to return to the classroom. A full semester's advance notice in writing to the dean and provost/vice president for academic affairs is appropriate; a twelve month notice is requested under normal circumstances. Based on recommendation by the dean and the provost/vice president for academic affairs, a department chair/school director may be released from appointment following notification and due process.

2. The dean may recommend removal of a department chair/school director based on the results of evaluations completed by faculty members or the dean's own direct evaluation. If the dean chooses to replace a department chair/school director prior to the completion of a four-year term, the dean will forward his/her recommendation to the provost/vice president for academic affairs. The dean must also inform, in writing, the department chair/school director of the dean's recommendation. The provost/vice president for academic affairs will review all relevant material and make a decision regarding removal. If the provost/vice president for academic affairs sustains a recommendation for removal, the dean will initiate a new selection process as outlined in Section 1.5.74. Until such time as a new chair can be selected following the procedures of 1.5.7.4, the provost/vice president for academic affairs and the dean of the college may appoint an interim department chair/school director.

1.5.8 SUMMER TERM REPLACEMENT FOR DEPARTMENT CHAIRS/ SCHOOL DIRECTORS

Persons who serve as department chairs/school directors during their 10-month contract will also serve as department chair /school director during the summer term. Chairs receiving a summer stipend/reassigned time are expected to be on campus full-time when they have full-time teaching and administrative responsibilities. (The time spent on administrative duties should be divided

as evenly as possible over the 5 day week.) On occasion, department chairs/school directors may request a replacement to serve as chair/school director for one or both months of the summer term. If a department chair/school director wishes to request a summer term replacement, the following process applies:

A.   By April 1, prior to the summer term under consideration, the department chair/school director must submit to his/her dean, a formal written request for a full or partial replacement with the assistant chair. If the department/school does not have an assistant chair, a recommendation of one or more faculty members within the department/school who are capable of serving as summer term department chair/school director will be forwarded to the dean.

B.   The dean will consider the request and notify the department chair/school director by no later than May 1, whether the request is granted or denied.

   If the request is granted, the dean will:

   1.   notify the associate vice president for academic affairs of the decision;

   2.   note the leave of absence without pay, in the department chair's/school director's file as an official record;

   3.   select the person to serve as summer term department chair/school director;

   4.   notify the budget manager in the Office of Academic Affairs to arrange the appropriate salary for the summer term department chair/school director (note that only one person at a time shall receive the stipend and a salary associated with serving as department chair/school director during any academic term);

   5.   formally notify the faculty of the department/school of the action.

   If the decision by the dean is to deny the request, the dean will provide the rationale for the decision in writing to the department chair/school director and to the associate vice president for academic affairs. The department chair/school director may appeal the denial decision to the associate vice president for academic affairs who will make the final determination.

   If the request is granted, the department chair/school director will:

1. be responsible for preparing the summer term department chair/school director for the roles, responsibilities, and schedule inherent in the summer months so as to ensure an effective transition and smooth department/school operation;

2. by May 1, notify the dean in writing, that all essential preparation and coordination for and with the summer term department chair/school director and the department/school secretary have been accomplished.

1.5.9 ASSISTANT CHAIRS

Department chairs/school directors have the option of being assisted by an officially recognized and compensated assistant chairperson. The assistant chairs may be compensated by a load reduction (reassigned time) of three (3) hours per semester. They will be selected and their duties determined by the department chair/school director with the approval of the dean. In the department chair's/school director's absence, the assistant chair will assume the duties, responsibilities and appropriate portion of the department chair's/school director's stipend.

1.6 REDESIGNATION OF A DEPARTMENT OR SCHOOL

There is no universal standard within the broad scope of academic administration defining the difference between a "Department" and a "School". Within a university setting, academic units have an array of names: "Center," "College," "Faculty," "School," and "Department" are all commonly used monikers to describe academic discipline groups with administrative links. Although there are no set standards, some overall themes emerge. A "School" is often larger than a "Department" and contains multiple programs or sub-units. A "School" frequently has a graduate program or programs with certifications. It is more common for academic units with a professional-studies focus to be designated as a School.

The Oklahoma State Regents for Higher Education considers an application by a Department to become a School as an enhancement. However, UCO regards the terms "School" and "Department" as equivalent. School Directors and Department Chairs receive the same stipend and reassignment time. The faculty within a school have exactly the same rights, privileges and expectations as those within a department. Schools and Departments have identical rights and responsibilities within a college. Reasons to apply for a change in name often

involve the perception of the unit by outside entities. If common practice within a discipline promotes the use of "School" over "Department" and a name change would allow significant advances in recruiting, retention or procuring donations, an application to change the name of a department to a school may be considered.

Application Process

Changing the name of an academic department requires the approval of the faculty and chair of the department, dean of the college, provost, president, the Regional University System of Oklahoma, and the Oklahoma State Regents for Higher education. UCO values collaboration at all levels of the institution with the intent and goal of benefitting all stakeholders.

All proposals to change the name of a Department to a School (or that of a School to a Department) shall follow the process outlined below:

1. Before proposing redesignation, a department chair must receive consent, by vote, of a super-majority (75% or more) of the full-time, non-temporary department faculty. After consultation with the dean of the college, the department chair will complete and submit the Redesignation Name Change Request form to the dean

2. After careful consideration, the dean of the college will approve or disapprove the request via written notification to the chair of the department within 30 business days of the receipt of the Redesignation Name Change Request form. The notification should reflect the basis for the dean's decision. If disapproved, the chair may resubmit the Redesignation Name Change request, addressing the concerns of the dean. If approved, the dean will forward the formal application to the provost for consideration.

3. The provost shall render a recommendation to the president within 45 business days of the receipt of the formal proposal. The provost may request internal stakeholders, including but not limited to the Deans' Council, the Faculty Senate, and the Provost's Advisory Council (PAC), to provide input on the proposal within this review period. The president of the university may also seek the advice of the cabinet.

4. If approved by the president, a recommendation for the name change will be

submitted to the Regional University System of Oklahoma and the Oklahoma State Regents for Higher Education for consideration.

5. A Redesignation from Department to School will coincide with the appropriate academic year to allow for implementation of university processes (e.g. Banner, catalogs, class scheduling, and facilities).

1.7 FACULTY GOVERNANCE

Recognizing the need to involve the faculty in university governance, the Regional University System of Oklahoma established the University of Central Oklahoma Faculty Association and Faculty Senate. These bodies afford the faculty opportunities to become involved in university problem-solving and decision-making.

1.7.1 FACULTY ASSOCIATION

The Faculty Association is composed of all full-time teaching faculty members, all full-time professional administrators, all full-time academic advisors, and all full-time professional librarians.

1.7.2 FACULTY SENATE

The Faculty Senate is the body elected to represent the Faculty Association. Faculty Senate Bylaws, Constitution, and Operating Code are in Appendix B.

To allow adequate time for Faculty Senate responsibilities, the president of the Faculty Senate is allowed up to six hours of reassigned time per semester.

1.8 UNIVERSITY COMMITTEES AND COUNCILS

The University of Central Oklahoma has a large number of university, college, and department/school committees through which faculty and staff members participate in policy formulation and decision-making. In most instances, faculty and staff members may express a preference with respect to their committee assignments. Membership on certain committees is restricted by the regulations of the Regional University System of Oklahoma, the Faculty Senate, and other entities and governing bodies.

University committees are defined as having representation from at least one vice president's office, all colleges except Jackson College of Graduate Studies, the Faculty Senate and, when

appropriate, the Staff Senate and the University of Central Oklahoma Student Association (UCOSA). Standing university committees have a continuing charter, while ad hoc university committees are convened for special and normally short-term purposes.

University councils have specific membership criteria and operating procedures. A council usually has more senior representation and more direct involvement with policy and resource issues than a committee. A council may also make recommendations with university-wide implications.

Every university committee that deals with faculty and student issues shall have at least two faculty members, one an at-large member appointed by the provost/vice president for academic affairs and the other a Faculty Senate member appointed by the Faculty Senate president.

From time to time, vice presidents may convene special task forces, working groups, or action teams to address specific needs. The originating vice president, in consultation with the Faculty Senate president, shall determine the appropriate composition of each such task force, working group, or action team.

College and department/school committees are established and managed by and report to their respective deans or department chairs/school directors. Further information about individual college or department/school committees may be obtained from the dean or department chair/ school director who originated the committee.

The vice president, dean, or department chair/school director who originates a committee is responsible for establishing the committee's membership and operating code, setting terms of appointment for committee members, and maintaining and administering the committee's records, as well as any other materials necessary to the fulfillment of the committee's charges.

1.9 OFFICE OF RESEARCH & SPONSORED PROGRAMS
1.9.1 OVERVIEW

The Office of Research & Sponsored Programs encourages, promotes, and supports faculty and students at UCO who are engaged in research, scholarly and creative activities.

1.9.2 GRANTS
1.9.2.1 INTERNAL - ON-CAMPUS FACULTY GRANT PROGRAM

The Office of Research & Sponsored Programs provides funding for faculty members to develop a research, creative, and scholarly activity project with internal funds and then

complete or expand the project with funds obtained from an external granting agency (federal, state, foundation, private corporation, etc.). In addition to faculty grants, the Office of Research & Sponsored Programs offers support to student-centered research, creative and scholarly activities. For more information regarding intramural grant opportunities, visit the Office of Research & Sponsored Programs website.

1.9.2.2   EXTERNAL

External Grant Proposal Routing Requirements

Faculty members wishing to submit a grant proposal to an external funding agency must route their grant proposal through their department chair/school director, college dean, controller's office, Office of Research & Sponsored Programs, Office of Research Compliance and the provost/vice president for academic affairs. Deadlines, which are strictly enforced, do apply to the routing process. To obtain a copy of the External Grant Proposal Routing Form and obtain specific information and deadlines regarding routing requirements for external grants, see the Office of Research & Sponsored Programs website.

External Grant Funding Policies

Expenditures from external grants must follow all applicable rules and procedures of the funding agency, the State of Oklahoma, and the university in addition to any limitations placed on the funds by the grantor. The principal investigator (PI) of the grant is responsible for adherence to all applicable rules and procedures.

All items purchased with grant funds become the property of UCO (unless stated in the grant that it will remain the property of the grantor). Under no circumstances will equipment purchased with grant funds become the personal property of the PI, Co-PI, or anyone else associated with the grant. All grant provisions for paying salaries must include any associated fringe benefits. For additional information, please contact the Office of Research & Sponsored Programs, Nigh University Center, Room 341, 405-974-3492.

Indirect Costs from External Grants

There is great benefit to include indirect costs in external grant proposals. For specific breakdown of indirect costs, visit the Office of Research & Sponsored Programs website.

External Grant Seeking Databases

Faculty and staff at UCO wishing to search for grant opportunities can visit Grants.gov, Oklahoma State Regents for Higher Education, or contact the Office of Research & Sponsored Programs, Nigh University Center, Room 341, 405-974-3492.

1.9.3   ASSISTANTSHIPS AND ON-CAMPUS INTERNSHIPS

A limited number of undergraduate and graduate assistantships and intern appointments are available for students enrolled in a degree-granting program at the University of Central Oklahoma.

Undergraduate students are eligible to hold the following titles: research assistant or administrative intern.

Graduate students may hold any of the following titles: teaching assistant, research assistant, graduate intern, or administrative intern.

Information about teaching assistants may be found in Section 2.8 and Section 3.13.

See additional information about employing students as research assistants, administrative interns, and graduate interns in Section 3.13.

Assistantships and intern appointments carry a stipend and partial tuition waiver (if applicable). Students awarded an assistantship or intern appointment can work a maximum of twenty (20) hours per week in assistantship positions. Students awarded more than one assistantship or intern appointment may work a combined maximum of twenty (20) hours per week. Students awarded assistantships or intern appointments may work additional hours in other part-time positions on campus such as "work study" or "student worker" up to a total of twenty-five (25) hours a week during the fall and spring semesters and up to thirty-five (35) hours a week during the summer term subject to any additional hourly restrictions that may be imposed independently of ACA hourly restrictions. Both teaching and research assistantship positions carry a tuition fee waiver allocation; the tuition fee waiver attached to the RA position will be applied first with the balance paid from the tuition fee waiver associated with the TA position. Any unapplied TA fee waiver money may be redistributed to other TAs in the college.

Students awarded assistantships or intern appointments have specified roles, duties, and responsibilities and must maintain good academic standing with UCO throughout the duration of their assistantship or intern appointment.

1.9.3.1 RESEARCH ASSISTANTS (RAs)

The duties of undergraduate or graduate research assistants vary according to the nature of the research, creative, and scholarly activities (RCSA) project in which they participate. All RAs must be engaged in some form of research, creative, and scholarly activity outside the traditional classroom. This engagement might occur via a Student RCSA grant, support provided by a Faculty On-campus grant, or support from an externally-funded project. In general, a research assistant is a student who is actively engaged in an inquiry or investigation and who, through effective collaboration with a faculty mentor, has the potential to make an original, intellectual, or creative contribution to their discipline. The desired outcome for the student should include transformative learning and dissemination (e.g., presentations at regional and national conferences, publications in periodicals and academic journals, exhibitions, performances, etc.) of their findings.

Research assistants may not perform routine tasks or responsibilities related to clerical or other duties that are deemed outside of their RCSA project. All duties are performed under the direction and supervision of a member of the faculty. Progress reports are required at the end of each academic semester. Additional information about the RA program may be found on the Office of Research & Sponsored Programs website.

1.9.3.2 ADMINISTRATIVE INTERNS

An undergraduate or graduate student may be appointed as an administrative intern to work with the administrative staff or faculty of a department, school, college or campus office to gather, organize, and analyze information. These duties should be relevant to both the academic program and the professional goals of the student. The student should be given the opportunity to use his/her academic training while learning new professional skills and broadening his or her perspective of the operation of the unit to which he or she is assigned.

Administrative interns may not perform routine tasks or responsibilities related to clerical and other duties outside of the academic program and professional goals of the student. Progress reports are required to be submitted at the end of each academic semester.

Oversight for the RA program is the responsibility of the Office of Research & Sponsored Programs. For additional information about the RA program at UCO, visit the Office of Research & Sponsored Programs website.

1.9.4   **RESEARCH ADVISORY COUNCIL (RAC) AND UNDERGRADUATE RE SEARCH CREATIVE ACTIVITIES TEAM (URCAT)**

The Research Advisory Council (RAC) and Undergraduate Research Creative Activities Team (URCAT) assist the Office of Research & Sponsored Programs and the Office of High Impact Practices with supporting research, creative, and scholarly activities at UCO. The RAC and URCAT are comprised of faculty representing all five colleges.

1.10   OFFICE OF RESEARCH INTEGRITY AND COMPLIANCE
1.10.1   OVERVIEW

UCO is committed to and guided by the ethical principles regarding research involving human subjects as set forth in the *Ethical Principles and Guidelines for the Protection of Human Subjects of Research*, also known as the Belmont Report, prepared by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. UCO has pledged to abide by these principles and the resulting regulations set forth by the Department of Health and Human Services Code of Federal Regulation Title 45 Part 46. UCO is also committed to and guided by the humane care and use of regulated animals and animal research as mandated by the Animal Welfare Act and implemented by the Office of Laboratory Animal Welfare of the National Institutes of Health. The Office of Research Compliance oversees the development of procedures for implementation of federal regulations governing both animal and human research.

1.10.2   INSTITUTIONAL REVIEW BOARD

The oversight and safeguards for research involving human subjects is ensured by the UCO Institutional Review Board (IRB). The UCO-IRB reviews all research involving human subjects in research activities conducted at or sponsored by the University of Central Oklahoma, including research activities (a) by faculty, staff, and students, (b) performed in UCO facilities, or (c) otherwise supported by University resources or facilities which are under the control of UCO officials, except institutional research and assessment activities.

Instructions and application forms for IRB approval are available at the Office of Research Integrity and Compliance webpage. Also found on the website are IRB procedures and policies outlined in the UCO Institutional Review Board Guidelines, Policies and Procedures for the Use of Human Subjects in Research Activities. Violations of those policies and procedures can

result in sanctions as outlined in Appendix B of that document. Additional information about the UCO Institutional Review Board can be obtained from the Office of Research Integrity and Compliance, Nigh University Center, Room 341, or by calling 974-5497.

1.10.3   INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

The Office of Research Integrity and Compliance oversees the UCO Institutional Animal Care and Use Committee (IACUC) that reviews and approves all research involving vertebrate animal subjects in research activities conducted at or sponsored by the University of Central Oklahoma, including research activities (a) by faculty, staff, and students, (b) performed in UCO facilities, or (c) otherwise supported by University resources or facilities which are under the control of UCO officials, except as excluded by United States Department of Agriculture and National Institutes of Health regulations. Information on procedures and policies, and applications for IACUC are available online; see UCO Application for Use of Animals in Research or Instruction. Additional information about the UCO Institutional Animal Care and Use Committee can be obtained from the Office of Research Integrity and Compliance, Nigh University Center, Room 341, or by calling 974-5497.

1.11   CENTER FOR ᴇLEARNING AND CONNECTED ENVIRONMENTS
1.11.1   OVERVIEW

The Center for eLearning and Connected Environments (CeCE) creates progressive pathways for the University of Central Oklahoma to fulfill the educational needs of Oklahoma metropolitan communities. CeCE connects Oklahoma's metropolitan communities with high quality and transformational educational opportunities by developing innovative educational products and services and delivering customized educational experiences when, where, and how they are needed.

1.11.2   ᴇLEARNING

eLearning is a vital component of the University of Central Oklahoma's (UCO's) learning environment and mission. The term "elearning" is used at UCO to describe learning experiences offered in online, hybrid (blended), or interactive video formats. To date, significant investments, both in time and resources, have been devoted to ensure the highest quality learning experience for UCO students. Supporting the overall mission of helping students learn, the CeCE eLearning Development Team plays a vital role in supporting and preparing faculty members to be

knowledgeable, skilled, and innovative facilitators of transformative learning. A key component of these efforts includes offering high quality and timely training and performance support services focusing on online teaching, online course design, and teaching and learning. These services directly support UCO's elearning policies and the Academic Affairs and colleges' strategic plans.

The following is a summary of the services offered through the eLearning Development Team:

eLearning Academy provides training opportunities focused on elearning course development, teaching, and innovation.

- Getting Started with eLearning is a self-paced online module that introduces key information for faculty about designing and teaching elearning courses at the University of Central Oklahoma.

- The eLearning Facilitation Certification Course helps faculty participants develop introductory skills for teaching online or hybrid. Successful completion of this course meets the certification requirements for teaching online and hybrid courses at the University of Central Oklahoma. Faculty requesting to register for the eLearning Facilitation Certification Course should contact their department chair for nomination.

- The Synchronous eLearning Facilitation Workshop helps faculty participants develop introductory skills for facilitating synchronous elearning using web conferencing and interactive video systems.

- The Heartland eLearning Institute is a next-generation professional development experience focused on developing practical skills and innovative ideas for elearning faculty, designers, developers, and leaders of higher education. The Heartland eLearning Institute achieves this through a blend of innovation, inspiration, applied learning, and dialogue with thought leaders and colleagues.

eLearning Development Services are designed to provide faculty consulting and production services for creating online, hybrid, and interactive video courses.

- The eLearning Course Development Program is the primary program through which online and hybrid courses are developed at the University of Central Oklahoma. This

program uses a personalized consulting approach for developing courses. Faculty wishing to participate in the eLearning Course Development Program should contact their department chair for nomination.

- The eLearning Development Studio is a located in the Nigh University Center Room 322. This room is a unique space created for designing and developing courses.

eLearning On-Demand services are designed to provide resources and support for course development and teaching when it's needed.

- The eLearning Development Team is available for course development and teaching consultation and support. You can access the eLearning Development Team by phone, email, or in-person.

Call: 405.974.2420

Email: elearning@uco.edu

In-Person: 201 N. Bryant Ave Edmond, OK 73034

- eLearning librarian services through the Chambers Library are available to help faculty research, locate, and utilize library resources for elearning classes. These services are available by phone (405.974.2880), or scheduled appointment.

eLearning Labs is a research and development service designed to support the discovery and sharing of elearning innovations.

- eLearning Research and Development Services provide research and grants to support faculty exploring new ideas for online, hybrid, and interactive video courses. To request research and development services for your project or idea, contact the eLearning Development Team using the information provided below.

Call: 405.974.2420

Email: elearning@uco.edu

In-Person: 201 N. Bryant Ave Edmond, OK 73034

1.11.3   INTERACTIVE VIDEO COURSES

Interactive Video Courses (IVC) are conducted using video-based technology systems where students connect and interact in real-time with other students and faculty members through the use of Internet-enabled devices or by reporting to a designated location. Interactive Video Courses are conducted at a scheduled time.

For information about a specific IVC, contact the academic department offering the course. For information about scheduling a location to participate in IVC, contact the IVC office at 405-974-5395, by email at ivc@uco.edu, or by visit Thatcher Hall, room 315.

1.11.4   CUSTOMIZED EDUCATION

Customized Education provides transformative opportunities to equip business, government, groups, community organizations, and individuals with the knowledge and skills that benefit personal growth and organizational success. The Customized Education team is dedicated to providing life-long learning opportunities designed to provide business leaders, community members, and UCO students with the skills they need for current and emerging job markets as well as for exploring personal interests. The four key components of Customized Education offer UCO the ability to be responsive, efficient, and flexible in providing services to both external and internal customers.

- Certification: Customized professional certificate programs and Continuing Education Unit (CEU) courses designed to equip learners with the knowledge and skills for achieving professional and personal goals.

- Conferences: Customized management and programming facilitation for professional development, personal enrichment, and/or academic event or conference.

- Contract Partnerships: Customized solutions designed to meet the needs of business, government, organization, industry, and individual development goals.

- Courses: Customized learning opportunities for professional or personal growth offered in a flexible delivery format.

1.12   PROFESSIONAL DEVELOPMENT PROGRAMS

The Professional Development department of the Administration Division serves the campus by providing programs that are designed to increase knowledge and enhance performance that benefits personal growth and organizational success. We support the university in achieving its mission by providing learning opportunities to develop productive, creative, ethical and engaged employees and leaders.

- Leadership UCO – There are seven one-day sessions throughout the academic calendar year dedicated to developing leaders and leadership skills on campus. This

is an application program at no charge to the individual from which approximately 24 UCO employees are chosen to participate. This includes MBTI assessment, service projects, team building and developing a campus network.

- Process Improvement

    - Campus Lean Initiatives – This process improvement facilitation is provided to all departments and divisions on campus. Any employee can suggest a process for review. Cross-functional teams are assembled, as they relate to individual processes, in order to develop solutions and improvements.

- Professional Development – Learning opportunities are provided at no additional charge to the individual or department. Sessions cover a broad range of topics designed to meet the needs of the university and its employees as they work toward common goals. Customized training is available to departments upon request. Staff in this department facilitates both professional development sessions and departmental retreats. MBTI personality assessments and workshops are also available to departments upon request.

Visit the Talent Development web site for current schedules and details.

1.13   CENTER FOR EXCELLENCE IN TRANSFORMATIVE TEACHING AND LEARNING

The continuing professional growth of faculty members is essential to the improvement of instruction and learning at UCO. The Center for Excellence in Transformative Teaching and Learning (CETTL), in collaboration with other campus units and individuals, offers programs, services, and resources to encourage, enhance, and support faculty, teaching, and the Scholarship of Teaching and Learning (SoTL) at UCO. With the ongoing guidance of the CETTL Advisory Board input from the Center for eLearning and Connected Environments (CeCE), administrators, and the faculty at large, CETTL constantly reviews its mission, vision, and goals as it supports the heart of the teaching enterprise at UCO, the faculty. CETTL is committed to:

- Creating and nurturing relationships with campus entities that provide resources and support to the teaching enterprise, including deans, department chairs, faculty, Chambers Library, the Office of Academic Affairs, the Office of Research & Sponsored Programs, Center for eLearning and Connected Environments (CeCE), and the Office of Information Technology (OIT);

- Designing and delivering programs and services that encourage, develop, and support the Scholarship of Teaching and Learning;

- Encouraging awareness of the importance of the scholarship of teaching and learning in the recruitment, promotion, tenure, and merit processes;

- Supporting faculty members in their efforts to enhance learning in and out of the classroom;

- Fostering instructional innovation;

- Bringing research about teaching to the attention of the university community;

- Advocating and recognizing teaching excellence;

- Designing and delivering services to our adjunct faculty on issues identified by them as pertinent and providing these services at times and delivery methods convenient for them.

Educators' Leadership Academy (ELA) - The academy is a tuition-based, professional development academy that provides leadership development opportunities to teachers, professors, principals and K-12, career-tech and higher education administrators throughout Oklahoma. It is delivered in retreat-style workshops. This is an application program from which approximately 25 individuals are chosen to participate. The program is designed to broaden perspectives, expand professional networks and build leadership skills of future leaders for key leadership positions in the organization. Providing the ability to ensure levels of commitment to continuous improvement, renewed focus, and creating a positive leadership culture where potential leaders can thrive and impact the university's overall sustainability.

1.14   OFFICE OF HIGH-IMPACT PRACTICES (OHIP)

The Office of High-Impact Practices (OHIP) has as a primary goal the facilitation and support of experiential learning practices in an inclusive and interdisciplinary fashion. It promotes the Central Six of Transformative Learning as well as other High-Impact Educational Practices among faculty and students. OHIP emphasizes undergraduate involvement in research, creative and scholarly activities in clinical, field, laboratory, library, museum, performance and studio venues. The Office actively promotes these same activities in international settings. OHIP practices shared governance in its operation, involving Faculty and Student Advisory Councils. For additional information, please contact the Office of High-Impact Practices at (405) 974-5086 or ohip@uco.edu.

1.15   CENTRE FOR GLOBAL COMPETENCY

The Centre for Global Competency (CGC) is a joint venture of the Office of Academic Affairs and the Office of Student Affairs. It combines the expertise of staff and faculty who have extensive experience in international programs, culture and travel. The purpose of the Centre is to advise, encourage and empower UCO students to become globally competent in support of UCO's transformative learning focus.

Resources are available to assist faculty in adding a global component to curricular and co-curricular or extra-curricular activities. One half-time faculty member serves as the Centre's Global Competencies Officer and is available to assist faculty in creating and advertising study tours and faculty exchanges in addition to other areas of international involvement. Individuals are also available to assist students in locating and participating in semester long study abroad activities as well as on-campus international opportunities. See Section 2.17 for information regarding global activities for faculty.

More information regarding the UCO Study Tour Policy 2.5 can be found on the Academic Affairs Policies and Guidelines page.

1.16   AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

The University of Central Oklahoma has a local chapter, which is an affiliate of the national organization, of the American Association of University Professors. This organization promotes academic freedom, equity issues, the interests and concerns of faculty members, the well-being of academia, and the rights of faculty members.