

## NOTE

This document contains recommendations and reports to the State Regents regarding items on the October 24, 2019 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on October 24, 2019.

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

655 Research Parkway, Oklahoma City

## AGENDA

Thursday, October 24, 2019 - 9:15 a.m. or Immediately following the special meeting State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Joseph L. Parker, Jr., Presiding

1. Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.
2. Call to Order. Roll call and announcement of quorum.
3. Minutes of Previous Meetings. Approval of minutes from the previous meetings.
4. Report of the Chairman. A brief comment on current activities. (No Action, No Discussion).
5. Report of Chancellor. Report of the Chancellor's activities on behalf of the State Regents. (No Action, No Discussion). Page 1.

## STUDENTS

6. Students. A student reports on higher education's impact. Page 3.

## ACADEMIC

## 7. New Programs.

a. University of Oklahoma. Approval to offer the Bachelor of Science in Information and Science Technology in Tulsa. Page 5.
b. Oklahoma State University. Approval to offer the Graduate Certificate in Special Education. Page 15.
8. Program Deletions. Approval of institutional requests for program deletions. Page 27.
9. Intensive English Program. Approval of an Intensive English Program. Page 29.
10. Policy. Approval of revisions to the Undergraduate Transfer and Articulation policy. Page 31.
11. Oklahoma's Promise. FY2021 Official Funding Estimate for the Oklahoma's Promise Scholarship Program. Page 45.
12. Academic Scholars Program. Authorization of Freshmen Institutional Nominees for Fall 2020 and Program Modifications. Page 57.
13. Scholars for Excellence in Child Care. Allocation of funds to Murray State College for the Scholars for Excellence in Child Care program pursuant to the contract with the Oklahoma Department of Human Services. Page 71.

## FISCAL

14. Endowment. Endowment Trust Fund Investment Performance Report and Annual Distribution Schedule. Page 73.
15. Policy.
a. Posting of Investment Policy amendments. Page 95.
b. Approval of revisions to the Tuition and Fees Policy amendment. Page 105.
16. Contracts and Purchases. Approval of FY2020 Purchases in excess of $\$ 100,000$. Page 107.
17. Investments. Approval of investment managers. Page 109.

## EXECUTIVE

18. 2019 Fall Preliminary Enrollment. Acceptance of the Fall 2019 Preliminary Enrollment Report. Page 111. (Supplement)
19. Commendations. Recognition of State Regents' staff for service and recognitions on state and national projects. Page 113.
20. Executive Session. Page 115.
a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
b. Enter into executive session.
c. Open session resumes.
d. Vote to exit executive session.

## CONSENT DOCKET

21. Consent Docket. Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
a. Programs. Program Modifications. Approval of institutional requests. Page 117.
b. Cooperative Agreements. Ratification of institutional requests regarding cooperative agreement programs. Page 125.
c. State Authorization Reciprocity Agreement. Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement. Page 131.
d. Operations.
(1) Ratification of purchases in excess of $\$ 25,000$ for FY2019. Page 133.
(2) Personnel. Ratification of appointments of the Director of Online Learning Initiatives and the Director of Academic Programs and Innovation. Page 135.
e. Resolutions. Approval of resolutions honoring retiring staff. Page 153.
f. Resolution. Approval of a resolution honoring an outgoing member.

## REPORTS

22. Reports. Acceptance of reports listed.
a. Programs. Current Status Report on Program Requests. Page 155. (Supplement)
b. Acceptance of the Teacher Education Program Admission Study. Page 157.
c. Annual Reports.
(1) Acceptance of the Early College Pilot Projects Annual Report. Page 165.
(2) Acceptance of the USAO Holistic Admission Pilot Project Annual Report. Page 179.
(3) Acceptance of the OU Concurrent Math Pilot Project Annual Report. Page 183.
(4) Acceptance of the Academic Policy Exceptions Quarterly Report. Page 189.
(5) Acceptance of the Preparing for College mass mailing report. Page 191.
(6) Acceptance of the Financial and Long-Term Viability Assessment. Page 193. (Supplement)
23. Report of the Committees. (No Action, No Discussion).
a. Academic Affairs and Social Justice and Student Services Committees.
b. Budget and Audit Committee.
c. Strategic Planning and Personnel Committee and Technology Committee.
d. Investment Committee.
24. Officers. Election of a replacement officer for 2019-2020.
25. Announcement of Next Regular Meeting - The next regular meetings are scheduled to be held Thursday, November 7, 2019, Wednesday, December 4, 2019 at 10:30 a.m. and Thursday, December 5, 2019 at 9 a.m. at the State Regents Office in Oklahoma City.
26. Adjournment.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#5:

## Report of the Chancellor.

SUBJECT: Report of the Chancellor's activities on behalf of the State Regents for the period of August 23, 2019 through October 10, 2019.

## RECOMMENDATION:

## This is an information item only.

## ANALYSIS:

The following are the activities that Chancellor Glen D. Johnson has participated in on behalf of the State Regents for the period of August 23, 2019 through October 10, 2019:

- Participated in conference call with Eastern Oklahoma State College (EOSC) President Steve Smith to discuss higher education issues.
- Met with Southwestern Oklahoma State University (SWOSU) President Randy Beutler in Oklahoma City to discuss higher education issues.
- Met with Representative Mark McBride in Oklahoma City to discuss higher education issues.
- Participated in conference call with Dr. Brit Kirwan, Senior Fellow for the Association of Governing Boards of Universities and Colleges (AGB), to discuss higher education issues.
- Met with Rose State College (RSC) President Jeanie Webb in Oklahoma City to discuss higher education issues.
- Participated in conference call with Representative Charles Ortega and Senator Brent Howard to discuss higher education issues.
- Met with Lieutenant Governor Matt Pinnell and Oklahoma Tourism and Recreation Department Executive Director Jerry Winchester at the State Capitol in Oklahoma City to discuss higher education issues.
- Participated in conference call with Dr. Tom Meredith, Senior Fellow for the Association of Governing Boards of Universities and Colleges (AGB), to discuss higher education issues.
- Met with University of Science and Arts of Oklahoma (USAO) Vice President for University Advancement Sid Hudson in Oklahoma City to discuss higher education issues.
- Attended and chaired Campus Safety and Security Task Force meeting at the State Regents' office in Oklahoma City.
- Met with Senator Jason Smalley in Oklahoma City to discuss higher education issues.
- Met with Senator Roger Thompson in Oklahoma City to discuss higher education issues.
- Met with Representative Harold Wright in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers (SHEEO) Association President Rob Anderson to discuss higher education issues.
- Met with Representative Jason Dunnington in Oklahoma City to discuss higher education issues.
- Participated in conference call with University of Oklahoma (OU) Interim President Joe Harroz to discuss higher education issues.
- Attended Tulsa Community College (TCC) Foundation's Vision in Education Leadership awards dinner at the Cox Business Center in Tulsa.
- Met with Representative Scott Fetgatter in Oklahoma City to discuss higher education issues.
- Participated in conference call with Southern Regional Education Board (SREB) President Stephen Pruitt to discuss higher education issues.
- Met with Secretary of Budget Mike Mazzei at the State Capitol in Oklahoma City to discuss higher education issues.
- Met with Senator Julie Daniels and Rogers State University (RSU) President Larry Rice at the RSU Campus in Bartlesville to discuss higher education issues.
- Attended celebration of life service in memory of T. Boone Pickens at Oklahoma State University (OSU) in Stillwater.
- Met with Representative Kevin Wallace and Representative Chris Kannady in Chandler to discuss higher education issues.
- Met with Northeastern Oklahoma A\&M College (NEO) Interim President Mark Rasor in Oklahoma City to discuss higher education issues.
- Met with University of Oklahoma (OU) College of Engineering Interim Dean John Antonio and Oklahoma State University (OSU) College of Engineering, Architecture, \& Technology Dean Paul Tikalsky at the State Regents' office in Oklahoma City to discuss higher education issues.
- Participated in conference call with State Higher Education Executive Officers (SHEEO) Association President Rob Anderson and Massachusetts Commissioner of Higher Education Carlos Santiago to discuss SHEEO issues.
- Attended Oklahoma A\&M Board of Regents reunion celebration at Oklahoma State University (OSU) in Stillwater.
- Met with Representative Mark McBride and Representative Toni Hasenback in Oklahoma City to discuss higher education issues.
- Met with Representative Rhonda Baker and Representative Tammy West in Oklahoma City to discuss higher education issues.
- Attended Southwestern Oklahoma State University (SWOSU) President's Leadership Class dinner in Oklahoma City.
- Participated in conference call with Secretary of Science and Innovation and President of Oklahoma State University Center for Health Sciences Kayse Shrum to discuss higher education issues.
- Participated in conference call with Oklahoma EPSCoR State Director Jerry Malayer to discuss EPSCoR issues.
- Met with Representative Forrest Bennett in Oklahoma City to discuss higher education issues.


# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#6:

Students.
This is an oral presentation.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#7-a:

## New Programs.

SUBJECT: University of Oklahoma. Approval to offer the Bachelor of Science in Information and Science Technology in Tulsa.

## RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to offer the Bachelor of Science in Information and Science Technology in Tulsa, with the stipulation that general education courses will be completed at Tulsa Community College or transferred from another institution, and continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Bachelor of Science in Information and Science Technology (002). Continuation beyond Fall 2024 will depend upon meeting the following criteria: Majors enrolled: a minimum of 25 students in Fall 2023; and Graduates: a minimum of 10 students in 2023-2024.


## BACKGROUND:

## Academic Plan

The University of Oklahoma's (OU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

- We will continue our aggressive recruitment of large freshmen classes and improve the processing of graduate student applicants for admission. We have been using the Common Application for undergraduates and joined the Coalition Application last year to expand our reach even further. We also have an internally built "OU application" hosted by our CRM product, Slate, if students would prefer to only apply to OU. For graduate admissions, we have been using CollegeNET software as our application platform but are in the process of transitioning to the OU application in Slate. This will save money and be more user-friendly. Additionally, we are currently implementing a transition from College-Net to Slate software and are in the fourth year of using the College-Net software for processing applications for graduate students. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions.
- We will continue an intense focus on undergraduate retention and graduation rates by 1 ) utilizing data from holistic admissions to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from aggressive intervention, 2) increasing the coordination of undergraduate academic advising across campus, and 3 ) enhancing course offerings during summer session. Additionally, we will continue to work to get undergraduate students taking 30 or more hours per year via the flat rate tuition policy to get them on a $4 / 5$ year timeline to degree completion.
- Several retention analyses are being undertaken at the university, including broad cohort analyses by University College and the Provost's Office.
- We will continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be close to fully enrolled and by adding sections (or increasing course size) as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors. We have identified a director position in University College (George Bogaski). This process has been steadily improved and has increased in impact - more deans, chairs, and directors are responding to identify needs in order to avert enrollment crises.
- We continue to collect mid-semester grades at the end of the eighth week of the Fall and Spring semesters in order to help students and advisors understand how the students are performing academically. Grades are required of instructors to submit for students in all 1000 level courses, but grading is available in the system for all courses. The following week, University College and other academic advisement/coaching units are provided with a list of students and their midsemester grades. Appropriate contact and interventions follow. Mid-semester grades are available to all students in ONE.
- We will continue to support undergraduate retention and graduate rates by providing data from the student systems to provide early detection of at risk students.
- The Office of Admissions and Recruitment (OAR) has implemented a Customer Relationship Management (CRM) system, Slate by Technolutions. Slate has provided greatly enhanced ability to communicate with prospective students and track events and ongoing communication through the point of enrollment. It has also allowed OAR to create its own branded, easy-to manageapplication for admission, which is adaptable by type of student, as well as a post-admission portal so that the tasks that need to be performed after a student is admitted are easily known and can be acted upon. Slate has also become the primary admissions tool for the office, creating additional efficiencies and consistency in making admission decisions.
- The Office of Admissions and Recruitment has engaged with an econometric-centered enrollment management firm that assists with financial aid strategy, revenue optimization, and recruitment and admission strategy for incoming freshmen.
- The Office of Admissions and Recruitment piloted an artificial intelligence web bot, Ivy, to be even more responsive to the needs of prospective students and with the goal of connecting students with their admission counselor earlier on in the process.
- OAR transformed its National Scholars Programs recruitment strategy to be more inclusive of high achieving students who were not quite National Merit level. This has worked to great effect and OU is enrolling more non-National Merit but high achieving students, by a large margin, than ever before.


## Future Plans

- In 2019, OU plans to make the switch of the graduate application and CRM from CollegeNET to Slate. This will create efficiencies in communication, marketing and recruitment of prospective graduate students, save money, and create shared services between undergraduate and graduate admissions. OAR is also assisting PACS and OU-Tulsa with a switch to Slate in 2019. With our transition from CollegeNet to Slate, we will improve the student experience with the application portal, and departments will have new and more powerful tools for marketing and communication with students.
- We are actively finding ways to better connect students with the Health Sciences Center, Law School, etc. as incoming freshmen. Strong programs such as these help make the university attractive to prospective freshmen, and the more we can work together to promote programs and find new pathways for earlier integration and completion of two degrees, the better.
- We are actively working on new ways to enhance the personalized student experience through Slate. We have a Slate portal for admitted students, but are working to back the personalization up
earlier so that students and their parents at the point of first interest in OU have a portal-like, individualized experience.


## APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, the University of Oklahoma (OU) has taken the following program actions in response to APRA:

| 89 | Degree and/or certificate programs deleted |
| ---: | :--- |
| 132 | Degree and/or certificate programs added |

## Program Review

OU offers 321 degree and/or certificate programs as follows:

| 48 | Certificates |
| ---: | :--- |
| 0 | Associate in Arts or Science Degrees |
| 0 | Associate in Applied Science Degrees |
| 126 | Baccalaureate Degrees |
| 92 | Master's Degrees |
| 55 | Doctoral Degrees |
| 0 | First Professional Degrees |

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

## Program Development Process

OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Bachelor of Science in Information and Science Technology at their May 10, 2019 meeting. OU is currently approved to offer the following degree programs and certificates through online delivery:

- Master of Science in Civil Engineering (038);
- Master of Environmental Science (076);
- Master of Library and Information Studies (151);
- Bachelor of Arts in Information Studies (343);
- Bachelor of Science in Criminal Justice (365);
- Bachelor of Arts in Liberal Studies (231);
- Bachelor of Arts in World Cultural Studies (390);
- Master of Arts in Liberal Studies (232);
- Bachelor of Arts in Administrative Leadership (375);
- Master of Arts in Administrative Leadership (373);
- Master in Prevention Science (374);
- Master of Science in Construction Administration in Construction Administration (243);
- Master of Science in Criminal Justice (391);
- Bachelor of Arts in Lifespan Care Administration in Lifecare Administration (394);
- Graduate Certificate in Applications of Educational Research and Evaluation (400);
- Graduate Certificate in Natural Gas Technology (401);
- Master of Science in Natural Gas Engineering and Management in Natural Gas Engineering and Management (344);
- Master of Arts in Global Affairs (404);
- Master of Education in Education Administration (050);
- Master of Science in Data Science and Analytics (406);
- Master of Education in Special Education (219);
- Master of Education in 21st Century Teaching (412);
- Graduate Certificate in Media Management (419);
- Graduate Certificate in Strategic Planning (420);
- Graduate Certificate in Non-Profit Management (426);
- Graduate Certificate in Drug and Alcohol Counseling (428);
- Graduate Certificate in School Counseling (427);
- Master of Accountancy in Accounting (265);
- Graduate Certificate in Fundamentals of Special Education (422);
- Graduate Certificate in Human Relations in Diversity and Development (389);
- Master of Arts in International Relations (409);
- Graduate Certificate in Restorative Justice Administration (410);
- Graduate Certificate in Corrections Management (411);
- Graduate Certificate in Data Science and Analytics (448);
- Graduate Certificate in Data Analytics for Information Professionals (449);
- Graduate Certificate in Arts Management and Entrepreneurship (447)
- Executive Master of Business Administration in Energy (451);
- Master of Science in Finance (450);
- Graduate Certificate in Archaeoastronomy and Astronomy in Culture (053);
- Master of Social Work in Social Work (211);
- Graduate Certificate in Executive Management in Aerospace/Defense (384);
- Certificate in Criminal Investigation and Intelligence Analysis (455); and
- Certificate in Restorative Justice (456).

OU requests authorization to offer these programs as outlined below.

## POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval and Distance Education and Traditional Off-Campus Courses and Programs policies.

## ANALYSIS:

Bachelor of Science in Information Science and Technology (002)

Program purpose. The proposed program is designed to provide a highly relevant educational experience that prepares students for current and emerging workforce needs in the information industry.

Program rationale and background. OU's School of Library and Information Studies (SLIS) currently offers a Bachelor of Arts in Information Studies (BAIS) (343). However, the program was designed nearly 20 years ago and SLIS faculty report that the needs of students and employers, as well as the expertise and course offerings in SLIS, have changed so dramatically that a new program in the discipline, rather than modifying the existing program, is warranted. The proposed program will ultimately replace the current Information Studies program and will better prepare students to be innovative information technology leaders who can solve current and evolving information science problems. The existing program has shown continuous growth over the past five years with 63 students enrolled in the Spring 2018 semester. Based on this data, SLIS anticipates a strong interest in the proposed program.

Employment opportunities. The proposed program is an applied information technology and data science degree that teaches students how to design and build information technology (IT) and data solutions with a user-centered approach. Graduates of the program will be able to find employment as IT project managers, software implementation specialists, network administrators, systems analysts, software programmers, website designers and developers, and documents and records managers. According to the Oklahoma Employment Security Commission, career opportunities for graduates of the proposed program are expected to increase 10 to 24 percent through 2026. OU is confident students graduating with the proposed degree will find employment within the field.

Student demand. The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by the State Regents as shown in the following table.

| Productivity Category | Criteria | Deadline |
| ---: | :---: | :--- |
| Minimum Enrollment of majors in the program | 25 | Fall 2023 |
| Minimum Graduates from the program | 10 | $2023-2024$ |

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the degree, employer demand for the degree, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

OU-Norman offers the only other Bachelor of Science in Information and Science Technology (002) program in Oklahoma. A system wide letter of intent was communicated by email on April 22, 2019. Tulsa Community College (TCC) requested a copy of the proposal, which was sent on June 29, 2019. Neither TCC nor any other State System institution notified State Regents' staff of a protest to the proposed program. Approval to offer the degree in Tulsa will not constitute unnecessary duplication.

Curriculum. The Bachelor of Science in Information Science and Technology (022) program will consist of a total of 120 total credit hours, with 40 credit hours of general education delivered by TCC, as shown
in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
| ---: | :--- |
| General Education | $40^{*}$ |
| Major Requirements | 45 |
| Major Support Requirements | 21 |
| Free Electives | 14 |
| Total | $\mathbf{1 2 0}$ |

*Typically, lower-division course work in the Tulsa metro area should not duplicate lower-division courses offered by Tulsa Community College (TCC). Therefore, unless it is a unique course, it is expected that all general education and lower-division course work will be transferred in from TCC or another institution.

Faculty and staff. Existing faculty will teach the proposed program.
Support services. The library, classroom, and lab space are adequate for the degree program.
Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Information Science and Technology (002) are shown in the following table.

Year of Program

| A. Funding Sources | $\mathbf{1}^{\text {st }}$ Year | $\mathbf{2}^{\text {nd }}$ Year | $\mathbf{3}^{\text {rd }}$ Year | $\mathbf{4}^{\text {th }}$ Year | $\mathbf{5}^{\text {th }}$ Year |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Total Resources Available from <br> Federal Sources | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Total Resources Available from <br> Other Non-State Sources | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Existing State Resources | $\$ 50,000$ | $\$ 50,000$ | $\$ 50,000$ | $\$ 50,000$ | $\$ 50,000$ |

Explanation: The program was approved at the May 31, 2019 State Regents' meeting to be offered on the Norman campus and will replace the existing BAIS program. Therefore, existing resources used to support the current program will be used to support the proposed program.
State Resources Available

| through Internal Allocation and <br> Reallocation | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Student Tuition | $\$ 23,940$ | $\$ 47,880$ | $\$ 71,820$ | $\$ 95,760$ | $\$ 119,700$ |

Narrative/Explanation: The above tuition amounts were calculated using the OU tuition calculator for in-state, flat-rate tuition. OU anticipates an enrollment of 5, 10, 15, 20, and 25 students in years 1 through 5.

| TOTAL | $\$ 73,940$ | $\$ 97,880$ | $\$ 121,820$ | $\$ 145,760$ | $\$ 169,700$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

## Year of Program

| B. Breakdown of Budget Expenses/Requirements | $1^{\text {st }}$ Year | $2^{\text {nd }}$ Year | $3^{\text {rd }}$ Year | $4^{\text {th }}$ Year | $5^{\text {th }}$ Year |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Administrative/Other Professional Staff | \$0 | \$0 | \$0 | \$0 | \$0 |
| Faculty | \$86,450 | \$86,450 | \$86,450 | \$86,450 | \$86,450 |
| Explanation: The amounts above represent the budget for salary and benefits for 1 full-time faculty. |  |  |  |  |  |
| Graduate Assistants | \$0 | \$0 | \$0 | \$0 | \$0 |
| Student Employees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment and Instructional Materials | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| Contractual Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Support Services | \$0 | \$0 | \$0 | \$0 | \$0 |
| Commodities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Printing | \$0 | \$0 | \$0 | \$0 | \$0 |
| Telecommunications | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Explanation: The amounts above represent an allocation of existing costs for travel for recruiting and conferences. |  |  |  |  |  |
| Awards and Grants | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$88,450 | \$88,450 | \$88,450 | \$88,450 | \$88,450 |

Attachment

# UNIVERSITY OF OKLAHOMA BACHELOR OF SCIENCE IN INFORMATION SCIENCE AND TECHNOLOGY (002) 

| Degree Requirements |  | Credit Hours |  |  |
| :---: | :--- | :---: | :---: | :---: |
| General Education |  | $\mathbf{4 0 *}$ |  |  |
|  | Typically, lower-division course work in the Tulsa metro area <br> should not duplicate that offered by Tulsa Community <br> College (TCC). Therefore, unless it is a unique course, it is <br> expected that all general education and lower-division course <br> work required in the program will be completed at TCC or <br> transferred to OU from another institution. |  |  |  |
| Major Requirements | Information Studies Core |  |  | $\mathbf{4 5}$ |
| LIS 2003 | Introduction to Information Studies | 3 |  |  |
| LIS 4063 | Information and Communication Technology | 3 |  |  |
| LIS 4683 | Database Design for Information Organizations | 3 |  |  |
| LIS 4643 | Introduction to Data Analysis | 3 |  |  |
| LIS 4663 | Information Studies Capstone | 3 |  |  |
| LIS 4823 | Internship in Information Studies | 3 |  |  |

## Data Science and Analytics

Select 2 of the following

|  | Select 2 of the following |  |
| :---: | :--- | :---: |
| LIS 4673 | Introduction to Information Visualization | 3 |
| LIS 4623 | Introduction to Data Mining for Information Professionals | 3 |
| LIS 4970 | Data Stewardship | 3 |
| LIS 4970 | Information Retrieval and Text Mining | 3 |

Design and Development
Select 2 of the following
LIS 4633 Design and Implementation of Web-based Information $\quad 3$
LIS 4613 Dynamic Web Development 3
LIS 4453 Digital Collections 3

\left.|  | Information and People |  |
| :---: | :--- | :---: |
| LIS 1013 | Acquiring Knowledge in a Digital Age | 3 |
| LIS 4523 | Online Information Retrieval | 3 |
| Information Science and Technology in Context |  |  |
| Select 2 of the following |  |  |$\right]$


| LIS 4303 | Children's Literature | 3 |
| :---: | :---: | :---: |
| LIS 4970 | Health Informatics | 3 |
| Technical Writing Select 1 of the following |  |  |
| ENGL 3153 | Technical Writing | 3 |
| ENGL 3173 | Histories of Writing, Rhetoric, and Technology | 3 |
| ENGL 3183 | Digital Composing | 3 |
| Major Support R | ments | 21 |
| ECON 1113 | Principles of Economics - Macro | 3 |
| ECON 1123 | Principles of Economics - Micro | 3 |
| MATH 1743 | Calculus I for Business, Life and Social Sciences | 3 |
| COMM 2613 | Public Speaking | 3 |
| CS 1313 | Programming for Non-Majors | 3 |
| ECON 4223 or <br> MATH 2123 or <br> MATH 4793 or <br> SOC 4163 | Econometric Analysis <br> Calculus II for Business, Life and Social Sciences <br> Advanced Applied Statistics <br> Advanced Social Statistics | 3 |
| Select 1 of the following |  |  |
| ANTH 4713 | Statistical Concepts in Anthropology | 3 |
| BIOL 2913 | Introduction to Quantitative Biology | 3 |
| BIOL 4933 or BIOL 5933 | Introduction to Matlab Programming for Life Sciences | 3 |
| COMM 2513 | Introduction to Statistics | 3 |
| ECON 2843 | Elements of Statistics | 3 |
| MATH 4753 | Applied Statistical Methods | 3 |
| SOC 3123 | Social Statistics | 3 |
| PSY 2003 | Understanding Statistics | 3 |
| PSY 2113 | Research Methods I: Statistics | 3 |
| Free Electives |  | 1-14 |
| If needed, select courses to bring total credit hours completed to 120 . |  |  |
| Total |  | 120 |

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#7-b:

## New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Graduate Certificate in Special Education.

## RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's request to offer the Graduate Certificate in Special Education, in both Stillwater and Tulsa, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Graduate Certificate in Special Education. Continuation beyond 2024 will depend upon meeting the following criteria:

Majors enrolled: a minimum of 6 students in Fall 2023; and
Graduates: a minimum of 3 students in 2023-2024.

## BACKGROUND:

## Academic Plan

Oklahoma State University's (OSU) 2019-2020 Academic Plan lists the following institutional priorities and new funding initiatives:

## College of Agricultural Sciences and Natural Resources, CASNR

CASNR's main academic priority is to improve undergraduate retention and graduation rates through curricular review, faculty teaching development and recognition programs, advisor training and support, peer mentoring and tutoring programs, support for experiential learning opportunities, and facility improvements to enhance student learning.

An additional academic priority to increase undergraduate enrollment across the college, but particularly in programs that currently have the resource base to support larger enrollments. Potential growth programs include horticulture, landscape architecture, plant and soil sciences, food science, biochemistry and molecular biology, biosystems engineering, forestry, and agricultural leadership. Actions to pursue this priority include: 1) target a portion of new student scholarship support to strategically increase enrollment of students likely to be retained, 2) update and expand Finish Orange transfer guides with Oklahoma's 2year institutions, and 3) increase the number of CASNR degree programs approved for inclusion in the Academic Common Market (ACM). Potential ACM programs include, but are not limited to, landscape architecture, landscape management, agricultural leadership, and forestry.

Academic priorities in the CASNR graduate programs include: 1) increase graduate program enrollment through broader marketing of CASNR's graduate program opportunities, 2) more timely review of
prospective student applications, 3) increased stipend support, 4) development of $3+2$ and $4+1$ undergraduate to graduate degree agreements, and 5) organization of formalized agreements with international institutions (such as dual degree and bridge programs).

## College of Arts and Sciences, CAS

Freshman retention remains CAS's top academic priority. Within the coming year, CAS will initiate a program that will expand support for faculty and graduate students teaching 1000 and 2000-level courses and other general education courses taken by freshmen. Along with "all hands" workshops, a working group will identify best practices and other strategies for improving the academic success of freshman. A second priority will be to sustain efforts that draw attention to implicit bias within hiring, teaching, and workplace environments. Plans exist to expand the Equity Advocates program as a central initiative aimed at raising awareness about implicit bias. A third priority is to work with the OSU-Tulsa administration in offering coursework and programs for persons living in the Tulsa area. Together, the 2019-2020 academic priorities in CAS address goals to: 1) improve freshman success/retention; 2) address fairness and equity in hiring, instruction, and workplace environments; and 3) build and sustain academic programs and partnerships on the OSU-Tulsa campus.

## College of Education, Health and Aviation, EHA

A pressing academic priority in EHA is to increase the undergraduate retention and graduation rates by implementing evidence-based programs. There is strong commitment to develop and implement effective ways to monitor and increase students' participation in high impact and transformative co-curricular learning experiences for use in connecting with these students and nurturing their potential.
EHA's second most pressing academic priority is increased enrollment in growth in the RN to BSN program, exercise science, and new graduate degree and certificate programs. Increased enrollment in the teacher preparation programs is essential since there is a critical shortage of those graduates in the state.

## College of Engineering, Architecture and Technology, CEAT

CEAT's highest overarching priorities continue to focus on student and faculty success. CEAT will initiate an instructional training program for 2nd and 3rd year faculty to improve learning and the use of technology. CEAT is also transitioning away from the engineering professional school model that was established in the 1950s into one focused on connecting students with their degree program faculty earlier to enhance faculty/student collaboration, streamlining a path to increased student success and graduation rates. Increasing diversity will be emphasized with a goal to recruit and retain $50 \%$ more women and underrepresented students and to elevate the college to $30 \%$ women and underrepresented students in the next five years. CEAT will work with Tulsa Community College, Connors State, and other institutions to articulate and streamline paths to CEAT degree programs.

## College of Human Sciences, COHS

One pressing academic priority in COHS is to increase enrollment. A new MS online program in Family and Consumer Sciences Education, a new BS online undergraduate program in Early Child Care and Development, a recently launched undergraduate certificate in Family Financial Planning, and a modification to the Nutritional Sciences/Community Nutrition option that is changing to Public Health Nutrition are targets for increased enrollment.

Planned activities in the enrollment initiative are the use of new recruitment materials and social media, in collaboration with OSU's new "Admissions Communication Flow" initiative, along with developing additional articulation agreements with community colleges. Connections with public school teachers and Cooperative Extension County Educators will aid in promoting the new MS program.

## Spears School of Business, SSB

A main academic priority for SSB is continued implementation of the core curriculum, which is the foundation of the largest-enrollment program in SSB. Planned activities to support this priority include a continuous review of course evaluations, in addition to review of course content with core curriculum committee and with external core curriculum advisory board. Review of separate student feedback on success of collaborative activities is planned.

To retain valuable faculty is also a pressing priority. As a result of a February 2019 visit by the accreditor, the AACSB peer review team noted that "productive research faculty left the institution for competing institutions offering more research support and compensation." They further indicate that the school "should ensure that resources exist to support the mission of the school including but not limited to hiring and retaining faculty with successful research records as they progress in their career."

To advance this priority SSB is in the process of revising its workload policy to accommodate tracks that may be more attractive to research faculty. In addition, opportunities for additional revenues are being examined that could potentially help support salaries. To some extent, however, there will need to be additional state support or, at a minimum, a cessation of budget cuts.

The urgency of this priority clear. If sufficient progress is not made on this concern by the time of the next accreditation self-study year (2022-23), Spears School of Business will likely receive a six-year letter that imperils its accreditation.

An additional academic priority involves the successful transition of Hospitality and Tourism Management (HTM) into SSB. To smooth the transition for students, a preliminary degree sheet for undergraduate students has been approved and a new degree sheet will be proposed in the fall that incorporates the business core curriculum. Approval has been received to move the MS in HTM to SSB. The PhD program in Human Sciences with an option in HTM is in the process of being moved either as a stand-alone PhD in HTM or as an option in the PhD program in Business Administration. Extensive meetings have been held with faculty and students who are affected. Spears advisors have had one-on-one meetings with 111 of the undergraduate HTM students, with another 60 meetings yet to be held. All 111 of the students who have met so far have opted to move to SSB. The assimilation process has also included welcome meetings, meetings with clubs, tours, videos, and emails. While HTM is not a large program enrollment-wise at this time, it is a highly-visible program with very vested donors.

## School of Global Studies and Partnerships, SGSP

SGSP continues to refine and develop the new MS curriculum, while adding additional faculty and administration to support an MS in Global Studies. An additional academic priority is the recruitment of new students with a goal of increasing enrollment by $20 \%$ over last year. Academic plans also include the roll-out of a new program at OSU-Tulsa and development of a plan for online offerings.

## The Honors College

Within the Honors College there are two areas that are consistently high priority: The first is to provide Honors classes that take students on a rigorous and different intellectual journey from the type of courses they would encounter in the more traditional disciplines. As the size of the Honors College income class as this year is the biggest ever - currently estimated to be just under 800 students this continues to be a major priority. The second priority is to provide high-impact experiences for students who enter college with significant amounts of AP or concurrent credit. Students who have such credit are rightly reluctant to take classes they perceived as repeats of such coursework, yet we find they are missing both the rigor and the sophistication of concepts and material they would have gained had they take these classes in the Honors College. In 2018-2019 a new experiential component to Honors was implemented to allow students to
capture profound educational experiences that occur outside the traditional classroom to help enhance the learning of these students.

## OSU-Tulsa

A main academic priority for OSU-Tulsa is to develop and implement the Transfer Maps for the programs under discussion as outlined in the next section, New Programs. An additional academic priority is the creation of a center as a shared resource for the Brain Initiative, Public Policy Lab, and School Administration.

## Center for Health Sciences, CHS

Main academic priorities at CHS are to increase the quality of graduate education and to expand academic programs through both the addition of new programs and an increase in headcount and credit hours in existing programs. Acknowledging that, services for graduate students will need to be formalized to support the growth in academic programs. Examples of this growth are that an inaugural cohort of 35 students in the Graduate Certificate in Medical Sciences program begins in summer 2019 and a class of 50 students will begin at the Cherokee Nation campus in Tahlequah in fall 2020.

## Center for Veterinary Health Sciences, CVHS

The main CVHS academic priority is to correct the probationary status with the American Veterinary Medical Association Council on Education (COE). During its March 16-19, 2019 meeting, the American Veterinary Medical Association COE, after review and discussion of our 2018 interim report, as well as recent updates, voted to remove the major deficiencies in Standard 2 Finances, Standard 6 Students, and Standard 8 Faculty, as well as one of the minor deficiencies in Standard 9. The Council continued Probationary Accreditation status with minor deficiencies in Standard 9, which is related to a holistic review of the curriculum, and Standard 11, which involves student learning outcomes. The next report is due August 15, 2019. It will provide documentation and evidence to indicate that Standards 9 and 11 are satisfied.

Additional academic priorities of CVHS include enhanced visibility and improved national reputation. A primary focus in this initiative will be to foster improved recruitment and retention of faculty.

## New/Revised Academic Programs

## College of Agricultural Sciences and Natural Resources, CASNR

Undergraduate and graduate certificates in various specialized areas of study, including: 1) food safety, 2) agricultural leadership, 3) ag systems management, 4) sustainable ag production, 5) horticulture, 6) landscape design, 7) precision agriculture management, 8) food and agricultural forensics and biosecurity, and 9) plant protection are under discussion. CASNR also views rural development as a potential area for undergraduate and graduate certificate programs. Most certificate programs will not require additional faculty resources.

Agricultural Leadership will pursue approval of an online degree program. Courses have been developed and are currently offered online, but additional resources may be needed as the program grows.

Biosystems and Agricultural Engineering (BAE) will seek approval of a new Agricultural Systems Technology undergraduate degree program. The department has spent the last nine months formulating the new degree program, communicating with stakeholders and soliciting feedback from the BAE Advisory Committee. This degree would be aimed at filling the need for technology savvy graduates in the agricultural industry who do not desire to be engineers. Additional faculty resources will be needed to staff this program.

Agricultural Education, Communications and Leadership may propose a Master of Arts in Teaching (MAT) degree in Agricultural Education. Horticulture and Landscape Design may propose a new undergraduate degree option in food safety. The landscape management degree may be moved to an option within the horticulture degree.

Multiple CASNR departments are examining undergraduate and/or graduate dual degree and transfer degree opportunities with international institutions located in China, Mexico, Ethiopia, and with other strategic partners. At the graduate level, CASNR departments are considering $3+2$ and $4+1$ programs, both within similar disciplinary areas (such as agricultural economics, agribusiness, biochemistry and molecular biology, biosystems engineering, entomology) and across disciplines (entomology to OSU-CHS forensic science, agricultural economics to industrial engineering and management) and institutions (CASNR departments and international institutions). CASNR is also examining joint PhD and MS programs with international partners such as Chinese Agricultural University (CAU).

All of these dual degree programs will be taught $50 \%$ or more at current OSU locations as identified by the Higher Learning Commission.

Potential degree name changes include changing the Master of Agriculture in Agricultural Leadership to the Master of Agriculture in Agricultural Education, Communications and Leadership. A name change is also under consideration for the PhD in Agricultural Education to be the PhD in Agricultural Education, Communications and Leadership.

CASNR conducted an external review of the undergraduate environmental sciences program in 2018. The review team recommended changes to the curriculum that may result in new or revised degree option proposals.

## College of Arts and Sciences, CAS

CAS will propose the following new programs: 1) BS in Geophysics, 2) BA in Entertainment Media, 3) BFA in Theatre, 4) BFA in Musical Theater, and 5) a Graduate Certificate in Applied Statistics. The existing BS in Biology will be offered at OSU-Tulsa.

## College of Education, Health and Aviation, EHA

EHA will propose a PhD in Learning, Design, and Technology. Graduate Certificates under discussion include: 1) Effective Teaching at the Elementary Level, 2) English Language Learners, 3) Interdisciplinary Substance Abuse, 4) Invisible Populations, 5) Aviation and Space, 6) K-12 STEM Education, and 7) Learning and Motivation.

A new option in Sports and Coaching Science is in development.

## College of Engineering, Architecture and Technology, CEAT

CEAT is developing a plan to offer a new MSET Mechatronics degree program in Stillwater; no new funds are needed. Under discussion is an MS Biomedical Engineering degree program in the School of Chemical Engineering. For the OSU/ Tulsa campus, several new degree programs are being considered including a BS in Industrial Engineering and Management degree, an ME in Material Science Engineering, and a BS in Manufacturing Engineering. The current Materials Science \& Engineering program in Tulsa is considering a name change to the Materials Science \& Manufacturing Engineering program to better reflect the program's vision.

## College of Human Sciences, COHS

A PhD and four MS degrees will be proposed by COHS to replace existing options in current degree programs. None of these programs need additional funding and the MS programs will all be electronic
delivery through Great Plains IDEA consortium. The programs are 1) PhD Human Development and Family Science that will replace an existing option entitled "Human Development and Family Science" under the existing PhD in Human Sciences; 2) MS in Family and Community Services that will replace an existing option under the Human Development and Family Science MS; 3) MS in Aging Services, or similar title, that will replace an existing option under the Human Development and Family Science MS; 4) MS in Dietetics that will replace an existing option under the Nutritional Sciences MS; and 5) MS is Retail Merchandising Leadership that will replace an existing option under the Design, Housing and Merchandising MS.

A Graduate Certificate in Dietetics will likely also be proposed in the coming year.
COHS will submit two curricular requests to create an MS in Family and Community Services and an MS in Aging Services or Aging Studies, which are both totally online programs delivered collaboratively through Great Plains IDEA consortium. These two programs exist as options delivered online, but under a degree program that is not offered online. In order to comply with OSRHE academic policies these two online options are being reorganized into free-standing online programs.

## Spears School of Business, SSB

Programs under consideration in SSB include an undergraduate degree in supply chain management, a sales center, and a consulting center. Undergraduate certificates under consideration include 1) MIS-Database, 2) Data Science, 3) Cybersecurity, and 4) Supply Chain. An HTM certificate in Event Planning is also under consideration.

Master's degree programs under consideration include an MS in Marketing Science and an MS in Human Resource Management. Graduate certificates under consideration include 1) Energy Business, 2) Valuation and Investment Banking, 3) Investments and Portfolio Management, 4) Quantitative Finance, 5) Data Governance, and 6) Health Informatics. In addition, an HTM option is being considered for the MBA program. While the intent is for programs to be budget-neutral on start-up, those that succeed may necessitate the addition of tenure-track faculty and/or professors of practice.

## School of Global Studies and Partnerships, SGSP

SGSP plans to roll out curriculum at OSU-Tulsa, beginning with core courses and the existing graduate certificate in Global Studies. Existing faculty will be utilized in the program, along with distance learning, so transportation costs will be the only additional budget needs.

## The Honors College

A research track is under development that would allow students to build an honors degree within the framework of the Arts and Sciences research certificate that was proposed last year and is in the approval process. The track's completion awaits the finalization of the CAS certificate. Given it will be integrated into the current degree structure no additional resources will be needed for this program.

## OSU-Tulsa

New degree programs under discussion at OSU-Tulsa include BS programs in 1) Integrative Biology (IB); 2) Plant Biology, Ecology and Evolution (PBEE); 3) Computer Science; and 4) Hospitality, Tourism and Management. Options in Sports Management (MGMT) and Pre-Med and other Health Related Professions (HHP) are also under discussion. Additionally, plans are being made for a graduate or an undergraduate certificate program in Financial Literacy and a paraprofessional option for Elementary Education.

The budget needs include a Teaching Assistant Professor (TAP) for IB and PBEE, a Clinical Assistant Professor for Elementary Education, and an update on labs for IB and PBEE.

Programs already approved or those underdevelopment mentioned here by the disciplinary colleges and institutions may also be considered for OSU Tulsa.

## Center for Health Sciences, CHS

CHS is planning a PhD in Health Care Administration and a PhD in Athletic Training. Additionally, an interdisciplinary certificate in Behavioral Neuroscience will be proposed with the intention of developing an MS and/or a PhD in Behavioral Neuroscience. This will strengthen the research capacity for the Center for Wellness and Recovery. CHS is also planning an interdisciplinary PhD in Research on Substance Use. With these new graduate programs, the CHS School of Biomedical Sciences is exploring the possibility of modifying its name to better encompass its evolving research efforts in behavioral sciences. For example, School of Biomedical and Behavioral Sciences, is a viable name. A new Behavioral Sciences Department would also be created for the school.

Other new programs under discussion include an MS in Criminology and a Graduate Certificate in Forensic Investigative Sciences. Also under consideration are an MS in Applied Behavioral Analysis, a Doctor in Physical Therapy, an MS in Nursing, and a Doctor of Nursing Practice. Other new programs could include specializations or options in Clinical Research, Native American Health, Pharmaceutical Sales and Marketing, and Health Insurance and Administration.

The Death Scene Investigation specialization/track will likely change its title to Forensic Investigative Science to better encompass the emerging curriculum, student interest, and careers in the field. The School of Health Care Administration is also collaborating with the Spears School of Business on a dual degree.

## Graduate College

The interdisciplinary Master of Public Health (MPH) anticipates adding an option and a graduate certificate focusing on the specific needs of indigenous people. A concerted focus on indigenous populations is also being considered by several other degree programs from healthcare to business and may result in additional graduate certificate offerings.

## Center for Veterinary Health Sciences, CVHS

In collaboration with DASNR, the CVHS is developing a USDA Veterinary Services Grant Program (VSGP) grant. The aim of the grant is to provide a series of educational modules leading to a certificate for beef cattle veterinarians to provide specialized services in herd health management to their clients.

## APRA Implementation

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSU has taken the following program actions in response to APRA:

| 93 | Degree and/or certificate programs deleted |
| ---: | :--- |
| 138 | Degree and/or certificate programs added |

## Program Review

OSU offers 286 degree and/or certificate programs as follows:

```
53 Certificates
```

| 0 | Associate in Arts or Science Degrees |
| ---: | :--- |
| 0 | Associate in Applied Science Degrees |
| 105 | Baccalaureate Degrees |
| 79 | Master's Degrees |
| 49 | Doctoral Degrees |
| 0 | First Professional Degrees |

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

## Program Development Process

OSU's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in Special Education at their June 14, 2019 meeting. OSU requests authorization to offer these programs as outlined below.

## POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

## ANALYSIS:

## Graduate Certificate in Special Education

Program purpose. The proposed program is designed for certified teachers and individuals who already hold a master's degree and are seeking initial licensure.

Program rationale and background. Oklahoma is currently experiencing a teacher shortage in all areas, especially in Special Education. Research reflects that 16 percent of Oklahoma students, more than 109,000 students, were in need of special education services in 2016-2017. This is an increase of 10,000 students since 2011-2012. Due to the teacher shortage, in 2016-2017, the Oklahoma State Board of Education approved over 1,000 emergency certifications. This number grew to nearly 1,700 in 2017-2018; and, in 2018-2019, Oklahoma schools started the year with more than 500 teaching vacancies. According to the 2016 Teacher Shortage Survey, special education teaching positions were rated as very to moderately difficult to fill. To address the teacher shortage, since 2013, the Oklahoma's State Department of Education (SDE) issued over 400 provisional special education certificates to individuals who completed the SDE required "boot camp." The proposed graduate certificate will provide alternatively certified special education teachers another avenue to complete their certification requirements.

Employment opportunities. Special Education professionals are in high need, as evident by the increased numbers of alternatively certified teachers. EMSI data indicate that between 2013-2017 Oklahoma institutions produced an average of 309 special education graduates each year. However, there are approximately 360 openings annual for certified special education teachers. Oklahoma Employment Security Commission data indicate that career opportunities for special education teachers in Pre-Kindergarten- $12^{\text {th }}$ grade will increase 6.8 to 12.3 percent, depending on the grade level. OSU is confident the proposed certificate will help to alleviate the teacher shortage by providing the required courses individuals need to obtain provisional certification in special education.

Student demand. The proposed program is expected to meet the enrollment and graduation standards by the established deadline prior to final approval by the State Regents as shown in the following table.

| Productivity Category | Criteria | Deadline |
| ---: | :---: | :--- |
| Minimum Enrollment of majors in the program | 6 | Fall 2023 |
| Minimum Graduates from the program | 3 | $2023-2024$ |

Duplication and impact on existing programs. Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this proposal has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the Academic Program Approval policy and involves consideration of student demand for the degree, employer demand for the degree, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether it is a new program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The proposed Graduate Certificate in Special Education may duplicate the following program:

> | Institution | Existing Program |
| :---: | :--- |
| Oklahoma | Graduate Certificate in Fundamentals of Special |
|  | Education (442) |

A system wide letter of intent was communicated by email on May 13, 2019. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Due to anticipated employment growth, approval will not constitute unnecessary duplication.

Curriculum. The proposed Graduate Certificate in Special Education program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

| Content Area | Credit Hours |
| ---: | :--- |
| Required Courses | 18 |
| Total | $\mathbf{1 8}$ |

Faculty and staff. Adjunct faculty will teach the proposed program.
Support services. The library, classroom, and lab space are adequate for the certificate program.
Financing. The proposed program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Graduate Certificate in Special Education are shown in the following table.

Year of Program

| A. Funding Sources | $\mathbf{1}^{\text {st }}$ Year | $\mathbf{2}^{\text {nd }}$ Year | $\mathbf{3}^{\text {rd }}$ Year | $\mathbf{4}^{\text {th }}$ Year | $\mathbf{5}^{\text {th }}$ Year |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Total Resources Available from <br> Federal Sources | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Total Resources Available from <br> Other Non-State Sources | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Existing State Resources | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| State Resources Available <br> through Internal Allocation and <br> Reallocation | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Student Tuition | $\$ 5,359$ | $\$ 10,718$ | $\$ 10,718$ | $\$ 16,078$ | $\$ 16,078$ |

Narrative/Explanation: OSU anticipates enrolling 2, 4, 4, 6, and 6 students in years 1 through 5. The amounts above were calculated based on students completing 12 credit hours in one academic year and tuition and fees of $\$ 223.30$ per credit hour.

| TOTAL | $\$ 5,359$ | $\$ 10,718$ | $\$ 10,718$ | $\$ 16,078$ | $\$ 16,078$ |
| :--- | :--- | :--- | :--- | :--- | :--- |


| B. Breakdown of Budget <br> Expenses/Requirements | $\mathbf{1 1}^{\text {st }}$ Year | $\mathbf{2}^{\text {nd }}$ Year | $\mathbf{3}^{\text {rd }}$ Year | $\mathbf{4}^{\text {th }}$ Year | $\mathbf{5}^{\text {th }}$ Year |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Administrative/Other Professional | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Staff | $\$ 4,576$ | $\$ 9,438$ | $\$ 9,438$ | $\$ 14,300$ | $\$ 14,300$ |
| Faculty |  |  |  |  |  |

Explanation: The amounts above are budgeted for faculty teaching 4 courses per year.

|  |  | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Graduate Assistants | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Student Employees | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Equipment and <br> Materials | Instructional | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Library | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Contractual Services | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Other Support Services | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Commodities | $\$ 350$ | $\$ 500$ | $\$ 500$ | $\$ 500$ | $\$ 500$ |
| Printing |  |  |  |  |  |

Explanation: The amounts above are budgeted for printing recruitment materials.

| Telecommunications | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Travel | $\$ 350$ | $\$ 500$ | $\$ 500$ | $\$ 500$ | $\$ 500$ |

Explanation: The amounts above are budgeted for travel for recruitment of the program.

| Awards and Grants | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| TOTAL | $\mathbf{\$ 5 , 2 7 6}$ | $\mathbf{\$ 1 0 , 4 3 8}$ | $\mathbf{\$ 1 0 , 4 3 8}$ | $\mathbf{\$ 1 5 , 3 0 0}$ | $\mathbf{\$ 1 5 , 3 0 0}$ |

Attachment

# OKLAHOMA STATE UNIVERSITY <br> GRADUATE CERTIFICATE IN SPECIAL EDUCATION 

Program Requirements
Credit Hours
Required Courses 18

Select 18 credit hours from the following courses.

| SPED 5623 | Characteristics of Students with Mild/Moderate Disabilities | 3 |
| :---: | :--- | :---: |
| SPED 5743 | Planning and Instruction in Special Education | 3 |
| SPED 5883 | Classroom and Behavior Management | 3 |
| SPED 5673 | Improving Literacy Skills of Individuals with Disabilities | 3 |
| SPED 5993 | Culturally Responsive Teaching in Special Education | 3 |
| SPED 5783 | Assessing Students with Disabilities | 3 |
| SPED 4723G | Transition in Adulthood | 3 |
| Total |  | $\mathbf{1 8}$ |

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 24, 2019

## AGENDA ITEM \#8:

## Program Deletions.

SUBJECT: Approval of institutional requests for program deletions.

## RECOMMENDATION:

It is recommended that the State Regents approve the following requests for program deletions as described below.

## BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the program listed below:

- Bachelor of Science in Organizational Leadership (775)

Eastern Oklahoma State College (EOSC) requests authorization to delete the program below:

- Certificate in Administrative Office Technology (078)


## POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Review policy.

## ANALYSIS:

SEOSU requests authorization to delete the Bachelor of Science in Organizational Leadership (775) effective immediately. This program was approved at the February 8, 2007 State Regents' meeting. SEOSU reports:

- This program was suspended at the October 25, 2018 State Regents' meeting due to limited productivity the past 10 years.
- SEOSU reports that students have found other programs, such as the Bachelor of Science in Liberal and Applied Studies (102) and "Choctaw U" to be better options for their goals.
- There are currently two students enrolled with an expected graduation date of May 2020.
- Nine courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Certificate in Administrative Office Technology (078) effective immediately. This program was approved at the March 11, 2010 State Regents' meeting. EOSC reports:

- The certificate was embedded within the Associate in Applied Science in Administrative Office Technology (045), which was suspended at the October 31, 2016 State Regents' meeting due to low enrollment.
- There are currently no students enrolled.
- No courses will be deleted.
- No funds are available for reallocation.


# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#9:

## Intensive English Program.

SUBJECT: Approval of an Intensive English Program.

## RECOMMENDATION:

## It is recommended that the State Regents approve the ELS Language Centers in Oklahoma City, Oklahoma for five years.

## BACKGROUND:

English language centers have been reviewed through the State Regents' Intensive English Program Approval and Review policy since 1980 (formerly Policy Statement on Admissions of Students for Whom English is a Second Language). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents' staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997. The policy was reviewed again and updated in 2009.

In response to federal legislation requiring accreditation status for Intensive English Programs (IEP) by December 2014, the policy was updated in 2012 to allow IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the United States Department of Education (USDE) to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center's staff has the opportunity to provide a written response to the evaluators' report.

## POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score ( 500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score ( 5.5 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at
least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

IEPs are evaluated on criteria for the language program, administration, faculty, student services, finances and physical facilities, following the standards in the Intensive English Program Approval and Review policy. Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program and standards for advising and orientation services offered to students enrolled in the program.

## ANALYSIS:

As allowed by policy, the ELS Language Centers (ELS) requested continued approval based upon achieving accreditation from an accrediting body specializing in intensive English instruction recognized by the USDE. ELS submitted verification of accreditation from the Accrediting Council for Continuing Education and Training (ACCET), and supporting documents. ELS received zero weaknesses and ten strengths and was found to have met the professional criterion for each ACCET standard and substandard. State Regents' staff reviewed the documents and determined that the IEP is in compliance with all standards listed in the Intensive English Program Approval and Review policy and recommends approval for three years to coincide with the ACCET review cycle. ELS's next review will be Spring 2024.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#10:

Policy.
SUBJECT: Approval of revisions to the Undergraduate Transfer and Articulation policy.

## RECOMMENDATION:

## It is recommended that the State Regents approve revisions to the Undergraduate Transfer and Articulation policy, as described below.

## BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allowed secondary and postsecondary technology center students access to college credit in technical content through approved cooperative alliance programs.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreement programs were formal programmatic agreements between the higher education institution and the technology center that led to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

In 2012, the Higher Learning Commission (HLC) conducted an extensive review of the State Regents' policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education (ODCTE).

In January 2015, the policy was significantly revised after the Higher Learning Commission (HLC) determined the OSRHE policy governing cooperative alliance agreements with technology centers was not aligned with current HLC standards for accreditation and assumed practice. The revised policy, which was retitled the Contractual Arrangements between Higher Education Institutions and Other Entities policy, details the process through which higher education institutions may enter into contractual arrangements with a non-degree granting entity to award co-enrollment credit.

In March 2015, HLC advised the institutions and the State Regents that course transfer was allowable if appropriate policies were in place to guide the process from an unaccredited, non-degree granting institution, such as a technology center. This was new information not previously provided by HLC and not in State Regents current policy, so in addition to the efforts to provide processes for contractual arrangements and prior learning assessments for technology center work, staff and institutions began work on a transfer policy.

On May 26, 2017, the State Regents approved changes to the Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology
centers. Overall, the statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements or technical degree major electives at participating State System of Higher Education institutions and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see Contractual Arrangements Between Higher Education Institutions and Other Entities policy) or prior learning assessment (see Credit for Prior Learning policy), student access to Oklahoma's educational opportunities.

## ANALYSIS:

The section of the Undergraduate Transfer and Articulation policy (3.11.5), revised in May 2017, that establishes the statewide Articulation Agreement, provides for how proposed technical courses will be reviewed: "State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any technology center course listed on the Statewide Technical Course Articulation Matrix." While this system of review ensures all proposals are vetted by qualified faculty, the pool of these faculty members with expertise in the various technical fields is relatively small due to the highly specialized nature of the programs. This has led, in some instances, to faculty members from the proposing institution being the sole source of expertise in that field available to review the proposal. Delayed processing of requests has resulted while faculty with the proper expertise are recruited. Such delays could adversely affect students entering technical programs at the collegiate level after completing work at a technology center. In order to rectify this problem, the Council on Instruction developed revised policy language which relies on the expertise of faculty at the proposing institution to vet technology center courses, with all State System institutions having the option of requesting further review. A summary of proposed changes is provided below. The draft policy that includes underscores for added language and strikeouts for proposed deletions is attached.
Policy Section
3.11.2
Definitions
3.11.5
Transfer of Course Work from
Oklahoma Technology Centers
Through the Statewide Articulation
Agreement

## Summary of Proposed Revisions

Added definition for "external reviewer" as the term applies to review of technology center coursework for transfer into collegiate technical programs.

Modified policy language to operate the review of proposed technology center transfer coursework on a system where fulltime faculty members with appropriate qualifications at the sending institution must vet technology center coursework thoroughly before requesting State Regents' approval to add the coursework to the statewide Articulation Agreement. Institutions proposing to add coursework to the Articulation Agreement must first submit a letter of intent detailing the coursework which will be proposed. State System institutions may request a copy of the proposal and, at their discretion, an external review of the proposal.

The policy revisions were reviewed and approved by the Council on Instruction on June 13, 2019, and by the Council of Presidents on October 2, 2019.

It is recommended that the State Regents approve the proposed policy revisions to the Undergraduate Transfer and Articulation policy.

## [Policy Excerpt]

### 3.11 Undergraduate Transfer and Articulation

### 3.11.1 Purpose

This policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System, and transfer of technical coursework for students through the Statewide Articulation Agreement with Oklahoma technology centers, to ensure maximum transfer of credit hours and course work for students, and improve degree completion.

### 3.11.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:
"Accreditation" is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.
"Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.
"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.
"Academic Suspension" is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses. The student will be suspended from the institution.
"Associate in Applied Science Degree" is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) in technicaloccupational areas of specialization.
"Associate in Arts and Associate in Science Degrees" are typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours).
"Baccalaureate Degree" (also referred to as a bachelor's degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees - the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).
"College Technical Certificate" is typically a credential requiring college work in technical-occupational areas of specialization.
"Common Course Category" is a grouping of equivalent courses in the Course Equivalency Project Matrix. Each Common Course Category is distinguished by a prefix and number, a course description, and student learning outcomes.
"Course Equivalency Project" is a process by which State System institutions establish course equivalencies among institutions.
"Course Equivalency Project Matrix" is the listing of courses determined to be equivalent through the Course Equivalency Project Process.
"Cumulative Grade Point Average (CGPA)" is the average of a student's earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.
"External Reviewer" refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the courses being reviewed.
"General Education" is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.
"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this.
"GPA" see Retention/Graduation Point Average.
"Lower-Division Course Work" are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.
"National Accrediting Agency" is an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority as to the quality of higher education institutions under Code of Federal Regulations 34 CFR $\S 602$. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, e.g., the types of institutions the agency may accredit, the degrees and certificates awarded, the geographic area, and the preaccreditation status(es) that the Secretary has approved for recognition.
"Oklahoma Technology Center" is a secondary and postsecondary, state accredited non-degree granting entity operating under the governance of the Oklahoma Department of Career and Technical Education (ODCTE).
"Prior Learning" is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.
"Regional Accrediting Agency" is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to include at least three states that are contiguous or in close proximity to one another. Regional accreditation is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.
"Retention/Graduation Grade Point Average (GPA)" (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' Grading policy) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.
"State Accrediting Agency" is a general term for an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority concerning the quality of public postsecondary vocational education in a state under Code of Federal Regulations 34 CFR §603. The Secretary has specified for the ODCTE the scope of state recognition for the approval of public postsecondary vocational education offered at technology centers in the State of Oklahoma that are not under the jurisdiction of the Oklahoma State Regents for Higher Education, including the approval of public postsecondary vocational education offered via distance education.
"State System Institution" refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents Governance policy (1.7).
"Statewide Articulation Agreement" is a statewide agreement established in advance and approved by the State Regents, which includes participating State System of higher education institutions' articulated technical courses meeting major degree requirements accepted in transfer from Oklahoma technology centers for a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree.
"Statewide Technical Course Articulation Matrix" refers to the inventory of technical courses approved by specific academic year for transfer and applicable to technical degree major requirements within college technical certificates, associate in applied science, and technology baccalaureate degree programs within the Statewide Articulation Agreement. The matrix of approved technical courses is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the Academic Affairs Procedures Handbook.
"Technology Baccalaureate Degree" is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technicaloccupational area of specialization. The State Regents recognize this degree as a Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.
"Transcript" for the purpose of this policy is defined as the official document issued by a state system institution or an Oklahoma technology center with student information that is a complete and accurate reflection of a student's academic career. At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers Academic Record and Transcript Guide. Detailed information is available in the State Regents' Academic Affairs Procedures Handbook and online.
"Transfer Student" is any undergraduate student with greater than six attempted credit hours, developmental education or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.
"Upper-Division Course Work" are courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.
3.11.3 Admission of Transfer Students from Degree-granting Institutions
A. Admission by Transfer within the State System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy.
2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy and must also complete the curricular requirements before transferring.
4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.
B. Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' Institutional Admission and Retention policy; and also meet the following:

1. Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.
a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by a national association are subject to review and may transfer on a course-by-course basis.
a. Each applicant must meet the conditions of 1.a and 1.b above.
3. Transcripts of record from degree-granting institutions not accredited by a regional or national association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
a. Each undergraduate applicant must meet the conditions of $1 . a$ and $1 . b$ above.
b. Each undergraduate applicant who meets 1.a and l.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

## C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11 .3 subsection A or B , dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.
D. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are
admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their GPA to the designated level, as detailed in the State Regents' Institutional Admission and Retention policy. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.
E. Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

### 3.11.14 Transfer of Course Work Within the State System from Degree-granting Institutions

The following guidelines for transfer of students among institutions have been adopted for the State System.
A. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents’ Undergraduate Degree Requirements policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.
B. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.
C. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.
D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general
education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
E. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.
F. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.
G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.
H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.
I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degreerecommending institution shall include in its official publications (whether print or electronic) information stating all lower-division
prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.
J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.
K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' Credit for Prior Learning policy.
L. State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, as well as through the Course Equivalency Project. Courses listed under the same Common Course category on the Course Equivalency Project Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. By participating in the same process as State System institutions, independent degreegranting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.

1. The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the Academic Affairs Procedures Handbook.
2. The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the Academic Affairs Procedures Handbook.
3. Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' Undergraduate Degree Requirements policy must be met before the degree may be awarded.
3.11.5 Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement

State System institutions may accept transfer credit from Oklahoma technology centers as part of a Cooperative Agreement Program (CAP) through the Statewide Articulation Agreement. The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see Contractual Arrangements Between Higher Education Institutions and Other Entities policy) or prior learning assessment (see Credit for Prior Learning policy), student access to Oklahoma's educational opportunities. The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education
institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. The Statewide Articulation Agreement strengthens the education and training programs that lead to employment in occupational and technical fields in Oklahoma.
A. Principles. The Statewide Articulation Agreement will:

1. Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.
2. Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.
3. Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.
4. Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.
5. Ensure the efficient use of public resources and expand access to educational services.
B. Requirements for College Course Transfer Credit
6. Students who successfully complete Oklahoma technology center courses and/or programs listed on the Statewide Technical Course Articulation Matrix may earn college transfer credit in only those technical courses approved under the conditions listed below. Students must:
a. Provide an official transcript from the technology center that includes all essential elements to document the completed technical course(s). Essential elements of a transcript are detailed in the State Regents' Academic Affairs Procedures Handbook.
b. Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.
c. Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded
through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

## C. Procedures

1. The institutional President must submit a "letter of intent" to initiate a new request for courses to be added to the Statewide Technical Course Articulation Matrix. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new technical course request when received, as well as submit comments, questions and protests. Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new course request for review. The "letter of intent" does not entail a commitment on the part of an institution to add courses to the Statewide Technical Course Articulation Matrix or on the part of the State Regents to approve the proposed courses. The "letter of intent" will be active for a period of six months and must be received by the Chancellor at least 30 days prior to the new course request. The "letter of intent" must indicate the academic program into which the credit will be accepted, a listing of both the technology center courses being proposed for transfer as well as the higher education courses which the content satisfies, and the name and location of each technology center where the proposed courses are being taught. The "letter of intent" will remain active for six months following the receipt of the "letter of intent." If the institution's request to add new courses to the Statewide Technical Course Articulation Matrix is not received during the six month time period following the receipt of the "letter of intent," a new "letter of intent" must be initiated. After being received, requests to add new courses to the Statewide Technical Course Articulation Matrix not acted upon by the State Regents within one year will be declared inactive and require a new "letter of intent" to be initiated.
A State System institution seeking approval for technical courses from an Oklahoma technology center to be included in the Statewide Articulation Agreement shall have the president submit the proposal to the Chancellor for State Regents' eonsideration. $\Lambda$ fter receipt of the proposed courses for artieulation, State Regents' staff will manage the content faeulty review and evaluation process for the proposed technical courses to be inventoried in the Statewide Technical Course Articulation Matrix. After review, staff will submit the faculty recommended technical courses to the State Regents for approval. Detailed information on the technical course review process is available in the State Regents' Academic Affairs Procedures Handbook and online.
2. An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following
information. Forms are available in the State Regents' Academic Affairs Procedures Handbook and online.
a. Names of the participating technology center and the participating higher education institution.
b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.
c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in the State Regents' Academic Affairs Procedures Handbook and online.
d. A description of how the proposed courses were reviewed by full-time institutional faculty and how those faculty members are qualified to conduct the review.
3. State System institutions may require external validation of technology center coursework for college credit through third party entities, such as the American Council on Education or programmatic accreditors recognized by the USDE.

4, If an institution requests a copy of the proposal to add courses to the Statewide Technical Course Articulation Matrix, the institution requesting the copy of the proposal shall have the opportunity to request external review of the proposal by external reviewers. State Regents' staff will work with State System institutions to recruit qualified reviewers external to the proposing institution. These external reviewers will submit their recommendations regarding approval of the proposed courses to State Regents' staff, who will then make a final recommendation to the State Regents.
5. If no institution requests a copy of the proposed courses, State Regents' staff will make a recommendation regarding approval of the courses based on the review conducted by the proposing institution's qualified full-time faculty.
D. Reporting and Publications

1. Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the Academic Affairs Procedures Handbook.
2. The State System institutions participating in the Statewide Articulation Agreement will provide faculty with expertise in the content area to validate the collegiate content and rigor of any teehnology center course listed on the Statewide Teehnical Course Articulation Matrix.
3. All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see Accreditation and State Authorization policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other media/publications. Failure to comply with this requirement may result in the nullification removal of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.
E. Workshops and Standing Committee
4. In collaboration with the State Director of Career and Technology Education, the Chancellor shall develop workshops to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology. The workshops shall include system wide representation from technology centers and higher education institutions to facilitate communication of current policy and additional needs. In addition, the standing committee of the Council on Instruction for transfer credit policy will address policy issues as needed.
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# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#11:

## Oklahoma's Promise.

SUBJECT: FY2021 Official Funding Estimate for the Oklahoma's Promise Scholarship Program.

## RECOMMENDATION:


#### Abstract

It is recommended that the State Regents provide to the State Board of Equalization a funding estimate of $\$ 72.4$ million for the Oklahoma's Promise scholarship program for fiscal year 2021 and further recommended that $\$ 70$ million of the funding estimate be allocated from the General Revenue Fund with the remaining $\mathbf{\$ 2 . 4}$ million funded from the program's trust fund reserves.


## BACKGROUND:

Oklahoma's Promise was created by the Oklahoma Legislature in 1992. The program is designed to increase the education attainment level of Oklahoma's population by providing an incentive for more students to aspire for college, prepare themselves academically in high school, and ultimately earn a college degree or other postsecondary credential.

Students from families with incomes of $\$ 55,000$ or less must enroll in the program in the 8th, 9 th, or 10th grade [the income limit is scheduled to increase to $\$ 60,000$ in 2021-2022]. To earn the scholarship, students must complete a 17 -course college preparatory curriculum, achieve at least a 2.50 GPA in the required core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from substance abuse or delinquent acts. Students completing the requirements are eligible for a scholarship equal to public college tuition. In college, students are subject to an annual family income check at $\$ 100,000$. To retain the scholarship in college, students must also meet certain academic and conduct requirements.

During the 2007 session, the Oklahoma Legislature passed SB 820 providing a dedicated funding process to ensure full and stable financial support for the program. The implementation of a dedicated funding process for the Oklahoma's Promise program was a long-standing legislative goal of the State Regents.

By statute, the State Regents must provide a funding estimate to the State Board of Equalization no later than November 1 of each year. The funding estimate is for the fiscal year that begins the following July 1. The seven-member State Board of Equalization is comprised of the Governor, Lieutenant Governor, State Auditor and Inspector, State Treasurer, Attorney General, Superintendent of Public Instruction, and the President of the Board of Agriculture. The Board is responsible for certifying the total amount of funds that the Legislature can appropriate from the state's General Revenue Fund. The Board also has the responsibility to determine the amount of revenue necessary to fund the Oklahoma's Promise scholarships and subtract that amount from the total funds available for appropriation from the General Revenue Fund.

## POLICY ISSUES:

The Oklahoma's Promise program plays an important role in the State Regents' goal to increase the proportion of Oklahoma's population earning a college degree or other postsecondary credential.

## ANALYSIS:

Fiscal Year 2020-2021 Funding Estimate
Based on current data and projections, the funding estimate for the Oklahoma's Promise program in 20202021 is $\$ 72.4$ million, a reduction of $\$ 4.9$ million or six percent from the 2019-2020 funding level of $\$ 77.3$ million. The number of students expected to receive an Oklahoma's Promise award in 2020-2021 is about 16,000.

Factors taken into consideration to calculate the estimate include:

- enrollment rates of $8^{\text {th }}, 9^{\text {th }}$, and $10^{\text {th }}$ grade students in the program;
- the rate at which Oklahoma's Promise students complete the high school requirements to be eligible for the scholarship;
- high school-to-college-going rates;
- student enrollment patterns at colleges in Oklahoma;
- student persistence/award-retention rates in college;
- the number of college semester credit hours in which students enroll;
- the tuition rates at each institution;
- estimated tuition increases for 2020-2021; and
- changes in institutional tuition policy such as flat-rate tuition structure.

High School Student Enrollment in Oklahoma's Promise
The number of high school students enrolling in Oklahoma's Promise had been steadily declining since 2012. However, the 2020 high school graduating class is the first class enrolled at the current $\$ 55,000$ family income limit; its enrollment is projected to be about 8,500, an increase of 550 or seven percent from the 2019 graduating class.

## OKPromise High School Enrollment

(By High School Graduation Year)


As of 9/25/19

## High School Requirement Completion Rates of Oklahoma's Promise Students

Over the past seven years the percentage of enrolled students who successfully complete the program's high school requirements to be eligible for the scholarship has increased significantly. About seventy-four percent of Oklahoma's Promise students enrolled in the high school graduating class of 2019 completed the program requirements. The increased completion rate means that about 500 more 2019 graduates will receive the scholarship than would have if the completion rate had remained at sixty-five percent. It is projected that the completion rate will reach seventy-five percent for the class of 2020.

## High School Requirement Completion Rates

(by grad year)


As of $10 / 1 / 19$

The number of Oklahoma's Promise students in the 2020 high school graduating class meeting the requirements to be eligible for the scholarship is expected to be about 400-500 more than the graduating class of 2019.

## -RPOMISE

## High School Students Completing OKPromise Requirements



## Program Cost Savings

In 2018-2019, total actual scholarship expenditures decreased by $\$ 3.9$ million or five percent compared to 2017-2018. The program experienced significant cost savings due to two primary factors - (1) the implementation of statutory fiscal reforms approved by the Legislature in 2017, and (2) an increase in the number of state system institutions not raising tuition.

## -RROMISE

## Scholarship Expenditures

(In \$ millions, by academic year)

(1) Two of the significant fiscal reforms from the 2017 legislation went into effect in 2018-2019:

- The prohibition of any award payment for noncredit remedial courses.
- The application of the $\$ 100,000$ family income limit to every Oklahoma's Promise college student every year. Previously, the $\$ 100,000$ limit was applied only once when the student first entered college.

A third legislative fiscal reform, capping the number of credit hours for which the award will pay in college at 129, applies to students graduating high school in 2018 and thereafter. This reform is expected to generate additional cost savings beginning in 2021-2022 when the 2018 graduates enter their fourth year of college.
(2) In 2018-2019, six institutions, or nearly one quarter of the state system institutions, did not increase tuition rates. In the previous eight years, at most only two institutions had no tuition increase. Additional cost savings should be experienced in 2019-2020 since twelve institutions, or nearly half of state system institutions, did not increase tuition rates (see the table below).

## Number of Institutions with No Tuition Increase

(Resident Tuition Only; Not Tuition \& Fees)
2009-10 to Present, 25 Institutions

| Year | \# of Institutions With No Tuition Increase | \% of Institutions With No Tuition Increase | Institutions With No Tuition Increase |
| :---: | :---: | :---: | :---: |
| 2009-10 | All 25 (tuition freeze) | 100\% | All 25 |
| 2010-11 | 0 | 0\% |  |
| 2011-12 | 0 | 0\% |  |
| 2012-13 | 1 | 4\% | CSC |
| 2013-14 | 2 | 8\% | OU, OSU |
| 2014-15 | 2 | 8\% | OSU, WOSC |
| 2015-16 | 1 | 4\% | WOSC |
| 2016-17 | 0 | 0\% |  |
| 2017-18 | 2 | 8\% | OPSU, USAO |
| 2018-19 | 6 | 24\% | $\begin{aligned} & \text { OU, SOSU, OPSU } \\ & \text { USAO, EOSC, MSC } \end{aligned}$ |
| 2019-20 | 12* | 48\% | OU, OSU CU, OPSU, SOSU CASC, CSC, EOSC, MSC OCCC, RCC, WOSC |

*Does not include OSU-IT, Okmulgee which also had no tuition increase.

Projected Scholarship Recipients
Due in large part to the 2017 legislative fiscal reforms, the number of scholarship recipients in 2018-2019 declined by 1,450 or eight percent compared to 2017-2018. The projected number of scholarship recipients in 2019-2020 is expected to be about 15,700 and rise to about 15,900 in 2020-2021.

## -RPOMISE

## Scholarship Recipients



The Impact of Income Growth and Inflation on Program Eligibility
The following charts show how family income growth and inflation have impacted the potential number of Oklahoma students/families eligible to participate in the program. For example, the percentage of Oklahoma families with incomes under $\$ 50,000$ has declined from sixty-one percent in 2000 to only thirtyeight percent in 2018. In 2018, the percentage of families with income under $\$ 75,000$ was actually less than the percentage of families with income under $\$ 50,000$ in 2000.

## -RROMISE

## Oklahoma Family Incomes \%'s Under \$50,000, \$75,000 \& \$100,000



Source: US Census Bureau, 2000 Census, American Community Survey-2001-2018

Oklahoma Median Family Income
The median family income ( $50^{\text {th }}$ percentile) for Oklahoma has grown from about $\$ 40,700$ in 2000 to nearly $\$ 64,100$ in 2018, an increase of $\$ 23,400$ or fifty-seven percent. During the same period, the Oklahoma's Promise family income limit increased from $\$ 50,000$ to $\$ 55,000$, or ten percent. The income limit is scheduled to increase to $\$ 60,000$ beginning in 2021-2022.

## RPROMISE

# Oklahoma Median Family Income ( $50^{\text {th }}$ Percentile) 



Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2018

Consumer Price Index
Based on the U.S. Consumer Price Index, $\$ 50,000$ in 2000 is equivalent to about $\$ 74,500$ in 2019.

Sources of Funding and Year End Trust Fund Balances
As shown below, the program's trust fund had a balance of $\$ 10.9$ million at the end of FY2019. It is recommended that $\$ 2.4$ million be budgeted from the trust fund balance for FY2021 scholarship expenditures. This action would be consistent with a goal to maintain a reserve fund balance of approximately ten percent.

## Oklahoma's Promise

 Funding Sources / Year End Trust Fund Balances|  | Funding <br> Estimate | From General Revenue | Budgeted From Trust Fund | June 30 Trust <br> Fund Balance | Balance as \% of Funding |
| :---: | :---: | :---: | :---: | :---: | :---: |
| FY'2011 | \$57,000,000 | \$57,000,000 |  | \$15,626,849 | 27.4\% |
| FY'2012 | \$63,200,000 | \$63,200,000 |  | \$20,121,256 | 31.8\% |
| FY'2013 | \$63,000,000 | \$57,000,000 | \$6,000,000 | \$19,852,259 | 31.5\% |
| FY'2014 | \$62,700,000 | \$57,000,000 | \$5,700,000 | \$12,400,074 | 19.8\% |
| FY'2015 | \$61,000,000 | \$57,000,000 | \$4,000,000 | \$4,910,968 | 8.1\% |
| FY'2016 | \$61,700,000 | \$59,000,000 | \$2,700,000 | \$649,223 | 1.1\% |
| FY'2017 | \$67,800,000 | \$67,800,000 | \$0 | \$521,449 | 0.8\% |
| FY'2018 | \$74,300,000 | \$74,300,000 | \$0 | \$2,120,053 | 2.9\% |
| FY'2019 | \$76,800,000 | \$76,800,000 | \$0 | \$10,867,838 | 14.2\% |
| FY'2020 est. | \$77,300,000 | \$77,300,000 | \$0 |  |  |
| FY'2021 est. | \$72,400,000 | \$70,000,000 | \$2,400,000 |  |  |

Total Budgeted From Trust Fund FY'11 to FY'21
\$20,800,000

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#12:

## Academic Scholars Program.

SUBJECT: Authorization of Freshmen Institutional Nominees for Fall 2020 and Program Modifications.

## RECOMMENDATION:


#### Abstract

It is recommended that the State Regents (1) approve the number of authorized freshmen Institutional Nominees for each institution for 2020-2021, (2) approve changes in the program scholarship amount for Institutional Nominees, (3) adopt proposed emergency rule revisions for the Academic Scholars Program, and (4) post proposed permanent rule revisions for the Academic Scholars Program and initiate the process for adoption of permanent rule revisions as described below.


## BACKGROUND:

The Academic Scholars Program was created in 1988 by the Oklahoma Legislature and provides scholarships to academically outstanding students who attend an Oklahoma college or university. The program is intended to keep Oklahoma's best high school students in state for college. Resident students can qualify for the program by achieving designation as a National Merit Scholar, National Merit Finalist, or United States Presidential Scholar. They may also qualify by scoring at or above the 99.5 percentile on the ACT or SAT test. These categories of eligibility are referred to as "Automatic Qualifiers."

1. In 1999, legislation authorized an additional category called "Institutional Nominees" which allowed state system colleges and universities to submit a limited number of scholarship nominees based upon minimum criteria established by the State Regents and the institution. Institutional Nominees must meet one of the two minimum qualifying criteria shown below.

| $\begin{array}{c}\text { Minimum } \\ \text { Criteria Options }\end{array}$ | $\begin{array}{c}\text { Research } \\ \text { Universities }\end{array}$ | $\begin{array}{c}\text { Regional } \\ \text { Universities }\end{array}$ | $\begin{array}{c}\text { Community } \\ \text { Colleges }\end{array}$ |
| :---: | :---: | :---: | :---: |
| ACT or SAT | 32 ACT | 30 ACT | 29 ACT |
| Equivalent |  |  |  |
| GPA/Class Rank | 3.9 GPA and either top |  |  |
| $2 \%$ or rank of \#1 or \#2 |  |  |  | \(\left.\begin{array}{l}3.8 GPA and either top <br>

4 \% or rank of\#1 or \#2\end{array}\right]\)| 3.7 GPA and either top |
| :--- |
| $5 \%$ or rank of \#1 or \#2 |

2. The program provides participants a scholarship for up to four years of study at accredited institutions of higher education in Oklahoma. State system institutions also provide the scholarship recipient a tuition waiver. The current cash scholarship award amounts provided by the program are:

| Tier | Automatic Qualifiers | Institutional Nominees |
| :--- | :---: | :---: |
| Research Universities | $\$ 5,500$ | $\$ 2,800$ |
| Regional Universities | $\$ 4,000$ | $\$ 2,000$ |
| Community Colleges | $\$ 3,500$ | $\$ 1,800$ |

Due to reductions in program funding between FY2012 - FY2020 of $\$ 2.3$ million or twenty-seven percent ( $27 \%$ ), the State Regents took the following actions to reduce program costs.

- 2012-2013 - Reduced nonresident student funding from the statutory maximum of twenty-five percent $(25 \%)$ to twenty percent ( $20 \%$ ).
- 2017-2018 - Reduced nonresident student funding from twenty percent ( $20 \%$ ) to ten percent ( $10 \%$ ).
- 2018-2019 - Reduced nonresident student funding from ten percent ( $10 \%$ ) to zero percent $(0 \%)$ and cut 80 Institutional Nominee slots ( 40 from the University of Oklahoma and 40 from Oklahoma State University).

In 2018-2019, almost 1,500 students participated in the program receiving awards totaling approximately $\$ 6$ million.

## POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state that the objectives of the program are to:
(1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
(2) attract high caliber out-of-state students to attend Oklahoma colleges and universities [no longer funded as of 2018-2019]; and
(3) enhance the academic quality in Oklahoma colleges and universities.

## ANALYSIS:

After making significant program reductions over the past two years to address the immediate impact of state funding cuts, the program is an a position to restore some of those reductions if state funding remains stable over the next several fiscal years. The following table shows the recent funding history of the program and current funding projections for the next few fiscal years. With stable funding and no program changes, expenditures are projected to decrease from $\$ 6$ million in FY2019 to about $\$ 5.3$ million annually beginning in FY2022. The program's trust fund reserve could grow from about $\$ 750,000$ in FY2019 to $\$ 5.2$ million in FY2024. In short, by FY2022, the program's annual costs will be about $\$ 1$ million less than available funding.


Three changes to the Institutional Nominee category are recommended based on the following principles:

- The policy of no state funding for awards to nonresident students should be continued.
- The allocation of freshmen Institutional Nominee slots should more closely reflect the enrollment patterns of first-time entering freshmen at state system colleges and universities.
- The award amount for Institutional Nominees should be adjusted commensurate with available funding.
The three recommended changes for the Institutional Nominee category are:

1. Authorize an additional 116 freshmen Institutional Nominee slots to create a more equitable distribution of the total number of freshmen Institutional Nominee slots.
2. Increase the scholarship award amount for Institutional Nominees by $\$ 400$ as shown in the table below. The scholarship award amount for the Automatic Qualifiers would remain unchanged.

| Tier | Current <br> Amount |  |  |  | Proposed Amount <br> For 2020-2021 | Change |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Research Universities | $\$ 2,800$ | $\$ 3,200$ | $\$ 400$ |  |  |  |
| Regional Universities | $\$ 2,000$ | $\$ 2,400$ | $\$ 400$ |  |  |  |
| Community Colleges | $\$ 1,800$ | $\$ 2,200$ | $\$ 400$ |  |  |  |

3. Add a third minimum eligibility criterion option for Institutional Nominee qualification. This change would require an amendment to the program's administrative rules.

| Minimum Criteria Options | Research Universities | Regional Universities | Community Colleges |
| :---: | :---: | :---: | :---: |
| Current ACT or SAT Equivalent | 32 ACT | 30 ACT | 29 ACT |
| Current GPA/Class Rank | 3.9 GPA and either top $2 \%$ or rank of \#1 or \#2 | 3.8 GPA and either top $4 \%$ or rank of \#1 or \#2 | 3.7 GPA and either top $5 \%$ or rank of \#1 or \#2 |
| Proposed GPA and ACT or SAT Equivalent | 3.9 GPA and 30 ACT or SAT Equivalent | 3.8 GPA and 28 ACT or SAT Equivalent | 3.7 GPA and 26 ACT or SAT Equivalent |

## Recommendation 1 - Authorize 116 Additional Freshmen Institutional Nominee Slots

The table below shows the current distribution of program participants by type of institution. The state research universities account for over seventy percent of all program participants while the state regional universities have twelve percent, the state community colleges have five percent and the private/independent universities have ten percent. In the Institutional Nominee category, the state research universities account for nearly seventy percent of participants while the state regional universities have twenty-two percent, and the state community colleges have eleven percent.

Distribution of Participants by Type of Institution, Fall 2018

| Institution | Automatic Qualifiers | $\begin{gathered} \% \text { of } \\ \text { AQ's } \end{gathered}$ | Institutional Nominees | \% of <br> IN's | Total Awardees | \% of <br> Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State Research U's | 614 | 80\% | 476 | 67\% | 1,090 | 73\% |
| State Regional U's | 21 | 3\% | 153 | 22\% | 174 | 12\% |
| State Comm. Colleges | 2 | 0\% | 78 | 11\% | 80 | 5\% |
| University of Tulsa | 96 | 12\% | 1 | 0\% | 97 | 7\% |
| Other Private U's | 39 | 5\% | 3 | 0\% | 42 | 3\% |
| Totals | 772 | 100\% | 711 | 100\% | 1,483 | 100\% |

The following table shows the proposed changes for freshmen Institutional Nominee slots by institution for 2020-2021. The proposed changes would result in each institutional tier receiving about one-third of the freshmen Institutional Nominee slots in 2020-2021. Within the Regional University tier, a greater allocation is recommended for the University of Central Oklahoma since its first-time entering freshmen enrollment of about 2,000 is more than twice the number of any other regional university. In the community college tier, the three large urban community colleges - Oklahoma City Community College, Rose State College and Tulsa Community College - would continue to receive larger allocations than the other community colleges.

This recommendation also recognizes the context that OU and OSU have a much greater capacity to provide privately-funded scholarships than the other two tiers. In 2017-2018, foundation-funded scholarships for undergraduate students totaled $\$ 24.5$ million at $\mathrm{OU} / \mathrm{OSU}, \$ 4.9$ million at the regional universities and $\$ 2.0$ million at the community colleges.

## Proposed Allocation of Freshmen Institutional Nominees for 2020-2021

|  | 2019-2020 | 2020-2021 <br> Proposed | Change |
| :---: | :---: | :---: | :---: |
| University of Oklahoma | 40 | 50 | 10 |
| Oklahoma State University | 40 | 50 | 10 |
|  | 80 | 100 | 20 |
| University of Central Oklahoma | 5 | 15 | 10 |
| East Central University | 5 | 8 | 3 |
| Northeastern State University | 5 | 8 | 3 |
| Northwestern Oklahoma State University | 5 | 8 | 3 |
| Southeastern Oklahoma State University | 5 | 8 | 3 |
| Southwestern Oklahoma State University | 5 | 8 | 3 |
| Cameron University | 5 | 8 | 3 |
| Langston University | 3 | 8 | 5 |
| Rogers State University | 3 | 8 | 5 |
| Oklahoma Panhandle State University | 3 | 8 | 5 |
| University of Science and Arts of Oklahoma | 3 | 8 | 5 |
|  | 47 | 95 | 48 |
| Carl Albert State College | 3 | 6 | 3 |
| Connors State College | 3 | 6 | 3 |
| Eastern Oklahoma State College | 3 | 6 | 3 |
| Murray State College | 3 | 6 | 3 |
| Northeastern Oklahoma A\&M College | 3 | 6 | 3 |
| Northern Oklahoma College | 3 | 6 | 3 |
| Oklahoma City Community College | 5 | 10 | 5 |
| Redlands Community College | 3 | 6 | 3 |
| Rose State College | 5 | 10 | 5 |
| Seminole State College | 3 | 6 | 3 |
| Tulsa Community College | 5 | 10 | 5 |
| Western Oklahoma State College | 3 | 6 | 3 |
| Oklahoma State University - Oklahoma City | 3 | 6 | 3 |
| Oklahoma State University - Institute of Technology | 3 | 6 | 3 |
|  | 48 | 96 | 48 |
| GRAND TOTAL | 175 | 291 | 116 |


| Proposed Distribution of Freshmen Institutional Nominees by Tier |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
|  | Current | $\%$ of | Proposed | $\%$ of |  |
| Institutional Tier | $\underline{2019-20}$ | Total | $\underline{2020-21}$ | Total | Change |
| Research Universities | 80 | $46 \%$ | 100 | $34 \%$ | 20 |
| Regional Universities | 47 | $27 \%$ | 95 | $33 \%$ | 48 |
| Community Colleges | 48 | $27 \%$ | 96 | $33 \%$ | 48 |
| Totals | 175 | $100 \%$ | 291 | $100 \%$ | 116 |

The following table shows the projected distribution of all program participants when the changes are fully phased in by fall 2023.

## Projected Distribution of All Program Participants by Type of Institution, Fall 2023

| Institution | Automatic Qualifiers | $\begin{aligned} & \% \text { of } \\ & \text { AQ's } \end{aligned}$ | Institutional Nominees | \% of <br> IN's | Total Awardees | $\begin{aligned} & \% \text { of } \\ & \text { Total } \\ & \hline \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State Research U's | 584 | 80\% | 394 | 41\% | 978 | 58\% |
| State Regional U's | 22 | 3\% | 376 | 40\% | 398 | 24\% |
| State Comm. Colleges | 2 | 0\% | 176 | 19\% | 178 | 11\% |
| University of Tulsa | 89 | 12\% | 1 | 0\% | 90 | 5\% |
| Other Private U's | 37 | 5\% | 3 | 0\% | 40 | 2\% |
| Totals | 734 | 100\% | 950 | 100\% | 1,684 | 100\% |

The following table compares the change in total number of program participants by tier from fall 2018 to projected fall 2023 numbers when the changes would be fully phased in.

## Comparison of Total Program Recipients <br> Fall 2018 to Projected Fall 2023

| Institution | 2018 <br> Total <br> $\underline{\text { Participants }}$ | \% of Total | 2023 <br> Total <br> $\underline{\text { Participants }}$ | \% of Total | Change | $\begin{gathered} \text { Change } \\ \text { in \% } \\ \text { of Tot. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State Research U's | 1,090 | 73\% | 978 | 58\% | (112) | -15\% |
| State Regional U's | 174 | 12\% | 398 | 24\% | 224 | 12\% |
| State Comm. Colleges | 80 | 5\% | 178 | 11\% | 98 | 5\% |
| University of Tulsa | 97 | 7\% | 90 | 5\% | (7) | -1\% |
| Other Private U's | 42 | 3\% | 40 | 2\% | (2) | 0\% |
| Totals | 1,483 | 100\% | 1,684 | 100\% | 201 |  |

## Recommendation 2 - Increase the award amount for Institutional Nominees by \$400

Background: In 1999, in response to a lawsuit filed against the program, the legislature amended the program statutes to eliminate race- and gender-based eligibility categories and created the Institutional Nominee category. The Institutional Nominee category was first funded in 2000-2001 and the award amounts for Institutional Nominees were the same as Automatic Qualifiers for three years from 2000-2001 to 2002-2003. The initial allocation of Institutional Nominees for OU and OSU in 2000-2001 was based on the number of freshmen participants enrolled at each institution in 1999-2000 who had qualified in the race- and gender-based eligibility categories that were eliminated by the 1999 legislation ( 88 slots for OU and 30 for OSU; see table below). In 2001-2002, the State Regents began a process to gradually equalize the number of slots between OU and OSU by reducing OU to 80 slots and increasing OSU to 40 slots. Over the next two years, similar adjustments would have been made to eventually equalize the number of slots at 60 each. However, in 2002-2003, the State Regents acted to equalize the number of freshmen Institutional Nominee slots for OU and OSU by increasing the number of freshmen Institutional Nominee slots for OSU by 40 to 80 . To address the cost increase to the program of this action, the State Regents cut the Institutional Nominee award amount by about 50 percent beginning in 2003-2004. The award levels for Automatic Qualifiers and Institutional Nominees have remained unchanged since 2003-2004.

| Year | OU | OSU | Total | Change |
| :---: | :---: | :---: | :---: | :---: |
| $2000-01$ | 88 | 30 | 118 |  |
| $2001-02$ | 80 | 40 | 120 | +2 |
| $2002-03$ | 80 | 80 | 160 | +40 |

Institutional Nominee Award Amount

|  |  | Tier <br>  <br> $2000-01$ to |  | $2003-04$ to <br> Present |
| :--- | :---: | :---: | :---: | :---: |
| Research Universities | $\$ 5,500$ | $\$ 2,800$ | $-\$ 2,700$ | $-49 \%$ |
| Regional Universities | $\$ 4,000$ | $\$ 2,000$ | $-\$ 2,000$ | $-50 \%$ |
| Community Colleges | $\$ 3,500$ | $\$ 1,800$ | $-\$ 1,700$ | $-49 \%$ |

After increasing the number of freshmen Institutional Nominee slots by 116, there is sufficient annual funding to support a permanent $\$ 400$ increase in the Institutional Nominee awards as shown below.

| Tier | Current <br> Amount | Proposed Amount | \$ Change | \% Change |
| :---: | :---: | :---: | :---: | :---: |
| Research Universities | \$2,800 | \$3,200 | \$400 | 14\% |
| Regional Universities | \$2,000 | \$2,400 | \$400 | 20\% |
| Community Colleges | \$1,800 | \$2,200 | \$400 | 22\% |

Fiscal Impact of recommendations \#1 and \#2: As shown in the following table, by 2023-2024, program expenditures would be roughly equal with program revenue and the program's reserve fund balance would be about $\$ 1.5$ million.

Academic Scholars Program
Projections Assuming Proposed Changes

|  | July 1 Beginning Balance | Income <br> (Appropriations <br> \& Earnings) | Net Expenditures (Scholarships) | June 30 Ending Balance |
| :---: | :---: | :---: | :---: | :---: |
| FY2013 actual | 1,508,294 | 8,477,690 | $(7,833,528)(1)$ | 2,152,456 |
| FY2014 actual | 2,152,456 | 8,509,436 | $(8,101,118)$ | 2,560,774 |
| FY2015 actual | 2,560,774 | 8,423,491 | $(8,018,807)$ | 2,965,458 |
| FY2016 actual | 2,965,458 | 7,728,252 | $(7,949,765)$ | 2,743,945 |
| FY2017 actual | 2,743,945 | 6,733,025 | $(8,384,412)$ | 1,092,558 |
| FY2018 actual | 1,092,558 | 6,366,442 | $(7,056,962)(2)$ | 402,038 |
| FY2019 actual | 402,038 | 6,365,624 | $(6,011,295)(3)$ | 756,367 |
| FY2020 estimated | 756,367 | 6,325,863 | $(5,800,000)$ | 1,282,230 |
| FY2021 estimated | 1,282,230 | 6,325,863 | $(6,000,000)$ | 1,608,093 |
| FY2022 estimated | 1,608,093 | 6,325,863 | $(6,100,000)$ | 1,833,956 |
| FY2023 estimated | 1,833,956 | 6,325,863 | $(6,400,000)$ | 1,759,819 |
| FY2024 estimated | 1,759,819 | 6,325,863 | (6,600,000) | 1,485,682 |

(1) Non-resident funding limit lowered from $25 \%$ to $20 \%$ in FY2013.
(2) Non-resident funding limit lowered from $20 \%$ to $10 \%$ in FY2018.
(3) Non-resident funding limit lowered from $10 \%$ to $0 \%$ in FY2019; IN's reduced by 80.

## Recommendation 3-Add a third minimum eligibility criterion option for Institutional Nominee

The recommendation to add a third minimum eligibility criterion option for Institutional Nominees would address the following issues:

- The combination of a student's high school GPA and ACT score is a stronger predictor of college success than GPA or ACT alone. There is currently no eligibility criterion based on a combination of these two factors.
- The current eligibility option based on GPA/Class Rank requires a student to graduate from a high school that calculates class rank. However, there are currently at least eighteen public and private high schools in Oklahoma that do not calculate class rank. This puts students at these schools at a disadvantage to meet the eligibility requirements for the Institutional Nominee award. Graduates of these schools may only use the ACT option for eligibility purposes. Some of the public schools include: Jenks HS, Classen School of Advanced Studies (OKC), Putnam City West HS, Oklahoma School for Science and Mathematics, Harding Fine Arts Academy (OKC), and the Tulsa School of Arts and Sciences.
- The addition of a third criterion would provide more flexibility for colleges and universities to select qualified applicants while maintaining high academic standards. The minimum ACT scores required for the recommended third option are within the top ten percent of ACT scores - Research Universities, 30 ACT, top three percent; Regional Universities, 28 ACT, top six percent; Community Colleges, 26 ACT , top nine percent.

| Minimum Criteria Options | Research Universities | Regional Universities | Community Colleges |
| :---: | :---: | :---: | :---: |
| Current ACT or SAT Equivalent | 32 ACT | 30 ACT | 29 ACT |
| Current GPA/Class Rank | 3.9 GPA and either top $2 \%$ or rank of \#1 or \#2 | 3.8 GPA and either top $4 \%$ or rank of \#1 or \#2 | 3.7 GPA and either top $5 \%$ or rank of \#1 or \#2 |
| Proposed GPA and ACT or SAT Equivalent | 3.9 GPA and 30 ACT or SAT Equivalent | 3.8 GPA and 28 ACT or SAT Equivalent | 3.7 GPA and 26 ACT or SAT Equivalent |

## Proposed Emergency and Permanent Rule Revisions

This policy change will require revisions to the program's administrative rules. Adoption of this agenda item will include both adoption of emergency rule revisions and initial posting of permanent rule revisions to ensure that the new criterion will be in place for entering freshmen in Fall 2020.

The proposed emergency and permanent rule revisions also contain an unrelated revision to address a recent change in the administration of the ACT test. On October 8, 2019, ACT announced that beginning in September 2020, ACT will calculate and officially report a student's "superscore" if the student takes the test more than once. The "superscore" will be calculated based on the student's highest score on each individual section (English, math, reading, science) taken from the multiple tests. In addition, after a student has taken the complete test a first time, the student will be able to retest in one or more of the individual sections without having to retake the entire test.

## 610:25-1-3. General principles for operation of program

(a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
(b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.
(c) Concurrently enrolled high school students are not eligible for this program.
(d) Only ACT test scores reported en an official test report issted by ACT prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Scores from ACT residual tests will not be considered. SAT test scores will be considered in a manner comparable to ACT test scores. Qualifying test scores obtained after college enrollment are invalid for applying to the program. Until August 31, 2020, partial Partialscores from more than one examination will not be considered. Beginning September 1, 2020, all test scores reported by ACT, including "superscores" as defined by ACT, will be considered.
(e) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents' Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
(f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining fulltime enrollment for students falling in this category.

## 610:25-1-4. Eligibility Requirements and Term of Scholarship Award

(a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:
(1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
(2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,
(3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,
(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.
(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.
(A) Effective with the Fall $2006 \underline{2020}$ semester, Institutional Nominees are required to meet at least one of the three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:
(i) Research universities:
(I) ACT: 32 or SAT equivalent
(II) GPA 3.9 and either Top 2\% Class Rank or rank of first or second in their graduating class
(III) GPA 3.9 and 30 ACT or SAT equivalent
(ii) Regional universities:
(I) ACT: 30 or SAT equivalent
(II) GPA 3.8 and either Top 4\% Class Rank or rank of first or second in their graduating class
(III) GPA 3.8 and 28 ACT or SAT equivalent
(iii) Two-year colleges:
(I) ACT: 29 or SAT equivalent
(II) GPA 3.7 and either Top 5\% Class Rank or rank of first or second in their graduating class
(III) GPA 3.7 and 26 ACT or SAT equivalent
(B) Students graduating from high sehools that do not provide class rank and homeedueated Home-educated students shall be considered for eligibility as an Institutional nominee based on their ACT or SAT test scores.
(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
(D) Institutional Nominees may be Oklahoma residents or nonresidents.
(E) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after
completion of an associate's degree or the accumulation of at least 48 credit hours. In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.
(F) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.
(G) For any year that the State Regents provide less than full funding of the total cost of all awards for nonresident students participating in the program, nonresident students may transfer the scholarship to another institution only upon approval of the institution to which they intend to transfer.
(H) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility.
(I) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.
(b) Students receiving the scholarship are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

October 24, 2019

## AGENDA ITEM \#13:

## Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Murray State College for the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services.

## RECOMMENDATION:


#### Abstract

It is recommended that the State Regents approve Murray State College's Scholars for Excellence in Childcare Program FY20 allocation in the amount set forth below pursuant to the contract between the Oklahoma Department of Human Services (DHS) and the Oklahoma State Regents for Higher Education.


## BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (DHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Seven community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place.

## POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

## ANALYSIS:

The hiring of a part-time Scholars program recruiter position was recommended to Murray State College. A proposal was agreed upon by DHS and Murray State College which resulted in the following recommendation for FY20:

| Community College | FY20 <br> Allocation |
| :--- | :---: |
| Murray State College | $\$ 33,671$ |

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#14:

## Endowment.

SUBJECT: Endowment Trust Fund Investment Performance Report and Annual Distribution Schedule.

## RECOMMENDATION:

It is recommended that the State Regents approve a distribution of 4.5 percent of the rolling average of June 30th market values totaling to the amount of $\mathbf{\$ 2 6 . 9 5}$ million for fiscal year 2019, and $\$ 4.1$ million for prior years' carryover-- totaling approximately $\$ 31.1$ million-- for institutional expenditure from eligible Endowment Trust Fund accounts and approve the corresponding account reports for the yearended June 30, 2019.

## BACKGROUND:

With the allocation at the May 29, 2019 meeting, the State Regents have allocated a total of approximately $\$ 440.4$ million to the Endowment Trust Fund for chairs, professorships and lectureships and from state appropriations since inception of the program in 1988. The last several years' allocations are dedicated to bond debt service with the exception of the one-time transfer in FY2012 of 146.9 million from the EDGE Trust. The 2008 legislature increased the debt service for endowed chairs bonding authority by $\$ 4,899,645$. The current total allocation of $\$ 11.4$ million in state appropriations.

These allocations are to support the establishment of faculty chairs and professorships and for related activities to improve the quality of instruction and research at colleges and universities in the State System. State Regents have also allocated $\$ 30$ million for the Langston University Endowment since 1999 and have completed the commitment with the FY2015 allocation. In addition to state funding, the trust fund contains some private matching funds and unrestricted gifts.

In September 2003, the endowment distribution policy was revised to allow for 4.5 percent of the threeyear average market value at June 30 to be available for distribution. This revision became effective with the FY04 distribution. Also, included for the ninth year is the available distribution for the Langston University Endowment. It has been a long-standing practice that our distribution approval has included previous year's carryover funds. This item includes only one-half of those funds for available distribution for FY2020, as the earnings of the trust aren't sufficient to continue this practice at the full amount of the undrawn, cumulative carryover.

## POLICY ISSUES:

Investments for the Endowment Trust Fund have been made in compliance with the State Regents' investment policy and relevant State Statutes.

## STAFF ANALYSIS:

The market value of the trust fund was $\$ 756.5$ million, as of June 30, 2019. In FY19, the fund posted a gain of approximately 10 percent, in unitized asset value.

The State Regents' current investment policy provides that "the investment committee shall determine the distribution...The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate 4.5 percent of the asset values based on an average of the past three years for the endowment trust fund." The attached distribution schedule reflects the distribution available for each eligible Endowment Trust Fund account and is presented for approval.

| OKLAHOMA STATE REGENTS' ENDOWMENT TRUST FUND-2019 DISTRIBUTION SCHEDULE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |
| Account | Account Balance 6/30/19 | Account Balance 6/30/18 | $\begin{gathered} \text { Account Balance } \\ 6 / 30 / 17 \end{gathered}$ | Three-year Average <br> Mrkt. Value | \# Qrts | FY19 Available Distribution | FY18 Carryover | Total Available Distribution | Distribution Requested |
| University of Oklahoma |  |  |  |  |  |  |  |  |  |
| 760001 David A. Burr Chair in Letters | 1,133,720.52 | 922,061.95 | 887,926.12 | 981,236.19 | 4 | 44,155.63 | 19,798 | 63,953 |  |
| 760002 Helen Robson Walton Centennial Chair in Marketing Strategy | 1,162,635.21 | 1,006,859.43 | 931,440.53 | 1,033,645.06 | 4 | 46,514.03 | 0 | 46,514 |  |
| 760003 Puterbaugh Chair in American Enterprise | 455,846.18 | 384,103,46 | 370,743.22 | 403,564.29 | 4 | 18,160.39 | 0 | 18,161 |  |
| 760004 Hitachi Ltd. Chair in Computer Science | 944,522.39 | 768,185.93 | 741,465.14 | 818,057.82 | 4 | 36,812.60 | 16,545 | 53,358 |  |
| 760005 Asahi Glass Company Chair in Chemical Engineering | 911,580.61 | 768,113.60 | 741,395.40 | 807,029.87 | 4 | 36,316.34 | (0) | 36,316 |  |
| 760006 Grayce B. Kerr Centennial Chair --Chemistry and Biochemistry (Public | 869,765.61 | 732,962.52 | 709,286.82 | 770,671.65 | 4 | 34,680.22 | (0) | 34,680 |  |
| 760007 Grayce B. Kerr Centennial Chair -Chemistry and Biochemistry (Privat | 882,799.39 | 743,945.76 | 719,915.35 | 782,220.17 | 4 | 35,199.91 | 0 | 35,200 |  |
| 760008 Eberly Family Chair in Geology and Geophysics | 855,450.10 | 720,816.52 | 695,744.57 | 757,337.06 | 4 | 34,080.17 | (0) | 34,080 |  |
| 760009 Eberly Family Chair in Petroleum \& Geological Engineering | 85,574.85 | 720,922.02 | 695,845,93 | 757,447.60 | 4 | 34,085.14 | (0) | 34,085 |  |
| 760010 GT. and Libby Blankens hip Chair in the History of Liberty (formerly F | 1,244,935.72 | 1,049,003.95 | 1,012, 516.38 | 1,102, 152.02 | 4 | 49,596.84 | (0) | 49,597 |  |
| 760011 Henry Bellmon Chair in Public Service | 494,085,78 | 415,672.34 | 399,739.85 | 436,499.32 | 4 | 19,642.47 | 0 | 19,643 |  |
| 760012 Charles and Peggy Stephenson Chair in Petroleum Engineering | 865,985.82 | 704,311.65 | 679,758.89 | 750,018.79 | 4 | 33,750.85 | 15,278 | 49,029 |  |
| 760013 Benjamin H. Perkinson Chair in Aerospace \& Mechanical Engineering | 166,521.35 | 140,313.68 | 135,432.72 | 147,422.58 | 4 | 6,634.02 | 0 | 6,634 |  |
| 760014 Robert Edwards Lowry Chair in Meteorology | 838,24.13 | 708,944.53 | ${ }^{677,836.16}$ | 741,691.60 | 4 | 33,376.12 | (0) | 33,376 |  |
| 760015 Fenelon Boesche Law Dean's Chair | 557,013.78 | 469,3499.02 | 453,023.84 | 493,128.88 | 4 | 22,190.80 | 0 | 22,191 |  |
| 760016 John A. \& Donnie Brock Chair in Energy Economics and Policy | 796,540.40 | 671,178.35 | 647,832.71 | 705,183.82 | 4 | 31,733.27 | 0 | 31,733 |  |
| 760017 Schusterman/Josey Chair in Judaic History | 1,185,848,39 | 999,215.66 | 964,459.98 | 1,049,841.34 | 4 | 47,242.86 | 0 | 47,243 |  |
| 760018 L. A. Comp Chair in Aerospace and Mechanical Engineering | 1,347,823.46 | 1,135,698.58 | 1,096,195.08 | 1,193,239.04 | 4 | 53,695.76 | 0 | 53,696 |  |
| 760019 William J. Crowe, Jr. Chair in Geopolitics | 1,600,360.49 | 1,348,490.53 | 1,301,586.05 | 1,416,812.36 | 4 | 63,756.56 | 0 | 63,757 |  |
| 760020 Edward Lamb McCollough Chair in Geology and Geophysics | 1,667,46,92 | 1,404,928.28 | 1,383,620.17 | 1,485,331.79 | 4 | 66,839.93 | 0 | 66,840 |  |
| 760021 J.C. Penney Company Chair in Business Leadership | 2,838,196.05 | 2,391,511.52 | 2,308,327.01 | 2,512,678.19 | 4 | 113,070.52 | 0 | 113,071 |  |
| 760022 McCasland Chair in Petroleum Engineering | 1,57,816,99 | 1,331,180.74 | 1,284,878.40 | 1,398,625.38 | 4 | 62,938.14 | (0) | 62,938 |  |
| 760023 Gene and Elaine Edwards Family Chair in Law | 595,196.31 | 513,509.66 | 475,045.17 | 527,917.04 | 4 | 23,756.27 | 0 | 23,756 |  |
| 760024 George L. Cross Chair in Botany \& Microbiology | 840,550.38 | 708,261.61 | 683,626.22 | 744,146.07 | 4 | 33,486.57 | 0 | 33,487 |  |
| 760025 Floyd \& Martha Norris Chair in Law | 1,021,67.69 | 860,879.97 | 830,935.41 | 904,496.36 | 4 | 40,702.34 | (0) | 40,702 |  |
| 760026 Paul H. and Doris Eaton Travis Chair in Modem American History | 1,061,859.59 | 894,740.82 | 86,,618.63 | 940,073.01 | 4 | 42,303.29 | , | 42,303 |  |
| 760027 Sun Company Chair in Civil Engineering \& Environmental Science (for | 298,888.14 | 251,847.89 | 243,087.72 | 264,607.92 | 4 | 11,907.36 | 0 | 11,908 |  |
| 760028 Rainbolt Chair in Finance (12/1495) | 699,028.44 | 588,013,35 | 568,525.51 | 618,855.77 | 4 | 27,848.51 | (0) | 27,848 |  |
| 760029 Rath Chair in Strategic Management | 1,277,484.54 | 1,038,986.11 | 1,002,846.98 | 1,106,439.21 | 4 | 49,789.76 | 22,377 | 72,167 |  |
| 760030 Rath Chair in Accounting | $880,139.23$ | $741,734.59$ | 737,294.75 | 786,389.52 | 4 | 35,387.53 | 0 | 35,388 |  |
| 760031 Charles B. Jr. \& Jean Smith Chair in Electrical \& Computer Engineering | 750,849,47 | ${ }^{632,677.91}$ | 610,671.54 | 664,732.97 | 4 | 29,912.98 | 0 | 29,913 |  |
| 760032 Kenneth E. McA Afee Chair in Law | 493,373.14 | 422,514.95 | 390,866.43 | 435,584.84 | 4 | 19,601.32 | 0 | 19,602 |  |
| 760033 Carol Elizabeth Young Chair in Honors | 1,157,128.70 | 974,797.44 | 936,490.67 | 1,022,805.60 | 4 | 46,026.25 | (0) | 46,026 |  |
| 760034 Tilley Chair in Electrical Engineering | ${ }^{660,959,27}$ | $556,935.42$ | 537,563.37 | 585,152.69 | 4 | 26,331.87 | (0) | 26,332 |  |
| 760035 James G. Harlow, Jr. Chair in Bus. Ethics and Community Service | 726,893.94 | 612,492.97 | 591,188.05 | 643,524.99 | 4 | 28,958.62 | 0 | 28,959 |  |
| 760036 Charles Marion Russell Memorial Chair | 834,120.81 | 702,844.24 | 678,397.62 | 738,454.23 | 4 | 33,230.44 | (0) | 33,230 |  |
| 760037 Michael F. Price Chair\#1 | 2,187,775.20 | 1,843,456.34 | 1,779,334.44 | 1,936,855.33 | 4 | 87,158.49 | 0 | 87,159 |  |
| 760038 Bruce Alonzo Goff Chair in Creative Architecture | 544,989.17 | 459,217.24 | 443,244.31 | 482,483.57 | 4 | 21,711.76 | (0) | 21,712 |  |
| 760039 Anadarko (formerly Kerr-McGee) Centennial Professorship of Geolog: | 500,988.85 | 407,457.34 | 393,289,45 | 433,911.88 | 4 | 19,526.03 | 8,776 | 28,302 |  |
| 760040 Anadarko (formerly Kerr-McGee) Cent Professorship of Petroleum En, | $534,031.98$ 8 | 434.331 .53 <br> 68289282 | 4317730.24 65913958 | 466,697.92 717491.63 | 4 | $21,001.41$ 32.28712 | 9,394 | 30,396 <br> 30287 <br> 1 |  |
| 760041 Siegfried Centennial Chair of Marketing and Supply Chain Manageme 760042 McMahon Centennial Professorship of News Communication | 810,442.48 | 682,892.82 | $659,139.58$ | 717,491.63 | 4 | 32,287.12 | (0) | 32,287 |  |
| 760042 McMahon Centennial Profess orship of News Communication | 479,849.44 | 404,329,64 $317,429.95$ | $390,264.87$ $306,434.37$ | $424,814.65$ $333,559.24$ | 4 | 19,116.66 $15,010.17$ | 0 | 19,117 15,010 |  |
| 760044 Conoco/Dupont Centennial Professorship of Chemical Enginering | 422,015.34 | 355,596.95 | 343,228.41 | 373,613.57 | 4 | 16,812.61 | 0 | 16,813 |  |
| 760045 KPMG Peat Marwick Centennial Professorship of Accounting | 424,217.30 | 357,462.92 | 345,299.01 | 375,659.74 | 4 | 16,904.69 | 0 | 16,905 |  |
| 760046 C.M. Slieppevich Centennial Professors hip of Chemical Engineering at | 424,124,29 | 357,374.36 | 344,943.44 | 375,480.70 | 4 | 16,896.63 | 0 | 16,897 |  |
| 760047 OG\&E Professorship of Electrical Engineering | 462,123,76 | 389,393.18 | 375,849.01 | 409,121.98 | 4 | 18,410.49 | 0 | 18,410 |  |
| 760048 ATT (formerly SW Bell Foundation ) Chair of Engineering (upgraded) | 971,267.78 | 818,406.71 | $789,939.56$ 502785 | $859,871.35$ | 4 | 38,694.21 | (0) | 38,694 |  |
| 760049 Lesch Centennial Chair in Mechanical Engineering (upgraded) | 742,383.83 | 603,785.39 | 582,783.59 | 642,984.27 | 4 | 28,934.29 | 13,004 | 41,938 |  |
| 760050 McCasland Foundation Professorship of American Free Enterprise | 508,491.31 | 428,464.11 | 413,571.90 | 450,175.77 | 4 | 20,257.91 | ${ }^{(0)}$ | 20,258 |  |
| 760051 Joe \& Robert E. Klabzuba Chair of Ceology and Geophysics (upgrade | 552,019.19 | 448,960.64 | 415,331.20 | 472,103.68 | 4 | 21,244.67 | 15,947 | 37,192 |  |
| 760052 C. . . Page Professorship of Aviation/Aerospace Studies | 414,461.87 | 349,232.40 | 337,084.89 | 366,926.39 | 4 | 16,511.69 | 0 | 16,512 |  |
| 760053 John Saxon Chair in Ancient History (upgraded) | 723,157.87 | 606,834.70 | 585,727.16 | 638,573.24 | 4 | 28,735.80 | 1,500 | 30,236 |  |
| 760054 John F.Y. Stambaugh Centennial Professorship in Accounting | 47,614.16 | 399,710.68 | 398,938.40 | 424,087.75 | 4 | 19,083.95 | (0) | 19,084 |  |
| 760055 Unocal Centennial Professorship of Engineering and Geosciences | 406,269,71 | 330,421.68 | 319,762.45 | 352,151.28 | 4 | 15,846.81 | 7,139 | 22,986 |  |
| 760056 Glenn R. Watson Centennial Chair in Law (upgraded) | 804,045.71 | 679,877.14 | 663,227.36 | 715,716.74 | 4 | 32,207.25 | (0) | 32,207 |  |
| 760057 MAPCO Professorship of Environmental Quality | 414,508.16 | 337,122.06 | 325,395.75 | 359,008.66 | 4 | 16,155.39 | 7,261 | 23,416 |  |
| 760058 Floyd . and Irma Calvert Chair in Law and Liberty (upgraded) | 423,391.69 | 356,756.72 | 344,347.54 | 374,831.98 | 4 | 16,867.44 | 0 | 16,868 |  |
| 760059 Jeanne Hoffrman Smith Professorship of Film \& Video Studies | 521,366.88 | 424,030.93 | 392,268.85 | 445,888.89 | 4 | 20,065.00 | 13,205 | 33,270 |  |
| 760060 Engleman/Livermore Professorship of Community Jouralism | 405,723.26 | 341,870.05 | 329,977.74 | 359,190.35 | 4 | 16,163.57 | (0) | 16,163 |  |
| 760061 Dolores K. \& Walter Neustadt, Jr. Professorship of Comparative Literz | 410,638.30 | 346,011.23 | 333,975.73 | 363,541.75 | 4 | 16,359.38 | (0) | 16,359 |  |
| 760062 Ruth Verme Davis Reaugh Professorship of Music | 373,891.85 | 315,047.84 | 304,089.00 | 331,009.56 | 4 | 14,895.43 | (0) | 14,895 |  |
| 760063 Welcome D. Pierson \& W. Devier Pierson Professorship of Law | 398,451.78 | 335,742.11 | 324,068.21 | 352,754.03 | 4 | 15,873.93 | ) | 15,874 |  |
| 760064 Coca Cola Professorship of Native American Studies | 286,990.86 | $241,826.13$ | 233,423.17 | 254,080.05 | 4 | 11,433.60 | (0) | 11,434 |  |
| 760065 John W., Jr, \& Barbara J. Branch Prof. of Accounting (12/15/95) 760066 Moris R Pituma Profssorship Engineering | $352,912.23$ 342.51260 | $297,432.62$ <br> 288,6710 | 288424.49 <br> 27856825 | 312,923.11 | 4 | 14,081.54 | (0) | 14,082 |  |
| 760066 Morris R. Pitman Professorship of Engineering 760067 Reach for Excllence Professorship of Honors \#1 | $342,512.60$ 361.190 .92 | 288,607.10 30408.20 | 278,568.25 281,310.45 | $303,229.32$ 315.59 .85 | 4 | $13,645.32$ <br> 14.198 .84 | ${ }^{\text {(0) }}$ | 13,645 17,374 |  |
|  |  |  |  |  |  |  |  |  |  |


| 760068 Reach for Excellence Professorship of Honors \#2 | 342,087.00 | 288,248.03 | 278,221.92 | 302,852.32 | 4 | 13,628.35 | 0 | 13,628 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 760069 Judge Haskell A. Holloman Professorship of Law | 349,088.19 | 294,147.26 | 283,916.11 | 309,050.52 | 4 | 13,907.27 | 0 | 13,907 |  |
| 760070 Ruby K. Powell Professorship of Marketing | 305,780.58 | 257,652.21 | 248,698.82 | 270,710.54 | 4 | 12,181.97 | 0 | 12,182 |  |
| 760071 Lissa and Cy Wagner Professorship of Geology and Geophysics | 302,286.39 | 254,740.92 | 246,532.10 | 267,853.14 | 4 | 12,053.39 | 0 | 12,054 |  |
| 760072 W.P. Wood Professorship of Management Information Systems | 247,599.67 | 208,631.81 | 201,375.44 | 219,202.31 | 4 | 9,864.10 | (0) | 9,864 |  |
| 760073 Michael F. Price Student Investment Fund Professorship | 273,459,90 | 230,421.57 | 222,406.77 | 242,096.08 | 4 | 10,894.32 | 0 | 10,895 |  |
| 760074 Reach for Exellence Professorship of Honors \#3 | 253,791.76 | 213,849.57 | 206,410.89 | 224,684.07 | 4 | 10,110.78 | (0) | 10,111 |  |
| 760075 Hugh Roff Professorship of Law | 338,679.59 | 285,341.10 | 27,684,48 | 299,568.39 | 4 | 13,480.58 | (0) | 13,480 |  |
| 760076 Sam A. Wilson Professorship of Chemical Engineering | 347,054,40 | 292,433.41 | 282,258.92 | 307,248.91 | 4 | 13,826.20 | 0 | 13,826 |  |
| 760077 Reach for Exellence Professorship of Honors \#4 | 285,922.98 | 240,923.70 | 232,543.99 | 253,130.22 | 4 | 11,390.86 | (0) | 11,391 |  |
| 760078 Charles E. Foster Chair in A erospace \& Mechanical Enginering (upgı | 508,573.17 | 428,532.30 | 413,626,49 | 450,243.98 | 4 | 20,260.98 | (0) | 20,261 |  |
| 760079 Dale Looper Chair in Accounting | 724,432.72 | $610,419.38$ | 589,186.74 | 641,346.28 | 4 | 28,860.58 | (0) | 28,861 |  |
| 760080 W. Ross Johnston Chair in Finance | 683,425.66 | 57,866.44 | 555,835.91 | 605,042.67 | 4 | 27,226.92 | (0) | 27,227 |  |
| 760081 Edward L. \& Thelma Caylord Chair of Journalism \& Mass Media (upg | 834,542.03 | 703,325.72 | 679,407.28 | 739,091.67 | 4 | 33,259.13 | (0) | 33,259 |  |
| 760082 Martin G. Miller Chair in Petroleum \& Geological Engineering | 937,200.08 | 762,230.65 | 735,718.16 | 811,716.30 | 4 | 36,527.23 | 16,417 | 52,944 |  |
| 760083 Case-Hooper Professorship of Zoology | 326,886.31 | 275,440.26 | 265,860.23 | 289,395.60 | 4 | 13,022.80 | (0) | 13,023 |  |
| 760084 Rudolph C. Bambas Professorship of English | 396,375.27 | 333,928.10 | 321,013.44 | 350,438.94 | 4 | 15,769.75 | (0) | 15,770 |  |
| 760085 Gien McLaughlin Chair of Business Ethics | 593,801.65 | 482,942.57 | 46, ,14.53 | 514,296.25 | 4 | 23,143.33 | 10,401 | 33,545 |  |
| 760086 John W. and Mary D. Nichols Chair in Dance (upgraded) | 647,360.22 | 545,476.30 | $526,503.08$ | 573,113.20 | 4 | 25,790.09 | (1) | 25,790 |  |
| 760087 Reach for Exellence Professorship of Honors \#5 | 27,494.12 | 230,451.02 | 222,434,95 | 242,126.70 | 4 | 10,895.70 | (0) | 10,896 |  |
| 760088 Reach for Exellence Professorship of Honors \#6 | 271,904,48 | 229,111.32 | 221,141.82 | 240,719.21 | 4 | 10,832.36 | 0 | 10,832 |  |
| 760089 Reach for Exellence Professorship of Honors \#7 | 297,581.94 | 250,678.95 | 231,901.82 | 260,054.24 | 4 | 11,702.44 | 2,745 | 14,447 |  |
| 760090 Alumni Professorship of Petroleum and Geological Engineering | 270,231.80 | 227,701.66 | 219,781.14 | 239,238.20 | 4 | 10,765.72 | 0 | 10,766 |  |
| 760091 Mavis C. Pitman Professorship of Music History | 324,541.39 | 273,464,48 | 263,952.24 | 287,319.37 | 4 | 12,929.37 | (0) | 12,929 |  |
| 760092 Michael F. Price Chair in Intermational Business \#1 | 1,173,76.42 | 990,070.07 | 977,106,74 | 1,046,980.41 | 4 | 47,114.12 | (0) | 47,114 |  |
| 760093 Michael F. Price Professorship of Finance | 278,802.00 | 226,751.40 | 219,070.95 | 241,541.45 | 4 | 10,869.37 | 4,889 | 15,758 |  |
| 760094 Lester Wilkonson Chair of Engineering (upgraded) | 519,681.03 | 437,891.84 | 422,660.48 | 460,077.78 | 4 | 20,703.50 | 0 | 20,704 |  |
| 760095 A. Blaine Imel, Jr., Professors hip of Architecture | 241,609.51 | 203,583,93 | 19,502,80 | 213,898.75 | 4 | 9,625.44 | 0 | 9,626 |  |
| 760096 Thomas Sherman Grant and Lizzie Lou Oter Grant Chair in Music | 559,829.96 | 471,722.61 | 455,313.99 | 495,622.19 | 4 | 22,303.00 | (0) | 22,303 |  |
| 760097 Zarrow Chair in Learning Enrichment | 532,706.68 | 448,867.65 | 433,253.85 | 471,609.39 | 4 | 21,222.42 | 0 | 21,223 |  |
| 760098 Francis W. Winn Chair of Chemical Biological \& Materials Engineerin | 745,788.88 | 628,414,32 | 606,555.59 | 660,252.93 | 4 | 29,711.38 | 0 | 29,711 |  |
| 760099 Francis W. Winn Professorship in Chemical, Biological, and Materials | 266,353.30 | 224,433.39 | 216,627.46 | 235,804.72 | 4 | 10,611.21 | 0 | 10,611 |  |
| 760100 The Mewbourne Chair in Petroleum Engineering \#1 | 639,331.71 | 538,712.48 | 519,981.71 | 566,008.63 | 4 | 25,470.39 | (0) | 25,470 |  |
| 760101 Reach for Exellence Professorship of Honors \#8 | 343,787.15 | 294,581.07 | 27,515.44 | 303,627.89 | 4 | 13,663.25 | (0) | 13,663 |  |
| 760102 Michael F. Price Chair \#2 | 2,329,23.97 | 1,962,655.67 | 1,894,388.01 | 2,062,094.22 | 4 | 92,794.24 | 0 | 92,794 |  |
| 760103 Michael F. Price Chair in International Business \#2 | 1,153,37.12 | 971,849.59 | 938,045.47 | 1,021,088.39 | 4 | 45,948.98 | (0) | 45,949 |  |
| 760104 Victor E. Monnett Chair in Energy Resources | 436,241.79 | 367,584,91 | 354,798.68 | 386,208.46 | 4 | 17,379.38 | (0) | 17,379 |  |
| 760105 Herman George Kaiser Chair of International Law (upgraded) | 650,912.02 | 548,469.18 | 529,391.61 | 576,257.60 | 4 | 25,931.59 | 0 | 25,932 |  |
| 760106 Hudson Family Professorship in History | 0.00 | 0.00 | 0.00 | (0.00) | 4 |  |  | - |  |
| 760107 Judge Fred Daugherty Chair in Law | 620,384,96 | 522,746.56 | 504,563.50 | 549,231.67 | 4 | 24,715.43 | 0 | 24,716 |  |
| 760108 J.R. Morris Professorship in Psychology | 380,944.01 | 320,948.14 | 308,950.07 | 336,947.40 | 4 | 15,162.63 | 0 | 15,163 |  |
| 760109 Reach for Exellence Professorship of Honors \#9 | 320,936.34 | 270,407.30 | 260,624,92 | 283,989.52 | 4 | 12,779.53 | 0 | 12,780 |  |
| 760110 Reach for Excellence Professorship of Honors \#10 | 393,281.53 | 336,340.43 | 311,146.82 | 346,922.93 | 4 | 15,611.53 | (0) | 15,612 |  |
| 760111 Irene and Julian Rothbaum Professorship of History | 320,683.54 | 270,213.00 | 260,812.22 | 283,902.92 | 4 | 12,775.63 | 0 | 12,776 |  |
| 760112 R. W. Dick Moore Chair of Finance and Econ. Dev. (upgraded) | 809,144.76 | 658,082,46 | 608,788.74 | 692,005.32 | 4 | 31,140.24 | 26,256 | 57,397 |  |
| 760113 John A. Myers Professorship | 310,191.99 | 261,373.29 | 252,281.76 | 274,615.68 | 4 | 12,357.71 | (0) | 12,358 |  |
| 760114 The Mewbourne Chair in Petroleum Engineering \#3 (formerly listed as | 1,054,006.93 | 888,629,79 | 857,720.97 | 933,652.56 | 4 | 42,014.37 | , | 42,014 |  |
| 760115 Tom and Mary Dugan Professorship of Engincering | 310,191.99 | 261,373.29 | 252,281.76 | 274,615.68 | 4 | 12,357.71 | (0) | 12,358 |  |
| 760116 William J. Ally Professorship of Law | 351,454.22 | 29,214.51 | 286,877.74 | 311,515.49 | 4 | 14,018.20 | (0) | 14,018 |  |
| 760117 Michael Price Chair \#3 | 2,554,791.47 | 2,152,710.35 | 2,077,832.42 | 2,261,778.08 | 4 | 101,780.01 | , | 101,780 |  |
| 760118 ConocoPhillips Petroleum Professorship of Arabic Language, Literatu | 365,242.28 | 307,759.51 | 297,054.11 | 323,351.97 | 4 | 14,550.84 | (0) | 14,551 |  |
| 760119 The Mewbourne Chair in Petroleum Engineering \#4 (formerly listed as | 1,147,37,41 | 933,169.18 | 863,270.06 | 981,272.21 | 4 | 44,157.25 | 29,183 | 73,340 |  |
| 760120 W. Edwin Bryan, Jr. Professorship of Architecture | 348,179.75 | 299,042.70 | 288,429,75 | 311,884.07 | 4 | 14,034.78 | 0 | 14,035 |  |
| 760121 Kenneth and Bermadine Russell Professorship of Music (History or Tl | 304,368.39 | 256,465.71 | 247,54.,58 | 269,459.56 | 4 | 12,125.68 | 0 | 12,126 |  |
| 760122 H. Russell Pitman Professorship of Urban Des ign | 301,941.26 | 254,420.65 | 245,571.56 | 267,311.15 | 4 | 12,029.00 | (0) | 12,029 |  |
| 760123 H. Russell Pitman Professorship of Att and Att History | 304,368.39 | 256,465.71 | 247,54.58 | 269,459.56 | 4 | 12,125.68 | 0 | 12,126 |  |
| 760124 Milus E. Hindman Professorship of Banking and Finance | 304,368.39 | 256,465.71 | 247,544.58 | 269,459.56 | 4 | 12,125.68 | 0 | 12,126 |  |
| 760125 Donald Keith Jones Professorship of Honors | 303,874.41 | 256,049.42 | 247,143.43 | 269,022.42 | 4 | 12,106.01 | 0 | 12,106 |  |
| 760126 Arch B. and Jo Anne Gilleet Professorship of Law | 304,368.39 | 256,465.71 | 247,544.58 | 269,459.56 | 4 | 12,125.68 | 0 | 12,126 |  |
| 760127 Gene Braught Chair in Music | 609,062.65 | 513,206.16 | 495,355.58 | 539,208.13 | 4 | 24,264.37 | 0 | 24,264 |  |
| 760128 Ruth G. Hardman Chair in Education | 1,296,324.10 | 1,092,252.03 | 1,053,197.71 | 1,147,257.95 | 4 | 51,626.61 | (0) | 51,627 |  |
| 760129 Gaylord Family Visiting Professional Journalism Professorship | 474,761.39 | 400,042.10 | 386,126.77 | 420,310.09 | 4 | 18,913.95 | 0 | 18,914 |  |
| 760130 Gaylord Family Endowed Professorship \#1 | 435,813.99 | 37,018,29 | 347,852.60 | 386,561.63 | 4 | 17,395.27 | (0) | 17,395 |  |
| 760131 Gaylord Family Endowed Professorship \#2 | 408,435.94 | 344,154,62 | 332,182,71 | 361,591.09 | 4 | 16,271.60 | 0 | 16,272 |  |
| 760132 Gaylord Family Chair\#1 | 609,445.11 | 51,528.52 | 495,667.01 | 539,546.88 | 4 | 24,279.61 | (0) | 24,280 |  |
| 760133 Caylord Family Chair \#2 | 634,511.18 | 534,988.14 | $517,147.77$ | 562,215.70 | 4 | 25,299.71 | 0 | 25,300 |  |
| 760134 Larry W. Brummett/ONEOK Chair in Rock Mechaniss formerly Prof. i | 654,627.97 | 551,600.41 | 5322.413 .78 | 579,547.39 | 4 | 26,079.63 | 0 | 26,080 |  |
| 760135 Williams Professorship of Telecommunications Networking | 477,711.87 | 402,528.16 | 388,526.62 | 422,922.22 | 4 | 19,031.50 | 0 | 19,032 |  |
| 760136 Lester A. Day Family Chair for the Dean of the College Earth \& Energ) | 637,018.28 | $536,762.30$ | -518,091.75 | 563,957.44 | 4 | 25, 3788.08 | 0 | 25,378 | - |


| 760137 American Airlines Professorship of Meteorology | 318,474.98 | 268,352.16 | 259,018.11 | 281,948.42 | 4 | 12,687.68 | 0 | 12,688 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 760138 ConocoPhillips Petroleum Professorship of Chinese and Asian Studie | 413,479.68 | 348,404.51 | 336,285,99 | 366,056.73 | 4 | 16,472.55 | 0 | 16,473 |  |
| 760139 Williams Professorship of Engineering | 344,140.16 | 289,978.44 | 279,891.60 | 304,670.07 | 4 | 13,710.15 | (0) | 13,710 |  |
| 760140 Clyde Becker, Sr. Endowed Chair in Geology \& Geophysics | 684,138.03 | 576,466.00 | 556,414.16 | 605,672.73 | 4 | 27,255.27 | 0 | 27,255 |  |
| 760141 Williams Chair in Meteorology | 731,496.48 | 616,658.59 | 621,047.87 | 656,400.98 | 4 | 29,538.04 | 0 | 29,538 |  |
| 760142 Gregory D. Kunesh (formerly Weitzenhoffer) Endowed Department C | 703,593.17 | 572,236,70 | 563,557.27 | 613,129.04 | 4 | 27,590.81 | 12,303 | 39,893 |  |
| 760143 Weitzenhoffer Professorship of Musical Theater | 374,624.08 | 315,637.71 | 304,119.51 | 331,460.43 | 4 | 14,915.72 | 0 | 14,916 |  |
| 760144 Weitzenhoffer Professorship of Musical Theater \#2 | 330,284,76 | 278,303.56 | 268,623.23 | 292,403.85 | 4 | 13,158.17 | (0) | 13,158 |  |
| 760145 Weitzenhoffer Profes sorship of Arts Management | 321,992.72 | 271,317.34 | 261,877.24 | 285,062.43 | 4 | 12,827.81 | 0 | 12,828 |  |
| 760146 Michael Price Chair \#4 | 3,542,334,74 | 2,881,002.86 | 2,665,201.09 | 3,029,512.89 | 4 | 136,328.08 | 114,991 | 251,320 |  |
| 760147 Carl E. and Thelma J. Gungoll Family Chair in Petroleum Geology \& Ge | 670,436.14 | 564,920.82 | $545,271.43$ | 593,542.80 | 4 | 26,709.43 | (0) | 26,709 |  |
| 760148 Kingfisher College Chair in Philosophy of Religion and Ethics | 94,246.92 | 79,414.24 | 76,652.09 | 83,437.75 | 4 | 3,754.70 | (0) | 3,755 |  |
| 760149 Bob \& Doris Klabzuba Chair in Geology \& Geophysics | 1,008,676.33 | 820,362.73 | 758,913.39 | 862,650.82 | 4 | 38,819.29 | 36,350 | 75,169 |  |
| 760150 Dr. Frieda Derdeyn Bamas Professorship of Piano | 336,153.19 | 283,248.40 | 273,396.76 | 297,599.45 | 4 | 13,391.98 | (0) | 13,392 |  |
| 760151 Kandi \& Mark McClasland Chair for the Director of the School of Met | 672,306.31 | $566,496.75$ | 546,791.59 | 595,198.22 | 4 | 26,783.92 | 0 | 26,784 |  |
| 760152 Weathernews Chair in Applied Meteorology | 672,306.31 | 566,496.75 | 546,791.59 | 595,198.22 | 4 | 26,783.92 | 0 | 26,784 |  |
| 760153 Williams Chair in Telecommunications Networking | 1,418,864.51 | 1,195,559.38 | 1,153,973,34 | 1,256,132.41 | 4 | 56,525.96 | (0) | 56,526 |  |
| 760154 Chong K. Liew Chair in Economics | 903,328.31 | 761,620.80 | 734,216.10 | 799,721.74 | 4 | 35,987.48 | (0) | 35,987 |  |
| 760155 Frank Eklouri and Edna Asper Eklouri Professorship of Law | 389,641.25 | 328,318.03 | 316,898.30 | 344,952.53 | 4 | 15,522.86 | 0 | 15,523 |  |
| 760156 The Mewbourne Chair in Petroleum Engineering \#2 (fomerly listed as | 797,084.11 | 671,617.33 | 662,450.61 | 710,384.01 | 4 | 31,967.28 | 0 | 31,967 |  |
| 760157 Aaron Alexander Professorship in Civil Engineering | 371,583.56 | 313,102.65 | 302,212.15 | 328,966.12 | 4 | 14,803.48 | (0) | 14,803 |  |
| 760158 James Garmer Chair in Drama | 731,313.41 | 616,217.37 | $594,782.55$ | 647,437.78 | 4 | 29,134.70 | (0) | 29,135 |  |
| 760159 ConocoPhillips Petroleum Company Chair of Latin American Studies | 815,023.48 | $662,863.67$ | 613,211.80 | 697,032.98 | 4 | 31,366.48 | 20,643 | 52,010 |  |
| 760160 Gaylord Family Chair \#3 | 710,489.86 | 598,825.99 | 577,949.41 | 629,088.42 | 4 | 28,308.98 | 0 | 28,309 |  |
| 760161 Gaylord Family Endowed Professorship \#3 | 426,822.48 | 359,740.82 | 347,199.64 | 377,920.98 | 4 | 17,006.44 | 0 | 17,007 |  |
| 760162 Gaylord Family Endowed Professorship \#4 | 443,944.49 | 383,035.46 | 354,344.16 | 393,774.70 | 4 | 17,719.86 | 0 | 17,720 |  |
| 760163 Gaylord Family Endowed Professorship \#5 | 479,502.52 | 404,036.99 | 389,980,93 | 424,506.81 | 4 | 19,102.81 |  | 19,103 |  |
| 760164 Gaylord Family Endowed Professorship \#6 | 524,450.99 | 442,262.26 | 427,372.52 | 464,695.26 | 4 | 20,911.29 | 0 | 20,911 |  |
| 760165 Gaylord Fanily Endowed Professorship \#7 | 514,521.14 | 433,772.79 | 418,911.30 | 455,735.08 | 4 | 20,508.08 | ) | 20,508 |  |
| 760166 Dr. Henry J. Freede Professorship in Engineering | 305,287.22 | 257,240.47 | 248,292.44 | 270,273.38 | 4 | 12,162.30 | (0) | 12,162 |  |
| 760167 Douglas and Hilda Bourne Chair in Chemical Engineering | 663,528.34 | 559,099.96 | 539,652.58 | 587,426.96 | 4 | 26,434.21 | 0 | 26,434 |  |
| 760168 Tommy C. Craighead Professorship in Meteorology | 637,967.42 | 537,560.90 | 518,856.00 | 564,794.78 | 4 | 25,415.76 | 0 | 25,416 |  |
| 760169 John Steed Chair in Accounting (formerly David C Steed Chair) | 800,500.13 | 681,255.76 | 657,560.99 | 715,772.30 | 4 | 32,209.75 | 0 | 32,210 |  |
| 760170 Steed Professorship in Accounting \#1 | 282,439.48 | 237,987.99 | 229,710.24 | 250,045.91 | 4 | 11,252.07 | 0 | 11,252 |  |
| 760171 Steed Professorship in Accounting \#2 | 320,255.94 | 260,466.15 | 240,955,91 | 273,892.66 | 4 | 12,325.17 | 9,251 | 21,576 |  |
| 760172 Robert M. Zinke Chair in Energy Management | $915,929.23$ | $744,930.94$ | ${ }^{689,131.82}$ | 783,330.66 | 4 | 35,249.88 | 23,199 | 58,449 |  |
| 760173 Sara Louise Welsh Chair in History | 699,899.20 | 566,792.45 | $546,767.92$ | 603,486.52 | 4 | 27,156.89 | 12,198 | 39,355 |  |
| 760174 Peggy V. Helmerich Visiting Professorship in Drama | 419,741.91 | 353,680.93 | 341,372.87 | 371,598.57 | 4 | 16,721.94 | 0 | 16,722 |  |
| 760175 Mary Lou Milher Carver Chair (Fine Arts) | 595,286.93 | 501,597.69 | 484,143,93 | 527,009.52 | 4 | 23,715.43 | (0) | 23,715 |  |
| 760176 The Mewbourne Chair in Petroleum Engineering \#5 | 564,795.08 | 475,906.95 | 459,366.06 | 500,022.70 | 4 | 22,501.02 | (0) | 22,501 |  |
| 760177 Max Berry International Programs Center Chair | 569,391.16 | 479,779.02 | 463,000.57 | 504,086.92 | 4 | 22,683.91 | (0) | 22,684 |  |
| 760178 Jerome M. \& Wanda Otey Westheimer Distinguished Visitng Chair in | 584,361.23 | 475,264.62 | 458,848.28 | 506,158.05 | 4 | 22,777.11 | 10,239 | 33,016 |  |
| 760179 Norman R. Gelphman Professorship of Geology \& Geophysics | 335,990.16 | 283,110.96 | 273,263,96 | 297,455.02 | 4 | $13,385.48$ | ${ }^{(0)}$ | 13,385 |  |
| 760180 Charles L. Blackburn Chair | 683,387.26 | 57,833.59 | 555,804,58 | 605,008.48 | 4 | 27,225.38 | (0) | 27,225 |  |
| 760181 Robert E. Busch Professorship of Construction Science | 285,629.84 | 240,746.66 | 232,728.39 | 253,034.96 | 4 | 11,386.57 | (0) | 11,386 |  |
| 760182 Homer L. Dodge Endowed Chair inHigh Energy Physics | 1,194,435.54 | 1,006,412.83 | 970,619.85 | 1,057,156.07 | 4 | 47,572.02 | (0) | 47,572 |  |
| 760183 Harold J. \& Ruth Newman Chair in U.S. China Issues | 1,221,238.49 | 993,240.86 | 918,842.06 | 1,044,440.47 | 4 | 46,999.82 | 30,932 | 77,932 |  |
| 760184 Susan E. Brackett Distinguished Visiting Attist Chair in the School of | $564,879.23$ | 475,977.00 | 459,420.49 | 500,092.24 | 4 | 22,504.15 | (0) | 22,504 |  |
| 760185 Mr. \& Mrs. Laurence S. Youngblood Chair for Energy Librarian | 610,618.52 | 496,619.84 | 459,420.49 | 522,219.61 | 4 | 23,499.88 | 15,466 | 38,966 |  |
| 760186 Peggy V. Helmerich Chair for the Dean of Libraries | 1,233,478.04 | 1,003,195.36 | 968,287, 83 | 1,068,320.41 | 4 | $48,074.42$ 205045 | 21,605 | ${ }^{69,679}$ |  |
| 760187 Lew \& Myra Ward Chair in Reservoir Characterization | 564, 879.23 | 475,977.00 | 459,420.49 | 500,092.24 | 4 | 22,504.15 | (0) | 22,504 |  |
| 760188 Ted A. Kritiks Professorship of Civil Engineering | 566,754.15 | 477,555.18 | 460,936.13 | 501,748.49 | 4 | 22,578.68 | 0 | 22,579 |  |
| 760189 Wylodean \& Bill Saxon Chair for the Director of the Fred Jones Jr. Mu | 593,891.97 | 500,407.44 | 483,187.20 | 525,828.87 | 4 | 23,662.30 | 13 | 23,676 |  |
| 760190 Schusterman Chair in Moderl Israel Studies | 577,694.51 | 487,667.71 | 471,806,52 | 512,722.91 | 4 | 23,072.53 | (0) | 23,072 |  |
| 760191 Schusterman Professorship of Jewish Religious and Intellectual Histo | 275,675.13 | 232,354.87 | 224,423.59 | 244,151.20 | 4 | 10,986.80 | (0) | 10,987 |  |
| 760192 Homer L. Dodge Endowed Chair in Atomic, Molecular \& Chemical Phy | 1,226,512.95 | 997,530.61 | 964,085.31 | 1,062,709.62 | 4 | 47,821.93 | 21,065 | 68,887 |  |
| 760193 Homer L. Dodge Chair in Astrophysics, | 1,430,804,79 | 1,206,607.79 | 1,164,629.15 | 1,267,347.24 | 4 | $57,030.63$ | ${ }^{(0)}$ | 57,030 |  |
| 760194 Howard \& Suzanne Kauffimann Chair in Engineering | 1,130,053.47 | 952,202.01 | 919,081.73 | 1,000,445.74 | 4 | 45,020.06 | (0) | 45,020 |  |
| 760195 Netti Vincent Boggs Professorship of Engineering | 282,439.48 | $237,987.99$ | 229,710.24 | 250,045.91 | 4 | 11,252.07 | 0 | 11,252 |  |
| 760196 John and Mary Moore Chair in Engineering | 564,879.23 | 475,977.00 | 459,420.49 | 500,092.24 | 4 | 22,504.15 | (0) | 22,504 |  |
| 765004 Kaiser Family Foundation/Tulsa Community Chair in Infant/Toddler E | 2,700,632.95 | 2,248,791.04 | 940,389.55 | 1,963,271.18 | 4 | 88,347.20 | (0) | 88,347 |  |
| 760197 David C. Steed Chair in Accounting (formerly Steed Profesorship \#3) | 942,276.65 | 791,026.09 | 770,858.10 | 834,720.28 | 4 | 37,562.41 | 0 | 37,562 |  |
| 760198 Dr, David W, Franke Professorship on Computer Science | 312,377.86 | 263,214.86 | 254,055.21 | 276,549.31 | 4 | 12,444.72 | (0) | 12,445 |  |
| 760199 Luke R. Corbett Chair in Exploration and Development fo Geosciences | $619,365.86$ | 503,734.11 | 486,882.71 | 536,660.89 | 4 | 24,149.74 | 10,866 | 35,016 |  |
| 760200 Mary Lou Milner Carver Professorship \#1 (Fine Arts) | 377,006.96 | 306,622.10 | 283,654,55 | 322,427.87 | 4 | 14,509.25 | 12,753 | 27,262 |  |
| 760201 Mary Lou Milner Carver Professorship \#2 (Fine Arts) | 312,373.82 | 263,210.77 | 254,055.20 | 276,546.59 | 4 | 12,444.60 | (0) | 12,445 |  |
| 760202 The Mewbourne Chair in Petroleum Engineering \#6 | 699,723.66 | 569,089.60 | $526,461.90$ | 598,425.05 | 4 | 26,929.13 | 21,480 | 48,409 |  |
| 766203 Conoco Phillips Visiting Chair in Petroleum_Geology/Geophysics | 543,8959.74 | 442.353.79 | 409,219,24 | 465,156.25 | 4 | 20,932.03 | 15,824 | 36,756 |  |


| 760204 ONEOK Chair in Natural Cas Engineering and Management | 550,618.08 | 463,960.01 | 447,818.64 | 487,465.57 | 4 | 21,935.95 | (0) | 21,936 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 760205 Conoco Phillips Professorship of Intermational and Area Studies \#5 | 319,402.59 | 269,134.05 | 259,776.34 | 282,771.00 | 4 | 12,724.69 | 0 | 12,725 |  |
| 760206 Chesapeake Energy Corporation Chair \#1 | 899,569.23 | 754,621.46 | 728,372.28 | 792,854.32 | 4 | 35,678.44 | 0 | 35,679 |  |
| 760207 Shannon Self Chair in Debate | 1,249,511.50 | 1,052,858.70 | 1,016,222.98 | 1,106,197.72 | 4 | 49,778.90 | (0) | 49,779 |  |
| 760208 Wick Cary Endowed Prof. at The Center for America's Constitutionall | 556,182.90 | 467,199.48 | 447,400.74 | 490,261.04 | 4 | 22,061.75 | (0) | 22,062 |  |
| 760209 Wick Cary Endowed Prof.at The Institute for Quality Communities | 389,187.45 | 328,019.21 | 316,580.34 | 344,595.67 | 4 | 15,506.81 | 0 | 15,507 |  |
| 760210 Charles C. \& Virginia Ann Weddle Prof. in Accounting | 277,931.25 | 234,352.91 | 229,603.65 | 247,295.94 | 4 | 11,128.32 | 0 | 11,128 |  |
| 760211 Drusa B. Cable Chair in Elementary Education | 604,190.88 | 491,392.20 | 483,211.85 | 526,264.98 | 4 | 23,681.92 | 10,554 | 34,236 |  |
| 760212 Robert and Virginia Bell Endowed Chair in Anthropological Archaeok | 49,655.71 | 41,827.58 | 40,335.32 | 43,939.54 | 4 | 1,977.28 | (0) | 1,977 |  |
| Subtotal, OU: | 140,817,242.07 | 117,906,839.20 | 112,155,054.04 | 123,626,378.44 |  | 5,563,187.03 | 643,025.31 | 6,206,212.34 |  |
| OU Health Sciences Center |  |  |  |  |  |  |  |  |  |
| 770001 Carl J. Herzog Chair in Dermatology | 1,212,572.13 | 1,026,262.40 | 992,611.76 | 1,077,148.76 | 4 | 48,471.69 | 0.00 | 48,471.70 |  |
| 770002 Laureate Psychiatric Chair in Molecular Medicine \#1 | 1,781,802.94 | 1,506,398.41 | 1,454,474.56 | 1,580,891.97 | 4 | 71,140.14 | 0.00 | 71,140.14 |  |
| 770003 Laureate Psychiatric Chair in Molecular Medicine \#2 | 2,044,148.26 | 1,728,196.25 | 1,668,107.66 | 1,813,484.06 | 4 | 81,606.78 | 0.00 | 81,606.78 |  |
| 770004 Hobbs-Recknagel Cent Chair in Pediatric Research | 1,380,202.58 | 1,166,872.77 | 1,126,301.14 | 1,224,458.83 | 4 | 55,100.65 | 0.00 | 55,100.65 |  |
| 770005 C.R. Anthony Centennial Chair in Pediatrics | 1,531,454.22 | 1,248,714.19 | 1,205,297.26 | 1,328,488.56 | 4 | 59,781.99 | 25,096.17 | 84,878.15 |  |
| 770006 James A. Merrill Chair of Obstetrics and Gynecology | 910,999.56 | 770,643.73 | 745,760.43 | 809,134.57 | 4 | 36,411.06 | (0.00) | 36,411.05 |  |
| 770007 Mosier Centennial Chair in Pharmaceutical Sciences | 1,672,956.68 | 1,429,672.09 | 1,391,863.65 | 1,498,164.14 | 4 | 67,417.39 | 26,100.35 | 93,517.74 |  |
| 770008 Lloyd Rader Chair in Pathology | 272,534.16 | 230,410.17 | 222,399.11 | 241,781.15 | 4 | 10,880.15 | 0.00 | 10,880.15 |  |
| 770009 Frances \& Malcolm Robinson Chair in Gastroenterology | 915,619.52 | 778,122.48 | 743,524.88 | 812,422.29 | 4 | 36,559.00 | (0.00) | 36,559.00 |  |
| 770010 James R. McEldowney Chair of Immunology | 1,245,117.71 | 1,052,092.47 | 1,015,612.86 | 1,104,274.35 | 4 | 49,692.35 | 327.03 | 50,019.38 |  |
| 770011 John S. Gammill Chair in Polyeystic Kidney Disease | 1,942,326.40 | 1,642,112.40 | 1,585,016.92 | 1,723,151.91 | 4 | 77,541.84 | (0.00) | 77,541.84 |  |
| 770012 Dean A. McGee Chair in Ophthalmology | 830,947.55 | 702,512.86 | 678,086.81 | 737,182.41 | 4 | 33,173.21 | (0.00) | 33,173.21 |  |
| 770013 Arnold \& Bess Ungerman Chair in Psychiatry | 939,743.86 | 794,493.17 | 766,869.07 | 833,702.03 | 4 | 37,516.59 | (0.00) | 37,516.59 |  |
| 770014 Richard and Adeline Fleischaker Chair of Dermatology Resear | 1,237,023.99 | 1,040,620.00 | 995,248.77 | 1,090,964.25 | 4 | 49,093.39 | 23,656.34 | 72,749.73 |  |
| 770015 John W. Records Chair in Obstetrics \& Gynecology | 872,970.03 | 727,697.33 | 702,375.49 | 767,680.95 | 4 | 34,545.64 | 5,672.03 | 40,217.67 |  |
| 770016 Chair in Child Neurology | 833,995.27 | 705,347.02 | 680,874.80 | 740,072.36 | 4 | 33,303.26 | 0.00 | 33,303.26 |  |
| 770017 Lawrence N. Upjohn Chair in Medicine (6/21/93) | 842,507.31 | 685,216.44 | 661,391.77 | 729,705.17 | 4 | 32,836.73 | 14,757.93 | 47,594.66 |  |
| 770018 Kimberly V. Talley Chair in Medical Genetics (formerly Child | 1,355,582.92 | 1,132,766.80 | 1,113,729.98 | 1,200,693.23 | 4 | 54,031.20 | 7,206.91 | 61,238.11 |  |
| 770019 Natalie O. Warren Chair of Medicine | 1,037, 102.81 | 873,759.70 | 843,379.48 | 918,080.66 | 4 | 41,313.63 | 1,659.67 | 42,973.30 |  |
| 770020 Chair in Orthodontics | 852,362.10 | 720,617.49 | 695,561.95 | 756,180.52 | 4 | 34,028.12 | (0.00) | 34,028.12 |  |
| 770021 Francis Duffy Professorship of Oncology | 437,180.96 | 369,713.84 | 357,040.28 | 387,978.36 | 4 | 17,459.03 | 0.00 | 17,459.03 |  |
| 770022 Virginia Brisco Rumsey-Jean Hulsey Rumsey Chair in Pulmo | 830,768.86 | 695,295.48 | 669,276.84 | 731,780.39 | 4 | 32,930.12 | 5,872.28 | 38,802.40 |  |
| 770023 Don H. O'Donoghue Chair in Orthopedic Surgery | 596,175.37 | 504,028.03 | 486,503.21 | 528,902.20 | 4 | 23,800.60 | 0.00 | 23,800.60 |  |
| 770024 Ben Johnson Chair in Pediatric Cancer Research (formerly Ch | 1,388,230.48 | 1,173,659.83 | 1,132,852.22 | 1,231,580.85 | 4 | 55,421.14 | 0.00 | 55,421.14 |  |
| 770025 Founders of Doctors Hospital Chair in Family Medicine | 1,446,588. 16 | 1,222,997.51 | 1,180,474.46 | 1,283,353.38 | 4 | 57,750.90 | 0.00 | 57,750.90 |  |
| 770026 Paul and Ruth Jonas Chair in Cancer | 1,184,622.90 | 1,001,538.13 | 966,765.78 | 1,050,975.60 | 4 | 47,293.90 | 0.00 | 47,293.90 |  |
| 770027 Paul and Ruth Jonas Chair in Diabetes | 1,303,075.08 | 1,096,376.09 | 1,100,694.68 | 1,166,715.28 | 4 | 52,502.19 | 3,139.73 | 55,641.92 |  |
| 770028 Paul and Ruth Jonas Chair in Mental Health | 1,187,678.31 | 1,004,106.18 | 969,197.05 | 1,053,660.52 | 4 | 47,414.72 | (0.00) | 47,414.72 |  |
| 770029 Presbyterian Health Foundation Chair in Pathology | 1,718,062.89 | 1,452,625.92 | 1,401,350.79 | 1,524,013.20 | 4 | 68,580.59 | 58,344.13 | 126,924.72 |  |
| 770030 John L. Plewes Chair in Anesthesiology | 1,286,009.01 | 1,087,238.14 | 1,049,435.37 | 1,140,894.18 | 4 | 51,340.24 | (0.00) | 51,340.24 |  |
| 770031 William E. Brown Professorship of Dentistry | 801,032.11 | 677,221.27 | 653,674.60 | 710,642.66 | 4 | 31,978.92 | 0.00 | 31,978.92 |  |
| 7770032 Shepard Thompson Clingan Chair in Surgery (6/27/96) | 1,113,832.27 | 941,673.94 | 908,933.30 | $988,146.50$ | 4 | 44,466.59 | 0.00 | 44,466.59 |  |
| 770033 Hillcrest Chair of Obstetrics and Gynecology (Tulsa) | 738,376.23 | 624,249.74 | 602,544.87 | 655,056.95 | 4 | 29,477.56 | 0.00 | 29,477.56 |  |
| 770034 Gore Prof of Otorhinolaryngology | 620,616.33 | 524,691.31 | 506,448.03 | 550,585.22 | 4 | 24,776.34 | 0.00 | 24,776.34 |  |
| 770035 Ed Miller Chair in Molecular Biology (formerly MOST) | 1,435,538.73 | 1,167,532.57 | 1,126,938.00 | 1,243,336.43 | 4 | 55,950.14 | 25,145.87 | 81,096.01 |  |
| 770036 William K. Warren Chair of Diabetes Studies | 1,585,125.78 | 1,340,135.13 | 1,293,587.53 | 1,406,282.81 | 4 | 63,282.73 | 0.00 | 63,282.73 |  |
| 770037 Alfred M. Shideler Professorship of Pathology | 414,569.16 | 350,495.70 | 338,332.51 | 367,799.13 | 4 | 16,550.96 | (0.00) | 16,550.96 |  |
| 770038 Herbert\&Dorothy Langsam Chr in Geriatric Pharmacy (11/12 | 682,982.63 | 569,708.77 | 527,034.68 | 593,242.03 | 4 | 26,695.89 | 9,676.89 | 36,372.78 |  |
| 770039 Edward L. Gaylord Chair in Ophthalmology | 1,281,880.75 | 1,083,747.97 | 1,046,066.55 | 1,137,231.76 | 4 | 51,175.43 | (0.00) | 51,175.43 |  |
| 770040 James P. Luton Chair in Ophthalmology | 647,494.87 | 547,415.38 | 528,382.00 | 574,430.75 | 4 | 25,849.38 | 0.00 | 25,849.39 |  |
| 770041 Reba McIntire Chair in Neonatal Research \#5 (formerly \#3) | 950, 193.94 | 803,328.04 | 775,396.70 | 842,972.89 | 4 | 37,933.78 | 0.00 | 37,933.78 |  |
| 770042 Jordan/Heartland Professorship of Pathology Housestaff Educ: | 469,817.39 | 402,848.29 | 397,767.71 | 423,477.79 | 4 | 19,056.50 | 2,614.16 | 21,670.66 |  |
| 770043 G. Rainey Williams Research Professorship | 506,993.68 | 428,630.64 | 413,727.35 | 449,783.89 | 4 | 20,240.28 | (0.00) | 20,240.27 |  |
| 770044 Kathryn G. and Doss Owen Lynn M.C. Chair in Neurology | 638,341.54 | 539,676.84 | 520,912.53 | 566,310.30 | 4 | 25,483.96 | (0.00) | 25,483.96 |  |
| 770045 G. Rainey Williams, M.D. Chair in Surgical Breast Oncology | 2,677,508.70 | 2,263,661.89 | 2,184,955.41 | 2,375,375.33 | 4 | 106,891.89 | (0.00) | 106,891.89 |  |
| 770046 Rainbolt Family Chair in Child Psychiatry | 505,214.10 | 427,134.14 | 412,280.24 | 448,209.50 | 4 | 20,169.43 | (0.00) | 20,169.43 |  |
| 770047 Donald W. Reynolds Professorship of Geriatrics | 1,314,857.66 | 1,099,265.66 | 1,061,045.18 | 1,158,389.50 | 4 | 52,127.53 | 6,739.72 | 58,867.24 |  |
| 770048 Esther \& Ted Greenberg Professorship of Neurosurgery | 868,508.84 | 738,774.20 | 789,569.22 | 798,950.75 | 4 | 35,952.78 | 0.00 | 35,952.79 |  |
| 770049 Jill Pitman Jones Professorship of Physical Therapy | 388,722.12 | 332,786.50 | 341,422.36 | 354,310.33 | 4 | 15,943.96 | (0.00) | 15,943.96 |  |
| 770050 M.G. McCool Chair in Ophthalmology | 525,817.71 | 444,545.72 | 429,095.54 | 466,486.32 | 4 | 20,991.88 | (0.00) | 20,991.88 |  |
| 770051 Founders \& Associates Professorship of Family Medicine | 260,890.78 | 220,566.43 | 212,897.43 | 231,451.55 | 4 | 10,415.32 | 0.00 | 10,415.32 |  |
| 770052 James Carter Todd Professorship of Cancer Research | 514,886.50 | 433,791.38 | 418,708.65 | 455,795.51 | 4 | 20,510.80 | 824.40 | 21,335.20 |  |
| ${ }_{770053}^{770054}$ Lorene Cooper Hasbrouck Professorship of Rural Health | 404,445.82 | 341,933.07 | 330,047.18 | 358,808.69 | 4 | 16,146.39 | 0.00 | 16,146.39 |  |
| 770054 Mary Louise Todd Professorship of Cardiovascular Research | 558,710.11 | 485,400.28 | 449,041.33 | 497,717.24 | 4 | 22,397.28 | 705.30 | 23,102.57 |  |
| 7770056 CHF (formerly CMRI) \#8/Paula Milburn Miller Chair I Pediat | 1,319,691.70 | 1,115,714.69 | 1,076,921.81 | 1,170,776.07 | 4 | 52,684.92 | 0.00 | 52,684.92 |  |
| 770059 CHF (formerly CMMI) Griffin Family Chair in_Gastroenterolos | 736, 894.95 | 623,468.71 | 624,780.31 | 661.714.66 | 4 | 29,:777.16 | 0.00 | 29,777.16 |  |


| 770060 Russell J. Stratton Professorship of Dentistry | 536,551.38 | 453,619.78 | 437,847.62 | 476,006.26 | 4 | 21,420.28 | (0.00) | 21,420.28 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 770061 The Morningside Endowed Leadership (Hillcrest) Chair in Mer | 1,111,975.25 | 940,103.75 | 907,416.79 | 986,498.60 | 4 | 44,392.44 | (0.00) | 44,392.44 |  |
| 770062 OK State Assoc. of Pathologists Professorship in Pathology | 334,484.35 | 286,230.81 | 289,321.84 | 303,345.67 | 4 | 13,650.55 | (0.00) | 13,650.55 |  |
| 770063 formerly Brumback | 252,359.57 | 213,373.15 | 209,315.54 | 225,016.09 | 4 | 10,125.72 | (0.00) | 10,125.72 |  |
| 770064 Dr. Henry Freede Chair in Orthopedic Surgery | 529,092.92 | 447,314.13 | 431,761.22 | 469,389.42 | 4 | 21,122.52 | 0.00 | 21,122.53 |  |
| 770065 CHF (formerly CMRI) \#6/Jean Gumerson Endowed Chair in C | 986,599.76 | 834,109.79 | 805,117.33 | 875,275.62 | 4 | 39,387.40 | (0.00) | 39,387.40 |  |
| 770066 A, Earl and Frances Ziegler Prof. In Nursing | 750,400.69 | 610,305.54 | 564,590.55 | 641,765.59 | 4 | 28,879.45 | 19,007.77 | 47,887.22 |  |
| 770067 CHF (formerly CMRI) /Shaun Walters Pediatric Research \#7 | 1,712,432.16 | 1,447,751.58 | 1,397,414.01 | 1,519,199.25 | 4 | 68,363.97 | (0.00) | 68,363.96 |  |
| 770068 Warren Crosby Chair in Obstetrics \& Gynecology | 578,621.06 | 489,186.99 | 472,178.19 | 513,328.75 | 4 | 23,099.79 | 0.00 | 23,099.80 |  |
| 770069 Chair in Neurosciences | 508,089.84 | 429,557.44 | 414,622.85 | 450,756.71 | 4 | 20,284.05 | (0.00) | 20,284.05 |  |
| 770070 Donald W. Reynolds Chair of Geriatrics \#2 | 1,154,433.76 | 976,000.19 | 942,070.23 | 1,024,168.06 | 4 | 46,087.56 | (0.00) | 46,087.56 |  |
| 770071 Donald W. Reynolds Chair in Geriatrics \#3 | 1,153,564.40 | 975,272.10 | 941,385.29 | 1,023,407.26 | 4 | 46,053.33 | (0.00) | 46,053.33 |  |
| 770072 Donald W. Reynolds Chair in Geriatrics \#4 | 1,295,158.83 | 1,122,520.36 | 1,053,817.05 | 1,157,165.41 | 4 | 52,072.44 | (0.00) | 52,072.44 |  |
| 770073 Donald W. Reynolds Chair in Geriatrics \#5 | 1,130,746.17 | 955,973.52 | 922,735.78 | 1,003,151.83 | 4 | 45,141.83 | (0.00) | 45,141.83 |  |
| 770074 Paul E. Tietze, M.D. Chair in Family Medicine | 939,917.29 | 822,538.19 | 760,925.89 | 841,127.12 | 4 | 37,850.72 | (0.00) | 37,850.72 |  |
| 770075 The Henry J. Freede, M.D. Professorship in Medical-Surgical | 624,481.07 | 527,958.79 | 509,602.36 | 554,014.07 | 4 | 24,930.63 | 0.00 | 24,930.63 |  |
| 770076 Edward and Helen Bartlett Foundation Chair in Public Healtl | 610,347.94 | 503,968.80 | 486,438.68 | 533,585.14 | 4 | 24,011.33 | 6,599.66 | 30,610.99 |  |
| 770078 CHF (formerly CMRI) Paticia Browne Chair in Pediatrics \#11 (pu | 1,750,622.11 | 1,480,038.72 | 1,428,578.46 | 1,553,079.76 | 4 | 69,888.59 | (0.00) | 69,888.59 |  |
| 770080 CHF (formerly CMR1) \#12 (public) Wal-Mart/Sam's Club Chair in | 1,295,617.56 | 1,096,779.31 | 1,136,447.50 | 1,176,281.46 | 4 | 52,932.67 | 0.00 | 52,932.67 |  |
| 770082 CMIR \#13 (public) Tripp Lewallen | 1,494,970.70 | 1,215,868.96 | 1,124,794.19 | 1,278,544.62 | 4 | 57,534.51 | 45,769.72 | 103,304.22 |  |
| 770084 CHF (formerly CMRI) \#14, Chair in Pediatrics-College of Medicin | 850,555.07 | 719,089.77 | 694,087.42 | 754,577.42 | 4 | 33,955.98 | 0.00 | 33,955.99 |  |
| 770085 Virginia Kerley Cade Chair in Cancer Treatment 6/02 | 1,525,408.66 | 1,293,754.03 | 1,263,159.93 | 1,360,774.21 | 4 | 61,234.84 | (0.00) | 61,234.84 |  |
| 770086 Dr. \& Mrs. WW Kerley \& Mr. \& Mrs. Cash Cade Chair in Ca | 1,347,177.55 | 1,138,988.04 | 1,099,955.18 | 1,195,373.59 | 4 | 53,791.81 | (0.00) | 53,791.81 |  |
| 770087 Presbyterian Health Foundation Chair in Otorhinolaryngolog, | 1,398,669.95 | 1,176,869.41 | 1,126,447.27 | 1,233,995.54 | 4 | 55,529.80 | 5,336.90 | 60,866.70 |  |
| 770088 The Donald Welk, DDS Professorship in Restorative Dentistry | 303,637.77 | 256,706.26 | 247,780.70 | 269,374.91 | 4 | 12,121.87 | 0.00 | 12,121.87 |  |
| 770089 CHF (formerly CMRI) \#9/Dewayne Murcer Endowed Chair in | 1,281,848.74 | 1,042,535.55 | 964,444.33 | 1,096,276.20 | 4 | 49,332.43 | 63,431.55 | 112,763.98 |  |
| 770090 The C. S. Lewis Jr., M.D. Professorship on Internal Medicine- | 332,310.26 | 280,994.41 | 279,312.34 | 297,539.00 | 4 | 13,389.26 | (0.00) | 13,389.25 |  |
| 770091 Elizabeth Merrick Coe Chair in Breast Imaging | 682,633.97 | 577,153.00 | 563,607.51 | 607,798.16 | 4 | 27,350.92 | 0.00 | 27,350.92 |  |
| 770093 CHF (formerly CMRI) \#15 Edith Kinney Gaylord Chair in Pediatric | 1,181,320.63 | 998,730.80 | 964,005.24 | 1,048,018.89 | 4 | 47,160.85 | (0.00) | 47,160.85 |  |
| 770094 Donald W. Reynolds Chair in Geriatrics \#6 | 1,167,579.96 | 987,870.36 | 965,903.31 | 1,040,451.21 | 4 | 46,820.30 | (0.00) | 46,820.30 |  |
| 770095 Donald W. Reynolds Chair in Geriatrics \#7 | 1,053,57.22 | 890,756,74 | 859,989,94 | 934,774.63 | 4 | 42,064.86 | 0.00 | 42,064.86 |  |
| 770096 Donald W. Reynolds Chair in Geriatrics \#8 | 1,12,466.80 | 954,007.67 | 923,742.50 | 1,001,738.99 | 4 | 45,078.25 | 0.00 | 45,078.26 |  |
| 770097 Donald W. Reynolds Chair in Geriatrics \#9 | 1,078, 114,39 | 911,491.29 | 879,873.60 | 956,493.09 | 4 | 43,042.19 | 0.00 | 43,042.19 |  |
| 770098 Donald W. Reynolds Chair in Geriatric \#10 | 1,353,941.68 | 1,150,107.11 | 1,178,606.92 | 1,227,551.90 | 4 | 55,239.84 | 0.00 | 55,239.84 |  |
| 770102 CHF (formerly CMRI)\#16JJames Paul Linn Chair in Pediatrics (Public) | 1,202,814,49 | 1,016,902.54 | 981,545.61 | 1,067,087.55 | 4 | 48,018.94 | 0.00 | 48,018.94 |  |
| 770103 Will and Helen Webster Chair in Arthythmia Research | 1,22, ,136.51 | 1,033,238.04 | 997,312.83 | 1,084,229.12 | 4 | 48,790.31 | 0.00 | 48,790.31 |  |
| 770104 Stuart Colter Miller Professorship in Allied Health | 393,775.20 | 332,911.68 | 321,336.49 | 349,341.12 | 4 | 15,720.35 | 0.00 | 15,720.35 |  |
| 770105 Paul H. \& Doris Eaton Travis Chair in Endocrinology | 1,42,216,96 | 1,26, ,31.84 | 1,299,968.89 | 1,351,739.23 | 4 | 60,828.27 | (0.00) | 60,828.26 |  |
| 770106 Paul H. \& Doris Eaton Travis Chair in Thoracic Surgery | 1,17,456,03 | 994,598.16 | 966,711.76 | 1,045,921.98 | 4 | 47,066.49 | 0.00 | 47,066.49 |  |
| 770107 The Founders and Associates Endowed Chair in Family Medicine | 538,397.67 | 455,181.10 | 439,360.63 | 477,646.47 | 4 | 21,494.09 | (0.00) | 21,494.09 |  |
| 770108 Nancy Gullatt Professorship in Speech Pathology | 352,043.50 | 297,767.03 | 299,306.10 | 316,372.21 | 4 | 14,236.75 | 0.00 | 14,236.75 |  |
| 770109 Chair in Hematology | 1,269,284,99 | 1,073,106.12 | 1,035,820.31 | 1,126,070.47 | 4 | 50,673.17 | 0.00 | 50,673.17 |  |
| 770110 Thomas Acres Chair in Ophthalmology (formerly Low Vision Rehab) | 1,26,169.15 | 1,067,949,45 | 1,031,058.01 | 1,120,725.53 | 4 | 50,432.65 | 0.00 | 50,432.65 |  |
| 770111 Elam-Plowman Professorship in Physical Therapy | 481,394,82 | 391,521.40 | 377,908.38 | 416,941.54 | 4 | 18,762.37 | 8,432.44 | 27,194.81 |  |
| 770112 John Flack Burton M.D. Professorship in Medical Humanities | 469,490,27 | 385,654.26 | 360,811.62 | 405,318.72 | 4 | 18,239.34 | 15,266.82 | 33,506.16 |  |
| 770113 Harris Family Foundation Surgery Library Professorship | 421,005.68 | 348,168.58 | 328,392.02 | 365,855.43 | 4 | 16,463.49 | 8,350.14 | 24,813.64 |  |
| 770114 John H. Holliman Professorship of Pathology Undergrad Medical Ed. | 481,334,94 | 411,074.03 | 405,252.59 | 432,553.85 | 4 | 19,464.92 | 4,053.48 | 23,518.40 |  |
| 770115 Harry Wilkins Chair in Neurosurgery | 55,664,99 | 470,624.55 | 454,261.15 | 493,850.23 | 4 | 22,223.26 | 0.00 | 22,223.26 |  |
| 770116 Bob G. Eaton Chair in Radiological Sciences | 672,966.69 | 568,953.58 | 549,181.83 | 597,034.03 | 4 | 26,866.53 | (0.00) | 26,866.53 |  |
| 770117 The H. T. Shillingburg, D.D.S. Professorship in Fixed Prosthodontics | 386,477,93 | 326,742.30 | 315,381.63 | 342,867.29 | 4 | 15,429.03 | 0.00 | 15,429.03 |  |
| 770118 Chair in Gynecologic Oncology | 752,872.32 | 628,570.53 | 606,720.27 | 662,721.04 | 4 | 29,822.45 | 4,326.16 | 34,148.61 |  |
| 770119 Stewart Wolf Chair Internal Medicine | 1,464,010.50 | 1,237,722.19 | 1,196,037.59 | 1,299,256.76 | 4 | 58,466.55 | 0.00 | 58,466.55 |  |
| 770120 Professorship of Psychiatric Education | 324,018.45 | 273,924,42 | 267,883.04 | 288,608.64 | 4 | 12,987.39 | (0.00) | 12,987.39 |  |
| 770121 Endowed Chair for the College of Pharmacy | 1,106,398.66 | 899,840.91 | 832,438.25 | 946,225.94 | 4 | 42,580.17 | 49,712.04 | 92,292.21 |  |
| 770122 Oxley Foundation Chair in Program for Assertive Community Treatme | 1,242,806.05 | 1,057,278.89 | 980,023.85 | 1,093,369.60 | 4 | 49,201.63 | 6,109.92 | 55,311.56 |  |
| 770123 Robert G. Gordon, Jr. Chair in Surgery | 595,010.60 | 50,043.31 | 485,552.72 | 527,868.88 | 4 | 23,754.10 | (0.00) | 23,754.10 |  |
| 770124 Endowed Professorship in Developmental Disabilities | 343,986.84 | 290,97.69 | 293,486,49 | 309,484.01 | 4 | 13,926.78 | 0.00 | 13,926.78 |  |
| 770125 Chair in Perinatal Research | 874,711.03 | 739,549,44 | 714,426.23 | 776,228.90 | 4 | 34,930.30 | 0.00 | 34,930.30 |  |
| 770126 Robert and Doris Klabzuba Chair in Nursing (transfer from OU acct ful | 334,106.11 | 282,806.94 | 292,387.74 | 303,100.26 | 4 | 13,639.51 | 0.00 | 13,639.51 |  |
| 770127 CHF (formerly CMRI)E.L. \& Thelma Gaylord Research Chair in Hemat | 1,02, 639.25 | 869,647.57 | 839,413.65 | 912,566.82 | 4 | 41,065.51 | 0.00 | 41,065.51 |  |
| 770128 Samuel Nobel Foundation Chair in Cancer Research | 1,937,077.26 | 1,637,622.19 | 1,580,701.27 | 1,718,443.57 | 4 | 77,329.96 | 0.00 | 77,329.96 |  |
| 770129 CHF (formerly CMRI)/Chickasaw Nation Research Chair for Pediatric 1 | 1,141,199.41 | 965,531.33 | 933,709.83 | 1,013,480.19 | 4 | 45,606.61 | (0.00) | 45,606.61 |  |
| 770130 Chickasaw Nation Chair in Diabetes | 1,391,845,39 | 1,13,996.51 | 1,047,204,21 | 1,190,348.70 | 4 | 53,565.69 | 44,413.41 | 97,979.10 |  |
| 770131 Rainbolt Family Chair in Cancer Research | 2,24,996.25 | 1,894,654.28 | 1,829,317.56 | 1,988,322.70 | 4 | 89,474.52 | (0.00) | 89,474.52 |  |
| 770132 Choctaw Nation Chair in Adult Endocrinology | 617,082.60 | 502,387.03 | 485,814,65 | 535,094.76 | 4 | 24,079.26 | 10,767.46 | 34,846.72 |  |
| 770133 Don W. Reynolds Chair in Aging Research \#1 | 1,123,160.91 | 949,560.94 | 916,550.41 | 996,424.09 | 4 | 44,839.08 | 0.00 | 44,839.08 |  |
| 770134 Don W. Reynolds Chair in Aging Research \#2 | 1,112,162.33 | 940,313.86 | 908,476.59 | 986,984.26 | 4 | 44,414.29 | 0.00 | 44,414.29 |  |
| 770135 Don W. Reynolds Chair in Aging Research \#3 | 1,122,249,49 | 948,790.19 | 915,802.47 | 995,614.05 | 4 | 44,802.63 | 0.00 | 44,802.63 |  |
| 770136- Don W_Reynolds Chair in Aging Research \# \# | 1,151,079.77 | 973,551.39 | 940,577.57 | 1,021,736.24 | 4 | -45,978.13 | 0.00 | 45,978.13 |  |


| 770137 Nancy Johnston Records Chair in Oncology | 2,951,638.09 | 2,497,516.47 | 2,436,588.04 | 2,628,580.87 | 4 | 118,286.14 | 0.00 | 118,286.14 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 770138 Jim and Christy Everest Chair in Cancer Research | 2,616,767.27 | 2,214,144.74 | 2,139,419,77 | 2,323,443.93 | 4 | 104,554.98 | 0.00 | 104,554.98 |  |
| 770139 Jimand Christy Everest Chair in Cancer Development \& Therapy Ress | 580,014.62 | 490,365.16 | 473,315.39 | 514,565.06 | 4 | 23,155.43 | 0.00 | 23,155.43 |  |
| 770140 Harold Hamm Chair in Adult Diabetes Research | 1,544,094.23 | 1,32,439.42 | 1,221,531.79 | 1,362,021.81 | 4 | 61,290.98 | 24,700.38 | 85,991.37 |  |
| 770141 Harold Hamm Chair in Clinical Diabetes Research | 1,260,780.79 | 1,027,137.76 | 993,182.43 | 1,093,700.33 | 4 | 49,216.51 | 21,189.71 | 70,406.23 |  |
| 770142 Harold Hamm Chair in Adult Diabetes Clinical Care | 2,43,317.83 | 1,980,659.13 | 1,832,297.68 | 2,082,758.21 | 4 | 93,724.12 | 91,981.51 | 185,705.63 |  |
| 770143 Presbyterian Health Foundation Professorship in Micro \& Immunolog | 280,611.03 | 237,238.86 | 228,993.07 | 248,947.65 | 4 | 11,202.64 | (0.00) | 11,202.64 |  |
| 770144 CHF (formerly CMRI) Paul and Ann Milbum Endowed Research Chai | 194,790.30 | 158,424.16 | 152,915.82 | 168,710.09 | 4 | 7,591.95 | 3,412.08 | 11,004.03 |  |
| 770145 Virginia Kerley Cade Chair in Cancer Development | 2,248,950.46 | 1,901,532.73 | 1,834,986.10 | 1,995,156.43 | 4 | 89,782.04 | 0.00 | 89,782.04 |  |
| 770146 CHF (formerly CMRI) Choctaw Nation Chair for Pediatric Endocrinolo | 1,123,905.40 | 950,671.19 | 920,782.30 | 998,452.96 | 4 | 44,930.38 | (0.00) | 44,930.38 |  |
| 770147 CHF (formerly CMRI) Epress Personnel Pediatric Emergency Medicir | 1,197,158.10 | 1,013,229.72 | 980,958.27 | 1,063,782.03 | 4 | 47,870.19 | (0.00) | 47,870.19 |  |
| 770148 CHF (formerly CMRI) C.R. Anthony \#2 Pediatric Pulmonology | 811,772.61 | 660,219.71 | 610,765.89 | 694,252.74 | 4 | 31,241.37 | 30,660.50 | 61,901.88 |  |
| 770149 Bozalis-Miller Professorship in Rheumatology, Immunology \& Allergy | 575,441.56 | 486,796.47 | 492, 144.43 | 518,127.49 | 4 | 23,315.74 | (0.00) | 23,315.74 |  |
| 770150 Donna L. Wong Professorship in Pediatric Nursing | 350,158.84 | 29,217.90 | 299,472.15 | 315,282.97 | 4 | 14,187.73 | 0.00 | 14,187.73 |  |
| 770151 Robert W. and Elsie B. Lykins Chair in Anesthesiology | 1,202,315.29 | 1,016,480.09 | 981,133.32 | 1,066,642.90 | 4 | 47,998.93 | 0.00 | 47,998.93 |  |
| 770152 Warren Jackman Chair in Electrophysiology | 865,622.78 | 732,284.21 | 738,611.91 | 778,839.63 | 4 | 35,047.78 | 0.00 | 35,047.79 |  |
| 770153 Sandra K. and David L. Gilliliand Chair in Nuclear Pharmacy | 601,157.64 | 508,240.04 | 490,566.66 | 533,321.45 | 4 | 23,999.47 | 0.00 | 23,999.47 |  |
| 770154 Funnell-Strebel Professorship in Obstetrics \& Gynecology | 310,382.47 | 255,999.87 | 247,425.69 | 271,269.34 | 4 | 12,207.12 | 3,528.05 | 15,735.17 |  |
| 770155 J. Andy Sullivan Chair in Orthopedic Resident Education (formerly De | 664,924,83 | 562,151.10 | 542,603.02 | 589,892.99 | 4 | 26,545.18 | (0.00) | 26,545.18 |  |
| 770156 Ethelyn McElwee Chair in Alhheimer's Disease Research | 1,202,315.29 | 1,016,480.09 | 981,133.32 | 1,066,642.90 | 4 | 47,998.93 | 0.00 | 47,998.93 |  |
| 770157 John H. Saxon III, MD Professorship in Anesthesiology | 300,578.82 | 254,120.02 | 245,283,32 | 266,660.72 | 4 | 11,999.73 | (0.00) | 11,999.73 |  |
| 770158 CHF (formerly CMRI) \#19 Department of Pediatrics - Paul Millurn (Pu | 624,906.13 | 508,240.04 | 490,566.66 | 541,237.61 | 4 | 24,355.69 | 10,946.18 | 35,301.87 |  |
| 770159 Richard T. Anderson Chair in Neuroscience | 685,228.94 | 579,671.43 | 586,039.72 | 616,980.03 | 4 | 27,764.10 | (0.00) | 27,764.10 |  |
| 770160 Joanne I Moore Professorship in Pharamacology | 36,5,512.45 | 293,417.88 | 279,214.54 | 309,714.96 | 4 | 13,937.17 | 7,161.60 | 21,098.78 |  |
| 770161 Harold L. Boyer/Mark Allen Everret Chair in Dermatology | 666,756.56 | 564,163.63 | 545,115.47 | 592,011.89 | 4 | 26,640.53 | 0.00 | 26,640.54 |  |
| 770162 James Park Dewar, M.D. Professorship in Pathology | 326,328.47 | 27,053.63 | 271,628.70 | 291,336.93 | 4 | 13,110.16 | 0.00 | 13,110.16 |  |
| 770163 CHF (formerly CMRI) \#21 Emil Straton, M.D. Endowed Research Cha | 778,908.90 | 633,491.45 | 586,039.72 | 666,146.69 | 4 | 29,976.60 | 26,273.34 | 56,249.94 |  |
| 770164 CHF (formerly CMRI) \#24 Inasmuch Foundation Endowed Research C | 1,012,581.57 | 823,538.88 | 761,851.63 | 865,990.69 | 4 | 38,969.58 | 34,155.34 | 73,124.92 |  |
| 770165 CHF (formerly CMRI) \#25 R.A. Herring/J.R. Seely MD /R.K. Chiles En/ | 778,908.90 | 633,491.45 | 586,039.72 | 666,146.69 | 4 | 29,976.60 | 26,273.34 | 56,249.94 |  |
| 770166 Donald D.Albers, MD Chair in Urology | 1,301,934,99 | 1,101,375.71 | 1,113,475.46 | 1,172,262.05 | 4 | 52,751.79 | (0.00) | 52,751.79 |  |
| 770167 James H. Little, MD Chair in Neurology | 611,715.11 | 526,669.95 | 487,219.69 | 541,868.25 | 4 | 24,384.07 | 0.00 | 24,384.07 |  |
| 770168 CHF (formerly CMRI) \#27/Claire Gordon Duncan Endowed | 601,157.64 | 508,240.04 | 490,566.66 | 533,321.45 | 4 | 23,999.47 | 0.00 | 23,999.47 |  |
| 770169 Libby Warren Blankenship Professorship of Medical Breast Oncolog, | 389,454,45 | 316,745.72 | 293,019.86 | 333,073.34 | 4 | 14,988.30 | 13,136.67 | 28,124.97 |  |
| 770170 Graduate Alumni Chair in Orthodontics (upgrade from Prof.) | 466,366.87 | 394,286.44 | 380,585.88 | 413,746.40 | 4 | 18,618.59 | 0.00 | 18,618.59 |  |
| 770171 CHF (formerly CMRI)/Cash Family Chair in Pediatric Diabetes | 1,242,587.86 | 1,016,480.09 | 981,133.32 | 1,080,067.09 | 4 | 48,603.02 | 18,562.47 | 67,165.49 |  |
| 770172 CHF (formerly CMRI) Arthritis Foundation, OK Chapter Endowed Res | 778,908.90 | 633,491.45 | 586,039.72 | 666,146.69 | 4 | 29,976.60 | 26,273.34 | 56,249.94 |  |
| 770173A Donald W. Reynolds Chair in Aging Reseach \#6 | 1,112,573.00 | 940,630.71 | 908,222.66 | 987,142.12 | 4 | 44,421.40 | 0.00 | 44,421.40 |  |
| 770173A Donald W. Reynolds Chair in Aging Reseach \#6 | 1,238,596.43 | 1,047,249.27 | 1,011,479.11 | 1,099, 108.27 | 4 | 49,459.87 | 0.00 | 49,459.87 |  |
| 770174 Inasmuch Endowed Chair in Cancer Screening Outreach \& Education | 1,231,658.94 | 1,041,815.26 | 1,006,805.92 | 1,093,426.71 | 4 | 49,204.20 | 0.00 | 49,204.20 |  |
| 770175 Professorship of Microbiology | 269,212.74 | 227,602.54 | 219,695.21 | 238,836.83 | 4 | 10,747.66 | (0.00) | 10,747.65 |  |
| 770176-7 Gaylord Foundation Endowed Chair in Cancer Palliative Care | 2,440,586.63 | 2,055,391.99 | 1,984,378.06 | 2,160,118.89 | 4 | 97,205.35 | (0.00) | 97,205.35 |  |
| 770178 Steven E. Moore Chair in Head and Neck Cancer | 1,565,894.47 | 1,323,862.03 | 1,277,814.63 | 1,389, 190.38 | 4 | 62,513.57 | (0.00) | 62,513.57 |  |
| 770179 Gary McKinney Chair in Bone Marrow Diseases | 597,637.79 | 505,665.43 | 488,603.19 | 530,635.47 | 4 | 23,878.60 |  | 23,878.60 |  |
| 770180 Mai Eager Anderson Chair in Cancer Clinical Trials | 1,247,315.52 | 1,054,524.19 | 1,017,844,78 | 1,106,561.50 | 4 | 49,795.27 | 0.00 | 49,795.27 |  |
| 770181 Phil and Fern Ashby Professorship | 370,329,93 | 313,092.72 | 302,213.46 | 328,545.37 | 4 | 14,784.54 | 0.00 | 14,784.54 |  |
| 770183 Louise and Clay Bennett Chair in Cancer | 2,028,334.88 | 1,72,695.63 | 1,718,480.14 | 1,824,170.22 | 4 | 82,087.66 | (0.00) | 82,087.66 |  |
| 770184 Jesus E. Medina MD Chair in Otorhinolaryngology | 662,804.89 | 560,340.12 | 540,443.21 | 587,862.74 | 4 | 26,453.82 | 0.00 | 26,453.83 |  |
| 770185 CHF (formerly CMRI)/Dr. Geoffirey P. Altshuler Founder Endowed Res | 1,524,184.56 | 1,23, $2,28.78$ | 1,146,774.28 | 1,303,529.21 | 4 | 58,658.81 | 51,759.48 | 110,418.29 |  |
| 770186 CHF (formerly CMRI) Harris D. Riley J. MD Endowed Research Chair | 633,317.11 | 535,416.66 | 516,416.43 | 561,716.73 | 4 | 25,277.25 | 0.00 | 25,277.25 |  |
| 770187 CHF (formerly CMRI) Endowed Chair in Pediatric Medical Genetics \#1 | 1,370,457.88 | 1,159,342.84 | 1,172,079.43 | 1,233,960.05 | 4 | 55,528.20 | (0.00) | 55,528.20 |  |
| 770188 CHF (formerly CMRI) Endowed Chair in Pediatric Medical Genetics \#2 | 645,498.84 | 546,229.38 | 558,660.40 | 583,462.87 | 4 | 26,255.83 | (0.00) | 26,255.83 |  |
| 770188A CHF (formerly CMRI) Endowed Research Professorship (split and ren | 632,061.87 | 534,349.99 | 515,376.46 | 560,596.11 | 4 | 25,226.82 | 0.00 | 25,226.83 |  |
| 770189 CHF (formerly CMRI) Endowed Research Professors hip in Pediatrics | 1,402,036.01 | 1,140,284.61 | 1,054,871.49 | 1,199,064.04 | 4 | 53,957.88 | 47,292.00 | 101,249.88 |  |
| Subtotal, OUHSC | 175,684,446.40 | 147,812,055.95 | 142,772,827.82 | 155,423,110.06 |  | 6,994,039.95 | 946,422.38 | 7,940,462.34 |  |
| OU- Tulsa |  |  |  |  |  |  |  |  |  |
| 765001 Gussman Chair in Internal Medicine | 1,119,329,86 | 946,345.78 | 913,789.67 | 993,155.11 | 4 | 44,691.98 | 0.00 | 44,691.98 |  |
| 765002 Julian Rothbaum Chair in Community Health Research | 1,136,316.14 | 960,682.42 | 927,279.95 | 1,008,092.84 | 4 | 45,364.18 | (0.00) | 45,364.18 |  |
| 765003 The Oxley Foundation Chair in Neuoscience Research | 1,141,508.10 | 965,360.69 | 932,808.20 | 1,013,225.66 | 4 | 45,595.15 | 0.00 | 45,595.16 |  |
| 765004 Kaiser Family Foundation Chair in Medical Informatics -formerly \#1 | 1,124,322.99 | 950,542.98 | 917,493.04 | 997,453.01 | 4 | 44,885.39 | 0.00 | 44,885.39 |  |
| 765005 Kaiser Family Foundation Chair in Community Medicine Research- Ch | 1,387,62.52 | 1,134,051.25 | 1,049, 105.04 | 1,190,282.94 | 4 | 53,562.73 | 41,533.49 | 95,096.23 |  |
| 765006 Kaiser Family Foundation Chair in Emergency Medicine - Chair \#3 | 1,134,638.26 | 959,241.58 | 932,152.52 | 1,008,677.45 | 4 | 45,390.49 | (0.00) | 45,390.49 |  |
| 765007 Steven Landgatten Chair in Medical Leadership/Kaiser Family Found | 1,124,323.00 | 950,542.98 | 917,493.05 | 997,453.01 | 4 | 44,885.39 | 0.00 | 44,885.39 |  |
| 765008 George Kaiser Family Foundation in Intemal Medicine formerly Kaisel | 1,201,277.65 | 1,015,74,92 | 1,007,437.75 | 1,074,833.44 | 4 | 48,367.50 | (0.00) | 48,367.50 |  |
| 765009 Hille Foundation Chair in Diabetes | 1,12,323.03 | 950,543.01 | 917,493.07 | 997,453.04 | 4 | 44,885.39 | 0.00 | 44,885.39 |  |
| 765010 George Kaiser Family Foundation Chair in Medical Education (formert | 1,233,543.76 | 1,016,480.09 | 981,133.32 | 1,077,052.39 | 4 | 48,467.36 | 14,393.86 | 62,861.21 |  |
| 765011 George Kaiser Family Foundation Professorship \#7A Public Health, in | 601,157.65 | 508,240.04 | 490,566.66 | 533,321.45 | 4 | 23,999.47 | 0.00 | 23,999.47 |  |
| 765011B George Kaiser_ Family Foundation Professorship \#\#B Public Health, in | 601,157.64 | 508,240.04 | 490.566.66 | 533,321.45 | 4 | 23,999.47 | (0.00) | 23,999.46 |  |


| 765012 George Kaiser Family Foundation in Internal Medicine \#2 formerly Ch | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 765013 George Kaiser Family Foundation Chair in Intemal Medicine \#3 forme | 1,436,932.47 | 1,25,885.01 | 1,172,079.43 | 1,288,632.30 | 4 | 57,988.45 | 0.00 | 57,988.45 |  |
| 765014 George Kaiser Family Foundation Chair in Community Medicine (form | 1,202,315.29 | 1,016,480.09 | 981,133.32 | 1,066,642.90 | 4 | 47,998.93 | 0.00 | 47,998.93 |  |
| 765015 George Kaiser Family Foundation Chair in Obstetrics formerly in Urok | 1,278,381.30 | 1,080,922.80 | 1,072,575.09 | 1,143,959.73 | 4 | 51,478.19 | (0.00) | 51,478.19 |  |
| 765016 George Kaiser Family Foundation Professorship \#12A, Chair in Public | 691,702.47 | 599,349.64 | 566,286.39 | 619,112.83 | 4 | 27,860.08 | (0.00) | 27,860.08 |  |
| 765016B George Kaiser Family Foundation Professorship \#12B, Chair in Public | 691,722.48 | 599,349.65 | 566,286,39 | 619,112.84 | 4 | 27,860.08 | (0.00) | 27,860.08 |  |
| 765017 George Kaiser Family Foundation Chair in Surgery (formerly \#13) | 1,361,052.67 | 1,151,41.69 | 1,158,713.29 | 1,223,725.88 | 4 | 55,067.66 | (0.00) | 55,067.66 |  |
| 765018 George Kaiser Family Foundation Chair in Pediatrics (formerly \#14) | 1,199,73,98 | 1,014,305.41 | 979,100.65 | 1,064,379.02 | 4 | 47,897.06 | (0.00) | 47,897.05 |  |
| 765019 George Kaiser Family Foundation Chair in Psychiatry (formerly \#15) | 1,230,903.05 | 1,028,999.27 | 994,508.11 | 1,084,803.48 | 4 | 48,816.16 | 6,520.29 | 55,336.45 |  |
| 765020 George Kaiser Family Foundation in Obstetrics and Gynecology $\# 2$ fo | 1,391,059.95 | 1,189,573.51 | 1,172,079.43 | 1,250,904.30 | 4 | 56,290.69 | (0.00) | 56,290.69 |  |
| 765021 George Kaiser Family Foundation in Emergency Medicine \#2 formerly | 1,413,814.14 | 1,266,982.90 | 1,172,079.43 | 1,294,292.16 | 4 | 58,243.15 | 0.00 | 58,243.15 |  |
| 765022 George Kaiser Family Foundation in Pediatrics \#2 formerly Chair\#18 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765023 George Kaiser Family Foundation in Medical Informatics \#2 formerly © | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765024 George Kaiser Family Foundation Professorship \#20A, in Clinical Edu | 756,547.25 | 633,491.45 | 586,039.71 | 658,692.80 | 4 | 29,641.18 | 15,966.39 | 45,607.56 |  |
| 765024 B George Kaiser Family Foundation Professorship \#20B, in Clinical Educ | 756,547.10 | 633,491.45 | 586,039.72 | 658,692.76 | 4 | 29,641.17 | 15,966.31 | 45,607.49 |  |
| 765025 George Kaiser Family Foundation Professorship \#21A, in Clinical Edu | 701,373.53 | 603,361.34 | 586,039.71 | 630,258.19 | 4 | 28,361.62 | 0.00 | 28,361.62 |  |
| 765025B George Kaiser Family Foundation Professorship \#21B, in Clinical Educ | 719,500.81 | 603,361.35 | 586,039.72 | 636,300.63 | 4 | 28,633.53 | 8,355.24 | 36,988.77 |  |
| 765026 George Kaiser Family Foundation Professorship \#22AChair in Clinica | 709,440,20 | 615,198.06 | 586,039.71 | 636,892.66 | 4 | 28,660.17 | 0.00 | 28,660.17 |  |
| ${ }^{765026 B}$ George Kaiser Fanily Foundation Professorship \#22B, Chair in Clinic: | 734,054,35 | 615,198.06 | 586,039.72 | 645,097.38 | 4 | 29,029.38 | 11,345.18 | 40,374.56 |  |
| 765027 George Kaiser Family Foundation Professorship \#23A, formerlyChair | 709,300.27 | 614,960.91 | 586,039.71 | 636,766.96 | 4 | 28,654.51 | (0.00) | 28,654.51 |  |
| 7650278 George Kaiser Fanily Foundation Professorship \#23B, formerlyChair i | 737,601.35 | 614,960.92 | 586,039.72 | 646,200.67 | 4 | 29,079.03 | 13,044.55 | 42,123.58 |  |
| 765028 George Kaiser Family Foundation Chair \#24 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765029 George Kaiser Family Foundation Chair \#25 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765030 George Kaiser Family Foundation Professorship \#26A | 778,908.90 | 633,491.45 | 586,039.71 | 666,146.69 | 4 | 29,976.60 | 26,273.33 | 56,249.93 |  |
| 7650308 George Kaiser Family Foundation Professroship \#26B | 778,908.90 | 633,491.45 | 586,039.71 | 666,146.69 | 4 | 29,976.60 | 26,273.34 | 56,249.94 |  |
| 765031 George Kaiser Family Foundation Chair \#27-Moved to Family 765004 | 0.00 | 0.00 | 1,172,079.43 |  | 4 |  |  |  |  |
| 765032 George Kaiser Family Foundation Chairin OU-Tulsa \#28 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765033 George Kaiser Family Foundation Chair in OU-Tulsa \#29 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765034 George Kaiser Family Foundation Chair in OU-Tulsa \#30 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765035 George Kaiser Family Foundation Chair in OU-Tulsa \#31 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765036 George Kaiser Family Foundation Chair in OU-Tulsa \#32 | 1,557,817.79 | 1,266,982.90 | 1,172,079.43 | 1,332,293.37 | 4 | 59,953.20 | 52,546.67 | 112,499.87 |  |
| 765037 Oxley Foundation Endowed Chair in Child \& Adolescent Pscyhiatric I | 1,198,229.92 | 1,013,043.37 | 978,051.52 | 1,063,108.27 | 4 | 47,839.87 | 0.00 | 47,839.87 |  |
| 765038 Oxley Foundation Endowed Chair in Child \& Adolescent Pscyhiatric I | 1,20,086,.64 | 1,014,004.43 | 979,349.23 | 1,064,680.10 | 4 | 47,910.60 | 0.00 | 47,910.61 |  |
| 765039 Oxley Foundation Endowed Chair in Child Psychiatry (fomerly Imagin | 1,202,315.29 | 1,016,480.09 | 981,133.32 | 1,066,642.90 | 4 | 47,998.93 | 0.00 | 47,998.93 |  |
| Sub-Total OUTulsa | 51,418,177.87 | 42,985,279.05 | 42,003,965.42 | 45,078,447.63 |  | 2,028,530.14 | 705,138.68 | 2,733,668.83 |  |
| TOTAL, OU: | 367,919,866.34 | 308,704,174.20 | 296,931,847.27 | 324,127,936.13 |  | 14,585,757.13 | 2,294,586.37 | 16,880,343.50 |  |
|  |  |  |  |  |  |  |  |  |  |
| Oklahoma State University |  |  |  |  |  |  |  |  |  |
| 010001 Wheat Genetics | 1,269,603.08 | 1,070,387.68 | 1,033,132.12 | 1,124,374.29 | 4 | 50,596.84 | 0.00 | 50,596.85 |  |
| 010002 Sun Co. Wheeler Chair in Hydrogeology | 264,720.10 | 215,298.50 | 200,952.06 | 226,990.22 | 4 | 10,214.56 | 6,299.04 | 16,513.60 |  |
| 010003 Kerr McGee Accounting | 534,421.07 | 434,647.98 | 407,466.10 | 458,845.05 | 4 | 20,648.03 | 12,249.19 | 32,897.21 |  |
| 010004 Kerr McGee Chair in Chemical Engineering | 560,548.15 | 474,945.89 | 469,594.91 | 501,696.32 | 4 | 22,576.33 | 0.00 | 22,576.33 |  |
| 010005 Noble Foundation Chair in Web Handling | 1,035,365.84 | 875,516.81 | 838,651.89 | 916,511.51 | 4 | 41,243.02 | (0.00) | 41,243.02 |  |
| 010006 Ardmore - Business Administration | 453,332.15 | 381,994.79 | 368,704.83 | 401,343.92 | 4 | 18,060.48 | (0.00) | 18,060.48 |  |
| 010007 CBA Associates Chair in Business Administration | 566,786.89 | 467,807.49 | 451,550.95 | 495,381.78 | 4 | 22,292.18 | 5,901.28 | 28,193.46 |  |
| 010008 OBA Banking | 604,559.30 | 510,214.45 | 505,046.08 | 539,939.94 | 4 | 24,297.30 | (0.00) | 24,297.30 |  |
| 010009 McCasland Foundation Chair in Veterinary Medicine | 465,169.72 | 392,090.29 | 388,435.01 | 415,231.67 | 4 | 18,685.43 | (0.00) | 18,685.42 |  |
| 010010 Grayce B. Kerr Chair in Mathematics (Public) | 970,845.91 | 819,458.41 | 788,134,23 | 859,479.52 | 4 | 38,676.58 | (0.00) | 38,676.58 |  |
| 010011 Grayce B. Kerr Chair in Mathematics (Private) | 970,845.95 | 819,458.45 | 788,134.27 | 859,479.56 | 4 | 38,676.58 | 15.00 | 38,691.58 |  |
| 010012 Conoco/Dupont - Technology Management | 497,565.94 | 419,537.36 | 404,997.01 | 440,700.10 | 4 | 19,831.50 | 0.00 | 19,831.51 |  |
| 010013 Noble Foundation -Laser Research | 742,847.14 | 604,162.20 | 558,907.38 | 635,305.57 | 4 | 28,588.75 | 18,816.76 | 47,405.51 |  |
| 010014 Bellmon Chair in Optoelectronic Systems \& Devices (Public) | 1,038,958.98 | 856,965.90 | 800,364.73 | 898,763.20 | 4 | 40,444.34 | 21,698.02 | 62,142.37 |  |
| 010015 Bellmon Chair in Optoelectronic Systems \& Devices (Private) | 1,039,533.31 | 857,487.39 | 800,364.71 | 899,128.47 | 4 | 40,460.78 | 21,796.59 | 62,257.37 |  |
| 010016 Hardesty Chair \& Lectureship in Aviation Science | 619,988.28 | 504,240.32 | 466,470.16 | 530,232.92 | 4 | 23,860.48 | 20,244.81 | 44,105.30 |  |
| 010017 AMOCO Chair in Chemical Engineering | 476,077.17 | 401,347.16 | 387,382.08 | 421,602.14 | 4 | 18,972.10 | (0.00) | 18,972.10 |  |
| 010018 Carson Chair in Business Administration | 675,949.47 | 570,280.46 | 551,204,67 | 599,144.87 | 4 | 26,961.52 | (0.00) | 26,961.52 |  |
| 010019 Noble Foundation - Marketing Strategy Chair | 512,052.46 | 431,551.16 | 416,535.53 | 453,379.72 | 4 | 20,402.09 | (0.00) | 20,402.09 |  |
| 010020 Herrington Intelligent Machines \& Robotics Chair | 504,845.57 | 425,946.18 | 415,015.61 | 448,602.46 | 4 | 20,187.11 | 0.00 | 20,187.11 |  |
| 010021 Williams (formerly MAPCO) Chair in Higher Education | 430,778.19 | 363,248.62 | 350,852.77 | 381,626.53 | 4 | 17,173.19 | 0.00 | 17,173.19 |  |
| 010022 OG\&E Chair in Regional Economic Analysis | 503,095.74 | 427,424.01 | 417,499.68 | 449,339.81 | 4 | 20,220.29 | 1,571.67 | 21,791.97 |  |
| 010023 Endowed Chair in Agriculture | 1,173,810.00 | 962,759.81 | 929,632.11 | 1,022,067.31 | 4 | 45,993.03 | 15,983.54 | 61,976.57 |  |
| 010024 Endowed Chair in Veterinary Medicine | 1,101,716.52 | 928,443.69 | 896,149.35 | 975,436.52 | 4 | 43,894.64 | 0.00 | 43,894.65 |  |
| 010025 Albert H. Nelson Chair in Robotics | 523,501.68 | 441,555.03 | 429,651.08 | 464,902.60 | 4 | 20,920.62 | (0.00) | 20,920.62 |  |
| 010026 Stevens (MOST) Chair in Agricultural Biotechnology | 1,930,579.82 | 1,630,186.71 | 1,603,218.30 | 1,721,328.27 | 4 | 77,459.77 | 0.00 | 77,459.77 |  |
| 010027 Endowed Chair in Agriculture II | 763,817.07 | 643,719.26 | 622,012.72 | 676,516.35 | 4 | 30,443.24 | (0.00) | 30,443.24 |  |
| 010028 Cohn Chair in Veterinary Medicine (Mercy Works Donor) | 715,345.12 | 603,263.88 | 589,898.26 | 636,169.09 | 4 | 28,627.61 | (0.00) | 28,627.61 |  |
| 010029 Neustadt Chair in Agriculture Economics | 453,566.84 | 382.388.82 | -369,5911.87 | _ 401.849 .17 |  | -18.083.21 | (0.00) | 18,083.21 | -_-_-_-_-_-_ |


| 010030 Irvin Bollenback Endowed Chair in Wildlife Biology | 821,473.60 | 692,697.87 | 671,036.20 | 728,402.56 | 4 | 32,778.12 | 0.00 | 32,778.12 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 010031 Walter R. Sitlington Endowed Chair in Food \& Fiber Animal . | 2,037, 133.92 | 1,717,531.34 | 1,660,417.77 | 1,805,027.68 | 4 | 81,226.25 | (0.00) | 81,226.24 |  |
| 010032 Walter R. Sitlington Endowed Chair in Veterinary Medicine II | 2,054,969.97 | 1,732,943.02 | 1,688,179.95 | 1,825,364.31 | 4 | 82,141.39 | (0.00) | 82,141.39 |  |
| 010033 William Davis Chair in Human Environmental Sciences | 725,390.74 | 612,170.64 | 605,816.38 | 647,792.59 | 4 | 29,150.67 | 0.00 | 29,150.67 |  |
| 010034 Edward E. Bartlett Endowed Chair in Chemical Engineering | 724,767.75 | 612,127.67 | 592,445.87 | 643,113.76 | 4 | 28,940.12 | (0.00) | 28,940.12 |  |
| 010035 Paul C. Wise Chair in Finance | 1,272,459.28 | 1,073,473.46 | 1,058,099.49 | 1,134,677.41 | 4 | 51,060.48 | (0.00) | 51,060.48 |  |
| 010036 Hannah D. Atkins Professorship of Public Service \& Govt Infc | 546,873.70 | 461,562.86 | 466,255.69 | 491,564.08 | 4 | 22,120.38 | (0.00) | 22,120.38 |  |
| 010037 Sarkey's Professorship in Entomology | 255,565.07 | 215,498.91 | 208,040.47 | 226,368.15 | 4 | 10,186.57 | 0.00 | 10,186.57 |  |
| 010038 Sarkey's Professorship in Agriculture Engineering | 247,322.73 | 208,503.75 | 201,259.83 | 219,028.77 | 4 | 9,856.29 | (0.00) | 9,856.29 |  |
| 010039 Arthur Andersen - Accounting | 221,066.98 | 186,407.13 | 179,944.29 | 195,806.13 | 4 | 8,811.28 | (0.00) | 8,811.27 |  |
| 010040 Maddox Professorship - Chemical Engineering | 293,596.16 | 247,551.58 | 239,088.82 | 260,078.85 | 4 | 11,703.55 | (0.00) | 11,703.55 |  |
| 010041 Centennial Professorship in Engineering - A | 299,683.52 | 246,157.12 | 227,718.70 | 257,853.11 | 4 | 11,603.39 | 9,741.51 | 21,344.90 |  |
| 010042 Noble Foundation Professorship for Tech. Enhanced Learning | 346,154.62 | 291,564.32 | 285,328.95 | 307,682.63 | 4 | 13,845.72 | 399.75 | 14,245.46 |  |
| 010043 Reynolds - Journalism \& Broadcasting | 236,989.52 | 202,142.67 | 189,215.08 | 209,449.09 | 4 | 9,425.21 | 0.00 | 9,425.21 |  |
| 010044 John And Sue Taylor Professorship in Human Environmental | 286,982.37 | 241,920.18 | 233,505.37 | 254,135.97 | 4 | 11,436.12 | 0.00 | 11,436.12 |  |
| 010045 Southwestern Bell Professorship in Mathematics | 227,398.19 | 191,654.25 | 184,987.90 | 201,346.78 | 4 | 9,060.61 | (0.00) | 9,060.60 |  |
| 010046 Southwestern Bell - Electro-Optical Systems (Engineering) | 236,004.34 | 199,044.37 | 202,375.76 | 212,474.82 | 4 | 9,561.37 | (0.00) | 9,561.37 |  |
| 010047 Animal Science Graduates of Distinction | 225,015.89 | 189,690.93 | 183,253.00 | 199,319.94 | 4 | 8,969.40 | (0.00) | 8,969.40 |  |
| 010048 Tom J. Cunningham Chair in Mechanical Engineering | 455,420.76 | 383,951.47 | 370,720.43 | 403,364.22 | 4 | 18,151.39 | 0.00 | 18,151.39 |  |
| 010049 PSO/Allbrecht Naeter in Electrical Engineering | 475,224.79 | 400,830.76 | 387,401.86 | 421,152.47 | 4 | 18,951.86 | (0.00) | 18,951.86 |  |
| 010050 Sarkey's Professorship in Agriculture Sciences | 230,821.79 | 194,616.38 | 187,692.42 | 204,376.87 | 4 | 9,196,96 | 0.00 | 9,196.96 |  |
| 010051 Warth Professorship in Crop Sciences | 218,408.09 | 184,058.73 | 177,902.87 | 193,456.56 | 4 | 8,705.55 | (0.00) | 8,705.54 |  |
| 010052 COM Alumni Professorship in Rural Medicine | 254,412.31 | 213,889.43 | 205,318.99 | 224,540.24 | 4 | 10,104.31 | 810.14 | 10,914.46 |  |
| 010053 P.E. Harrill Professorship in Crop Sciences | 242,156.67 | 204,733.88 | 196,003.64 | 214,298.06 | 4 | 9,643.41 | 0.00 | 9,643.41 |  |
| 010054 W. Paul Miller Professorship of Business Administration | 240,959.76 | 203,294.11 | 200,579.31 | 214,944.39 | 4 | 9,672.50 | 0.00 | 9,672.50 |  |
| 010055 Clarence E. Page Professorship of Aviation Sciences | 535,900.06 | 458,838.80 | 448,557.44 | 481,098.77 | 4 | 21,649.44 | (0.00) | 21,649.44 |  |
| 010056 Krull Professorship in Parasitology | 395,736.76 | 333,568.32 | 328,246.20 | 352,517.09 | 4 | 15,863.27 | (0.00) | 15,863.27 |  |
| 010057 Simplex Professorship in Fire Protection | 243,059.38 | 197,681.70 | 182,874.34 | 207,871.81 | 4 | 9,354.23 | 7,465.29 | 16,819.52 |  |
| 010058 W.P. Wood Professorship for Library Service | 228,240.62 | 190,733.93 | 184,368.61 | 201,114.39 | 4 | 9,050.15 | 1,022.44 | 10,072.59 |  |
| 010059 Doris Neustadt Professorship for Library Science (Public) | 251,970.86 | 213,621.12 | 209,039.73 | 224,877.24 | 4 | 10,119.48 | 608.56 | 10,728.03 |  |
| 010060 Doris Neustadt Professorship for Library Science (Private) | 244,180.21 | 207,027.39 | 202,593.90 | 217,933.83 | 4 | 9,807.02 | 596.91 | 10,403.94 |  |
| 010061 Santelmann/Warth Endowed Prof. in Agronomy (Private) | 206,367.65 | 174,293.30 | 167,293.48 | 182,651.47 | 4 | 8,219.32 | 0.00 | 8,219.32 |  |
| 010062 Santleman/Warth Professorship of Agronomy (Public) | 214,643.41 | 181,280.91 | 174,004.86 | 189,976.40 | 4 | 8,548.94 | 0.00 | 8,548.94 |  |
| 010063 McCasland Foundation Professorship in Veterinary Medicine | 249,475.96 | 210,332.19 | 203,056.36 | 220,954.84 | 4 | 9,942.97 | (0.00) | 9,942.97 |  |
| 010064 Puterbaugh Professorship for Library Science (12/31/93) | 363,516.49 | 306,477.02 | 296,111.60 | 322,035.04 | 4 | 14,491.58 | (0.00) | 14,491.58 |  |
| 010065 Wilton T. Anderson Professorship of Accounting (12/2/93) | 214,432.28 | 180,916.65 | 174,752.67 | 190,033.87 | 4 | 8,551.52 | (0.00) | 8,551.52 |  |
| 010066 Oscar S. Gellein/Deloitte \& Touche Prof. in Accounting (3/94) | 209,899.54 | 176,910.70 | 170,757.48 | 185,855.91 | 4 | 8,363.52 | 0.00 | 8,363.52 |  |
| 010067 Wayman \& Donna Spence Professorship in Wellness | 223,868.18 | 186,111.14 | 181,211.74 | 197,063.69 | 4 | 8,867.87 | 1,970.45 | 10,838.31 |  |
| 010068 V. Brown Monnett Professorship in Geology (Private) | 317,951.05 | 261,352.74 | 249,158.01 | 276,153.93 | 4 | 12,426.93 | 6,461.96 | 18,888.88 |  |
| 010069 V. Brown Monnett Professorship in Geology (Public) | 824,960.36 | 678,023.41 | 645,870.07 | 716,284.61 | 4 | 32,232.81 | 16,513.67 | 48,746.48 |  |
| 010070 Vaughn Foundation Professorship in Number Theory (Private | 115,172.46 | 97,134.03 | 93,905.24 | 102,070.58 | 4 | 4,593.18 | (0.00) | 4,593.18 |  |
| 010071 Vaughn Foundation Professorship in Number Theory (Public) | 215,364.47 | 181,632.82 | 175,590.08 | 190,862.46 | 4 | 8,588.81 | (0.00) | 8,588.81 |  |
| 010072 Equine Sports Medicine Professorship | 795,176.43 | 670,105.94 | 646,795.16 | 704,025.84 | 4 | 31,681.16 | 1,000.00 | 32,681.16 |  |
| 010073 Norris Profesorship of Humanities | 305,750.36 | 257,640.36 | 248,675.79 | 270,688.84 | 4 | 12,181.00 | (0.00) | 12,181.00 |  |
| 010074 Lanphere Professorship in Hotel and Restaurant Administrati | 259,209.55 | 220,521.43 | 213,827.76 | 231,186.25 | 4 | 10,403.38 | 1,529.01 | 11,932.39 |  |
| 010075 Endowed Professorship in Animal Medicine | 676,549.44 | 550,241.87 | 523,278.91 | 583,356.74 | 4 | 26,251.05 | 13,957.96 | 40,209.01 |  |
| 010076 Fleming Professorship of Management Technology | 189,957.50 | 160,278.69 | 159,744.70 | 169,993.63 | 4 | 7,649.71 | 0.00 | 7,649.71 |  |
| 010077 Carroll M. Leonard Professorship (6/30/95) | 214,311.84 | 183,874.13 | 170,101.02 | 189,429.00 | 4 | 8,524.30 | 1,566.11 | 10,090.41 |  |
| 010078 Maciula Professorship in Engineering (9/5/97) | 160,572.43 | 130,594.56 | 120,812.36 | 137,326.45 | 4 | 6,179.69 | 4,849.76 | 11,029.45 |  |
| 010079 M.R. Lohman Professorship in Engineering | 350,209.24 | 284,827.35 | 325,540.57 | 320,192.39 | 4 | 14,408.66 | 6,796.24 | 21,204.89 |  |
| 010080 Richard W. Poole Professorship for Excellence (Business) | 324,823.36 | 264,180.86 | 244,392.37 | 277,798.86 | 4 | 12,500.95 | 9,903.32 | 22,404.26 |  |
| 010081 Mel and Mary Jones Professorship in Plant Genetics | 137,439.92 | 115,828.82 | 111,800.02 | 121,689.59 | 4 | 5,476.03 | (0.00) | 5,476.03 |  |
| 010082 Norman and Suzanne Myers Chair in Business | 526,503.38 | 443,846.53 | 428,787.06 | 466,378.99 | 4 | 20,987.05 | (0.00) | 20,987.05 |  |
| 010083 Kerr Foundation Chair in Biomedical Laser and Biphonotics F | 506,454.79 | 426,932.38 | 412,094.70 | 448,493.96 | 4 | 20,182.23 | (0.00) | 20,182.23 |  |
| 010084 Bill Fitzwater Cooperative Chair in Ag. Economics | 1,076,859.49 | 904,813.02 | 881,079.83 | 954,250.78 | 4 | 42,941.29 | 8,226.63 | 51,167.91 |  |
| 010085 Robert Sirney Prof. Ag. Biochemistry (MOST Optical) | 267,181.79 | 225,278.53 | 217,442.59 | 236,634.30 | 4 | 10,648.54 | (0.00) | 10,648.54 |  |
| 010086 Wayne and Jean Huffine Prof. Turfgrass (MOST Optical) | 264,047.74 | 222,700.81 | 215,203.45 | 233,984.00 | 4 | 10,529.28 | (0.00) | 10,529.28 |  |
| 010087 W. Haskell Cudd Professorship in Business | 289,079.63 | 243,707.45 | 241,338.11 | 258,041.73 | 4 | 11,611.88 | (0.00) | 11,611.88 |  |
| 010088 Professorship in Structural and Household Pest Control/urbar | 525,010.86 | 445,742.45 | 431,006.97 | 467,253.43 | 4 | 21,026.40 | 0.00 | 21,026.41 |  |
| 010089 Ricks-Rapp Professorship in Musculoskeletal Research | 285,662.20 | 240,868.64 | 232,492.19 | 253,007.68 | 4 | 11,385.35 | (0.00) | 11,385.34 |  |
| 010090 Sparks Endowed Chair in Agriculture | 1,241,929.66 | 1,041,911.61 | 1,003,835.98 | 1,095,892.42 | 4 | 49,315.16 | 8,969.97 | 58,285.13 |  |
| 010091 Glenn Bullock Endowed Professorship in Equine Reproduction | 266,505.25 | 224,665.75 | 217,075.71 | 236,082.24 | 4 | 10,623.70 | (0.00) | 10,623.70 |  |
| 010092 Watson Chair in Financial Risk Management | 1,055,509.47 | 882,081.01 | 854,085.90 | 930,558.79 | 4 | 41,875.15 | 14,193.07 | 56,068.21 |  |
| 010093 Christine Salmon Endowed Professorship in Interior Design | 317,531.17 | 270,010.20 | 255,329.60 | 280,956.99 | 4 | 12,643.06 | (0.00) | 12,643.06 |  |
| 010094 Endowed Chair in Geophysics | 325,829.79 | 274,601.16 | 265,348.44 | 288,593.13 | 4 | 12,986.69 | 0.00 | 12,986.69 |  |
| 010095 Heath Endowed Professorship in Journalism | 471,811.26 | 394,625.06 | 371,944.96 | 412,793.76 | 4 | 18,575.72 | 4,272.41 | 22,848.13 |  |
| 010096 Browning Professorship in Agriculture 6/02 | 400,257.42 | 337,665.28 | 326,556.03 | 354,826.24 | 4 | 15,967.18 | 0.00 | 15,967.18 |  |
| 010097 Williams Chair in Information Technology (OSU-Tulsa) 6/02 | 1,620,818.02 | 1,352,037.39 | 1,366,736.23 | 1,446,530.55 | 4 | 65,093.87 | 10,426.66 | 75,520.54 |  |
| -010098 Fran D. Jabara Professorship in Entrepreneurship Studies | _1,331,231.96 | 1,181,487.48 | 1,2922,988.06 | 1,201, 202.50 | 4 | -54,085.61 | 0.00 | 54,085.61 |  |


| 010099 Don Bratain Endowed Professorship in Business | 394,317.61 | 344,708.55 | 324,514.91 | 354,513.69 | 4 | 15,953.12 | 0.00 | 15,953.12 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 010100 Spears Chair in Business Administration | 3,378,417.71 | 2,846,975.17 | 2,747,915.08 | 2,991,102.65 | 4 | 134,599.62 | 0.00 | 134,599.62 |  |
| 010101 Francis Tuttle Professorship in Occupational and Adult Education | 776,420.99 | 631,468.02 | 584,167.85 | 664,018.95 | 4 | 29,880.85 | 23,812.88 | 53,693.74 |  |
| 010102 Glenn M. Stinchcomb Family Professorship | 424,916.58 | 358,558.78 | 346,665.88 | 376,713.75 | 4 | 16,952.12 | 0.00 | 16,952.12 |  |
| 010103 Breedlove Professorship in Agribusiness | 740,642.58 | 624,322.64 | 602, 877.46 | 655,946.23 | 4 | 29,517.58 | 0.00 | 29,517.58 |  |
| 010104 Bryan Close Endowed Professorship | 381,087.49 | 327,745.31 | 307,234,08 | 338,688.96 | 4 | 15,241.00 | (0.00) | 15,241.00 |  |
| 010105 Hyle Family Endowed Professorship | 402,009.80 | 344,347.28 | 328,208.19 | 358,188.42 | 4 | 16,118.48 | (0.00) | 16,118.48 |  |
| 010106 Morsani Endowed Chair in Math, Science and Tech. Education | 1,383,399.26 | 1,173,888.97 | 1,144,477.07 | 1,233,911.77 | 4 | 55,526.03 | 0.00 | 55,526.03 |  |
| 010107 Atthur L. Reed Chair | 1,177,130.77 | 1,004,884.55 | 963,954,29 | 1,048,656.54 | 4 | 47,189.54 | (0.00) | 47,189.54 |  |
| 010108 Totusek Chair in Animal Science | 588,001.21 | 495,669.58 | 478,612.39 | 520,761.06 | 4 | 23,434.25 | (0.00) | 23,434.25 |  |
| 010109 White Animal Science Chair | 587,744.13 | 483,988.70 | 463,946.00 | 511,892.94 | 4 | 23,035.18 | 7,595.37 | 30,630.55 |  |
| 010110 Peggy Layman Welch Chair | 661,852.96 | 558,284.61 | 564,958.22 | 595,031.93 | 4 | 26,776.44 | (0.00) | 26,776.43 |  |
| 010111 Sports Media Professorship | 599,366.15 | 504,218.09 | 486,671.17 | 529,751.81 | 4 | 23,838.83 | 0.00 | 23,838.83 |  |
| 010112 Judy Johnson Professorship in Accounting | 282,766.33 | 238,476.96 | 230,190.02 | 250,477.77 | 4 | 11,271.50 | 0.00 | 11,271.50 |  |
| 010113 Lanny Chasteen Professorship in Accounting | 330,522.10 | 282,677.93 | 26,318.01 | 292,179.34 | 4 | 13,148.07 | 0.00 | 13,148.07 |  |
| 010114 Puterbaugh Legal Studies \& Ethics in Business Professorship | 436,359.73 | 369,638.29 | 360,834,29 | 388,944.10 | 4 | 17,502.48 | 780.88 | 18,283.37 |  |
| 010115 Rhea Oklahoma International Women Forum Professorship | 288,529.56 | 243,146.65 | 234,706.04 | 255,460.75 | 4 | 11,495.73 | (0.00) | 11,495.73 |  |
| 010116 Spears in Administrative and Academic Leadership | 1,631,942.20 | 1,327,268.73 | 1,227,849.55 | 1,395,686.83 | 4 | 62,805.91 | 61,638.16 | 124,444.07 |  |
| 010117 Spears Chair in Business Administration II | 2,580,839.59 | 2,196,946.41 | 2,150,691.16 | 2,309,492.39 | 4 | 103,927.16 | 0.00 | 103,927.16 |  |
| 010118 Williams Chair in Business | 1,289,958.50 | 1,100,276.11 | 1,066,67.78 | 1,152,301.80 | 4 | 51,853.58 | 153.43 | 52,007.01 |  |
| 010119 Spears Chair in Business Administration III | 1,607,561.73 | 1,356,496.09 | 1,357,364,98 | 1,440,474.27 | 4 | 64,821.34 | 0.00 | 64,821.34 |  |
| 010120 Raymond Young Chair | 790,137.47 | 664,151.35 | 626,273.40 | 693,520.74 | 4 | 31,208.43 | 11,089.83 | 42,298.27 |  |
| 010121 Christine Casheel Professorship | 337,917.19 | 289,841.31 | 279,335.03 | 302,364.51 | 4 | 13,606.40 | (0.00) | 13,606.40 |  |
| 010122 Stella Anderson Professorship | 373,990.96 | 312,244.68 | 297,919,79 | 328,051.81 | 4 | 14,762.33 | 4,379.77 | 19,142.11 |  |
| 010123 Gorman Gilbert, Bert Cooper, W\&W Steel Professorship in Civil \& En | 564,372.91 | 475,879.55 | 459,329.86 | 499,860.77 | 4 | 22,493.73 | (0.00) | 22,493.73 |  |
| 010124 Marilynn Thoma Chair in Human Environmental Services | 572,636.62 | 482,604.86 | 465,981.73 | 507,074.40 | 4 | 22,818.35 | 0.00 | 22,818.35 |  |
| 010125 Dr. Lawrence Boger Distinguished Professorship in International Stud | 382,166.00 | 318,045.53 | 303,035.01 | 334,415.51 | 4 | 15,048.70 | 6,053.94 | 21,102.63 |  |
| 010126 Thomas E. Bery Professorship in Water Research | 300,665.34 | 253,224.39 | 248,020.97 | 267,303.56 | 4 | 12,028.66 | 233.08 | 12,261.74 |  |
| 010127 Hodges Professorship in Plant \& Soil Research | 291,891.30 | 247,41.82 | 235,448,45 | 258,250.52 | 4 | 11,621.27 | (0.00) | 11,621.27 |  |
| 010128 A. J. and Susan Jacques Chair in Ag. Economics | 1,135,37.52 | 956,881.82 | 923,622.31 | 1,005,291.55 | 4 | 45,238.12 | 0.00 | 45,238.12 |  |
| 010129 Chesapeake Energy Chair in Petroleum Geosciences | 1,136,367.65 | 957,783.00 | 924,766.67 | 1,006,305.77 | 4 | 45,283.76 | (0.00) | 45,283.76 |  |
| 010130 Geology A Chair II | 1,136,367.65 | 957,783.00 | 924,766.67 | 1,006,305.77 | 4 | 45,283.76 | (0.00) | 45,283.76 |  |
| 010131 Devon Energy Chair for Basin Research | 1,140,097.98 | 958,469.49 | 928,099,70 | 1,008,889.06 | 4 | 45,400.01 | 1,521.84 | 46,921.84 |  |
| 010132 Vennerberg Chair in Bioinformatics and Molecular Genetics | 588,359.42 | 488,931.98 | 471,922.56 | 516,404.65 | 4 | 23,238.21 | 4,294.26 | 27,532.47 |  |
| 010133 Vennerberg Professorship in Art | 308,903.77 | 261,037,77 | 255,243.31 | 275,061.62 | 4 | 12,377.77 | 0.00 | 12,377.77 |  |
| 010134 N. Malone Mitchell, Jr. Chair in Entrepreneurship | 4,52,0016.90 | 3,808,957.32 | 3,676,461.64 | 4,001,811.95 | 4 | 180,081.54 | 0.00 | 180,081.54 |  |
| 010135 Norman G Stevenson Chair in Entrepreneurship | 4,637,05.29 | 3,932,287.79 | 3,767,099,76 | 4,112,367.62 | 4 | 185,056.54 | 0.00 | 185,056.54 |  |
| 010136 Puterbaugh Foundation Professorship Fund | 744,644.87 | 605,624.30 | 560,259,96 | 636,843.04 | 4 | 28,657.94 | 23,877.47 | 52,535.41 |  |
| 010137 John A. \& Donnic Brock Professorship in Educational Leadership | 300,238.69 | 254,439,78 | 238,941.64 | 264,540.04 | 4 | 11,904.30 | 1,241.06 | 13,145.36 |  |
| 010138 Ferri, Anderson, Halligan College Student Development Professorsh | 343,167.72 | 288,237.30 | 277,101.97 | 302,835.66 | 4 | 13,627.60 | 3,237.04 | 16,864.64 |  |
| 010139 Ledbetter \& Lemon Counseling Psych Diversity Professorship | 287,921.29 | 242,724.87 | 234,377.45 | 255,007.87 | 4 | 11,475.35 | 0.00 | 11,475.36 |  |
| 010140 A.J. and Susan Jacques Professorship in Special Education | 352,961.31 | 297,739,33 | 307,826.01 | 319,508.88 | 4 | 14,377.90 | 0.00 | 14,377.90 |  |
| 010141 Chuck and Kim Watson | 579,626.70 | 488,873.42 | 471,930.27 | 513,476.80 | 4 | 23,106.46 | 0.00 | 23,106.46 |  |
| 010142 Harold Courson Chair in Petroleum Engineering | 1,240,169.46 | 1,052,031.81 | 1,028,516.07 | 1,106,905.78 | 4 | 49,810.76 | 0.00 | 49,810.76 |  |
| 010143 Continental Resources Chair in Petroleum Engineering | 1,154,005.65 | 973,658.69 | 940,986.47 | 1,023,083.60 | 4 | 46,038.76 | (0.00) | 46,038.76 |  |
| 010144 Ray and Linda Booker Professorship in Aerospace Engineering | 292,015.22 | 244,146.12 | 232,075.01 | 256,078.79 | 4 | 11,523.55 | 2,071.25 | 13,594.80 |  |
| 010145 Donald and Cathey Humphreys Chair in Industrial Engineering \& Mn: | 596,339.75 | 502,872.78 | 486,202.50 | 528,471.67 | 4 | 23,781.23 | 0.00 | 23,781.23 |  |
| 010146 Donald and Cathey Humphreys Chair in CEAT | 741,606.37 | 626,212.99 | 600,413.04 | 656,077.47 | 4 | 29,523.49 | 9,464.64 | 38,988.13 |  |
| 010147 OG\&E Energy Technology Chair | 628,103.39 | 531,382.86 | 519,722.90 | 559,736.38 | 4 | 25,188.14 | 0.00 | 25,188.14 |  |
| 010148 Samson Investment Chair in Petroleum Engineering | 1,219,476.82 | 1,001,184,18 | 939,192.89 | 1,053,284.63 | 4 | 47,397.81 | 24,164.57 | 71,562.38 |  |
| 010149 Lew Ward Chair in Petroleum Engineering | 705,834.81 | 580,802.69 | 537,297.61 | 607,978.37 | 4 | 27,359.03 | 16,396.88 | 43,755.91 |  |
| 010150 Bryan Close Professorship in Adulthood \& Aging | 298,463.01 | 251,553.22 | 243,723.63 | 264,579.95 | 4 | 11,906.10 | 801.18 | 12,707.27 |  |
| 010151 Endowed Professorship in Parenting | 418,219.69 | 356,692.38 | 338,768.85 | 371,226.98 | 4 | 16,705.21 | 0.00 | 16,705.22 |  |
| 010152 Doug and Nickie Burns Endowed Professorship in Vocal Music | 283,756.97 | 239,198.01 | 230,879.59 | 251,278.19 | 4 | 11,307.52 | (0.00) | 11,307.52 |  |
| 010153 Joan Kirkpatrick Clinic Professorship in Small Animal Internal Medicin | 684,471.38 | 578,873.70 | 585,057.33 | 616,134.14 | 4 | 27,726.04 | (0.00) | 27,726.04 |  |
| 010154 Clerico Family Chair in Library Exellence | 1,262,709.37 | 1,072,127.74 | 1,026,457.03 | 1,120,431.38 | 4 | 50,419.41 | ${ }^{(0.00)}$ | 50,419.41 |  |
| 010155 George Kaiser Family Foundation Chair "A" in Health Sciences | 1,137,22.02 | 958,404,90 | 925,590.28 | 1,007,074.40 | 4 | 45,318.35 | 0.00 | 45,318.35 |  |
| 010156 George Kaiser Family Foundation Chair "B" in Health Sciences | 1,294,997.42 | 1,055,652.10 | 97,578.39 | 1,109,075.97 | 4 | 49,908.42 | 37,455.71 | 87,364.13 |  |
| 010157 Northwest Oklahoma Osteopathic Foundation Grad Education | 285,524.06 | 240,645.26 | 232,457.61 | 252,875.64 | 4 | 11,379.40 | (0.00) | 11,379.40 |  |
| 010158 Harrison Bartlett Professorship in Chemistry | 580,805.57 | 479,907.26 | 463,321.29 | 508,011.37 | 4 | 22,860.51 | 5,773.48 | 28,633.99 |  |
| 010159 Masonic Foundation Chair in Cender Studies | $665,738.52$ | $5556,782.65$ | 532,417.79 | 584,979.66 | 4 | 26,324.08 | 6,083.48 | 32,407.56 |  |
| 010160 Laurence and Georgia Ina Dresser Professorship in Rural Sociology | $566,608.19$ | 479,053.77 | 445,217.87 | 496,959.94 | 4 | 22,363.20 | 4,998.51 | 27,361.71 |  |
| 010161 Vennerberg Professorship in Developmental Disabilities Psychology | 311,046.06 | 262,247.64 | 253,209995 | 275,501.22 | 4 | 12,397.55 | (0.00) | 12,397.55 |  |
| 010162 Construction Management Technology Advisory Board Professorshi | 640,324.54 | 523,992.25 | 483,90998 | 549,108.92 | 4 | 24,709.90 | 16,321.69 | 41,031.59 |  |
| 010163 John Hendrix Chair in Engineering Fund | 639,766.75 | 543,266.14 | 527,156,16 | 570,063.02 | 4 | 25,652.84 | 0.00 | 25,652.84 |  |
| 010164 Center for Innovation and Economic Development Chair in Sensor Te, | 713,533.55 | 601,111.55 | $564,323.64$ | 626,322.91 | 4 | 28,184.53 | 8,401.26 | 36,585.79 |  |
| 010165 Jim and Lynne Williams Professorship in Energy Technologies | 314,577.76 | 262,308.46 | 256,152.42 | 277,679.55 | , | 12,495.58 | 1,691.32 | 14,186.90 |  |
| 010166 Janes Professorship in Frie Protection and Safety | 590,062.16 | 500,566.07 | 473,945.84 | 521,524.69 | 4 | 23,468.61 | 2,971.08 | 26,439.69 |  |
| 010167 Williams Companies Professorshiplo In Civil Engineering | 448,862.46 | 365,062.63 | 343, 275.06 | 385,733.38 | 4 | 17,358.00 | 10,051.07 | 27,409.07 |  |


| 010168 Wilson Bentley Professorship in Industrial Engineering \& Manageme | 371,626.50 | 313,475.53 | 302,704.03 | 329,268.69 | 4 | 14,817.09 | 0.00 | 14,817.09 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 010169 Centennial Professorship in Architecture \& Architectural Engineering | 592,479.80 | 488,883.79 | 480,844.55 | 520,736.05 | 4 | 23,433.12 | 6,338.93 | 29,772.05 |
| 010170 Halliburton Professorship in Engineering | 316,263.77 | 266,544.24 | 262,379.66 | 281,729.22 | 4 | 12,677.82 | 0.00 | 12,677.82 |
| 010171 Audrey E. Oaks Professorship | 322,242.15 | 272,101.74 | 262,589.17 | 285,644.35 | 4 | 12,854.00 | 0.00 | 12,854.00 |
| 010172 Jennifer Flanery Jacques Professorship in Community Counseling | 312,425.68 | 263,799.17 | 247,720.01 | 274,648.28 | 4 | 12,359.17 | 1,482.60 | 13,841.77 |
| 010173 Joan Donelson Jacques Professorship in Heath Promotion | 304,604,43 | 255,532.25 | 246,680.43 | 268,939.04 | 4 | 12,102.26 | 787.00 | 12,889.25 |
| 010174 Elizabeth Jacques Munroe Professorship in Reading and Literacy | 339,306.58 | 285,444,01 | 277,249.25 | 299,349.95 | 4 | 13,470.75 | 940.11 | 14,410.86 |
| 010175 M. B. Seretean Endowed Professorship in Wellness | 303,248.46 | 256,026.86 | 246,484.22 | 268,586.51 | 4 | 12,086.39 | (0.00) | 12,086.39 |
| 010176 Alice Phillips Endowed Professorship in Elementary Education | 321,709.67 | 275,682.34 | 257,303.40 | 284,898.47 | 4 | 12,820.43 | 0.00 | 12,820.43 |
| 010177 Laurence and Georgia Ina Dresser Professorship in Rural Teacher Edu | 610,386.45 | 525,702.88 | 493,816.99 | 543,302.11 | 4 | 24,448.59 | 2,376.28 | 26,824.87 |
| 010178 Jim and Lynne Williams Professorship in Nutritional Sciences | 318,935.00 | 263,398.27 | 251,761.32 | 278,031.53 | 4 | 12,511.42 | 3,877.34 | 16,388.76 |
| 010179 Johnny Pope Chair in Entrepreneurship | 4,918,067.03 | 4,146,556.03 | 4,004,114.27 | 4,356,245.78 | 4 | 196,031.06 | 0.00 | 196,031.06 |
| 010180 Entrepreneurship Chair\#1 | 4,936,912.58 | 4,200,315.24 | 3,962,288.70 | 4,366,505.50 | 4 | 196,492.75 | 0.01 | 196,492.76 |
| 010181 Entrepreneurship Chair \#2 | 5,214,030.92 | 4,396,685.82 | 4,314,75,83 | 4,641,824.19 | 4 | 208,882.09 | (0.00) | 208,882.09 |
| 010182 Entrepreneurship Chair \#3 | 2,563,123.56 | 2,161,242.26 | 2,088,328.54 | 2,270,898.12 | 4 | 102,190.42 | 0.00 | 102,190.42 |
| 010183 Witton T. Anderson Chair in Accounting | 660,346.76 | 557,973.57 | 51,178.51 | 578,166.28 | 4 | 26,017.48 | 6,684.97 | 32,702.45 |
| 010184 Greg Massey Professorship in Finance | 337,232,44 | 287,953.31 | 278,771.32 | 301,319.02 | 4 | 13,559.36 | (0.00) | 13,559.36 |
| 010185 Chuck and Kim Watson Chair in Business | 645,295.12 | 538,915.49 | 514,252.89 | 566,154.50 | 4 | 25,476.95 | 5,938.07 | 31,415.02 |
| 010186 Patrick B. Dorr Professorship | 590,054,47 | 485,078.41 | 453,555.07 | 509,562.65 | 4 | 22,930.32 | 14,058.22 | 36,988.54 |
| 010187 Jay and Fayenelle Helm Professorship | 333,800.35 | 276,064.04 | 260,574.74 | 290,146.37 | 4 | 13,056.59 | 5,644.34 | 18,700.92 |
| 010188 ONEOK Foundation Chair in Finance | 1,466,54,.66 | 1,199,830.53 | 1,119,703.15 | 1,262,026.11 | 4 | 56,791.18 | 40,637.15 | 97,428.32 |
| 010189 Holder Family Chair in Entrepreneurs hip | 1,242,401.23 | 1,047,859.26 | 1,012,63,78 | 1,100,965.43 | 4 | 49,543.44 | 0.00 | 49,543.45 |
| 010190 Claud D. Kniffin Professorsh hip of Library Science \& Education | 315,002.60 | 265,234.14 | 256,275.02 | 278,837.26 | 4 | 12,547.68 | 258.49 | 12,806.16 |
| 010191 Burns and Ann Hargis Endowed Professorship | 356,845.49 | 293,444,94 | 280,235.46 | 310,191.96 | 4 | 13,958.64 | 7,592.70 | 21,551.34 |
| 010192 Madeleine Pickens Chair\#A | 1,250,23.14 | 1,053,943.40 | 1,018,22.02 | 1,107,467.86 | 4 | 49,836.05 | 0.00 | 49,836.06 |
| 010193 Madeleine Pickens Chair \#B | 1,250,239.15 | 1,053,943.41 | 1,018,22.02 | 1,107,467.86 | 4 | 49,836.05 | 0.00 | 49,836.06 |
| 010194 Madeleine Pickens Chair \#C | 1,250,239.15 | 1,053,943.41 | 1,018,22.02 | 1,107,467.86 | 4 | 49,836.05 | 0.00 | 49,836.06 |
| 010195 Madeleine Pickens Chair \#D | 1,250,239.15 | 1,053,943.41 | 1,018,22.02 | 1,107,467.86 | 4 | 49,836.05 | 0.00 | 49,836.06 |
| 010196 Madeleine Pickens Chair \#E | 1,250,239.14 | 1,053,943.40 | 1,018,21.02 | 1,107,467.86 | 4 | 49,836.05 | 0.00 | 49,836.06 |
| 010197 Rainbolt Family Chair in Agricultural Finance | 627,364,35 | 520,586.89 | 502,511.38 | 550,154.21 | 4 | 24,756.94 | 5,109.15 | 29,866.09 |
| 010198 George Chiga Animal Science Endowed Professorship Fund | 305,040.86 | 257,45.,37 | 248,074.06 | 270,190.10 | 4 | 12,158.55 | (0.00) | 12,158.55 |
| 010199 Oklahoma Farm Credit Professors hip in Agricultural Economics | 308,952.66 | 260,475.80 | 251,599.28 | 273,675.91 | 4 | 12,315.42 | (0.00) | 12,315.42 |
| 010200 Meibergen Family Professorship in Plant and Soil Sciences | 318,860.88 | 268,809.21 | 262,533.81 | 283,401.30 | 4 | 12,753.06 | (0.00) | 12,753.06 |
| 010201 Cline Family Equine Science Professorship | 312,115.99 | 263,180,33 | 254,279.94 | 276,525.42 | 4 | 12,443.64 | (0.00) | 12,443.64 |
| 010202 Nutrients for Life Foundation Professorship in Soil and Food Crop Nu | 300,398.71 | 253,299.39 | 244,626.57 | 266,108.22 | 4 | 11,974.87 | 0.00 | 11,974.87 |
| 010203 Advance Foods/S.E. Gillilind Professorship in Microbial Food | 355,545.99 | 299,671.26 | 289,437.72 | 314,884.99 | 4 | 14,169.82 | (0.00) | 14,169.82 |
| 010204 Roger Howell Endowed Professorship in Agricultural Education | 310,815.39 | 258,444.42 | 251,524.09 | 273,594.63 | , | 12,311.76 | 2,120.85 | 14,432.61 |
| 0102054 - H Centennial Professorshp | 334,192.07 | 281,820.71 | 279,245.09 | 298,419.29 | 4 | 13,428.87 | 0.00 | 13,428.87 |
| 010206 Charles and Linda Shackleford Professorship in Floriculture | 310,951.58 | 262,115.35 | 253,257.45 | 275,441.46 | 4 | 12,394.87 | (0.00) | 12,394.86 |
| 010207 Barry Pollard MD/P\&K Equipment Inc. Professorship in Agribus iness | 312,445.81 | 263,310.16 | 258,344.43 | 278,033.47 | 4 | 12,511.51 | (0.00) | 12,511.51 |
| 010208 Mary Lou Lemon Endowed Professorship for Under-represented Voic | 333,298.04 | 285,505.62 | 270,495.33 | 296,433.00 | 4 | 13,339.48 | (0.00) | 13,339.48 |
| 010209 Cal and Marilyn Vogt Professorship in CEAT | 307,016.68 | 258,800.24 | 249,796.08 | 271,871.00 | 4 | 12,234.20 | (0.00) | 12,234.19 |
| 010210 John Brammer Endowed Professorship in Mechanical \& Aerospace E | 303,195.93 | 255,488.69 | 246,603.33 | 268,429.31 | 4 | 12,079.32 | 0.00 | 12,079.32 |
| 010211 Ed Keller Endowed Professorship in Finance (formerly Endowed Profe | 304,274.18 | 256,405.41 | 247,480.08 | 269,386.56 | 4 | 12,122.40 | 0.00 | 12,122.40 |
| 010212 Joe Synar Ednowed Chair | 779,106.16 | 661,687.05 | 633,208.75 | 691,333.99 | 4 | 31,110.03 | 956.17 | 32,066.20 |
| 010213 WilliamS. Spears Chair in Business Administration IV | 874,050.93 | 737,173.88 | 712,215.05 | 774,479.95 | 4 | 34,851.60 | (0.00) | 34,851.60 |
| 010215 Ralph and Peggy Brenneman Professorship Fund | 320,095.07 | 260,335.31 | 247,765.27 | 276,065.22 | 4 | 12,422.93 | 6,471.62 | 18,894.55 |
| 010216 Don and Cathey Humphreys Chair in International Studies | 382,519,79 | 322,527.69 | 311,484,02 | 338,843.84 | 4 | 15,247.97 | (0.00) | 15,247.97 |
| 010217 Don and Cathey Humphreys Chair in International Studies - B | 374,704,20 | 315,911.66 | 305,102.14 | 331,906.00 | 4 | 14,935.77 | 0.00 | 14,935.77 |
| 010218 Orville and Helen Buchanan Chair in Biosystems and Agricultural Eng | 620,793.88 | 523,514.69 | 505,511.24 | 549,939.94 | 4 | 24,747.30 | (0.00) | 24,747.30 |
| 010219 Howard and Adene Harrington Chair in Animal Science | 737,026,45 | 621,345.32 | 600,007.95 | 652,793.24 | 4 | 29,375.70 | 136.24 | 29,511.94 |
| 010220 Virgil and Marge Jurgensmeyer Research Professorsh hi//Product Deve | 335,791.21 | 287,290.83 | 271,737.54 | 298,273.20 | 4 | 13,422.29 | 709.60 | 14,131.89 |
| 010221 Temple Gradin Professorship in Animal Behavior and Well Being | 334,742.06 | 284,697.25 | 27,124.17 | 298,187.83 | 4 | 13,418.45 | (0.00) | 13,418.45 |
| 010222 Hitch Fanily Professorship in Ruminant Feedlot Nutrition | 355,676.01 | 257,640.94 | 248,673.92 | 270,663.62 | 4 | 12,179.86 | 0.00 | 12,179.86 |
| 010223 Devon Energy Chair/Basin Research II (formerly Homeland Security s | 1,220,904.67 | 1,026,425.59 | 993,425.71 | 1,080,251.99 | 4 | 48,611.34 | 1,596.45 | 50,207.79 |
| 010224 Vennerberg Chair in Bioinformatics and Molecular Genetics II (formerl | 629,729.64 | 523,305.17 | 505,074.89 | 552,703.24 | 4 | 24,871.65 | 4,593.82 | 29,465.46 |
| 010225 Don and Cathey Humphreys Chair CEAT II (formerly Botany A II**) | 723,069.30 | 608,534.31 | 579,524.48 | 637,042.70 | 4 | 28,666.92 | 8,398.21 | 37,065.13 |
| 010226 Continental Resources Chair in Petroleum Engineering II (formerly Ind | 1,22, 2 ,65.28 | 1,036,754.76 | 1,001,148.01 | 1,089,186.02 | 4 | 49,013.37 | (0.00) | 49,013.37 |
| 010227 Lew and Myra Ward Chair in Petroleum Engineering II (formerly Electi | 752,021.04 | 618,750.09 | 572,402.56 | 647,724.56 | 4 | 29,147.61 | 17,330.32 | 46,477.92 |
| 010228 John and Donnie Brock Professorship in Education Leadership \& Poli | 317,610.49 | 269,215.10 | 252,856.73 | 279,894.11 | 4 | 12,595.23 | 1,280.24 | 13,875.48 |
| 010229 Bryan Close Professorship in Aduthood \& Aging II (formerly Family | 317,820.66 | 267,810.98 | 259,173.03 | 281,601.56 | 4 | 12,672.07 | 854.87 | 13,526.94 |
| 010231 N. Malone Mitchell, Jr. Chair in Entrepreneuership II (formerly Health/ | 4,832,885.71 | 4,072,558.48 | 3,930,878.42 | 4,278,774.20 | 4 | 192,544.84 | (0.00) | 192,544.84 |
| 010232 Don and Cathey Humphreys Chair in International Studies A II forme | ${ }^{612,214.12}$ | 516,195.37 | 498,518.03 | 542,309.18 | 4 | 24,403.91 | 0.00 | 24,403.91 |
| 010233 Clerico Family Chair in Library Exellence II (formerly Lib Ser \& Electro | 1,338,80.32 | 1,136,659.47 | 1,087,79.22 | 1,187,749.00 | 4 | 53,448.71 | (0.00) | 53,448.70 |
| 010234 Madeleine Pickens Chair A II (formerly Social Marketing Chair II**) | 6,251,526.09 | 5,269,995.56 | 5,09, 3 ,74.23 | 5,537,631.96 | 4 | 249,193.44 | 0.00 | 249, 193.44 |
| 010235 A.J. and Susan Jacques Chair in Agric. Economic II (formerly Henry B | 1,213,009.01 | 1,022,809.92 | 987,241.42 | 1,074,553.45 | 4 | 48,354.91 | (0.00) | 48,354.91 |
| 010236 Edward Joullian Endowed Chair in Engineering | 67,616.59 | 550,296.48 | 509,076.47 | 578,663.18 | 4 | 26,039.84 | 18,592.96 | 44,632.81 |
| 010237 Houston, Trua, Wentz Prof. in English II** | $305,590.79$ | 258,456,74 | 247,668.83 | 270,572.12 | 4 | 12,175.75 | ${ }_{0}^{0.00}$ | 12,175.75 |
| 010238 Cal and Marily Vogt Professorship in CEATII** | 301, 480.79 | 254,133.78 | 245,290.92 | 266,968.49 | 4 | 12,013.58 | 0.00 | 12,013.58 |


| 010239 Chuck and Kim Watson Chair in Education II** | 304,069.33 | 256,457.31 | 247,557,93 | 269,361.52 | 4 | 12,121.27 | 0.00 | 12,121.27 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 010240 Jim \& Lynne Williams Prof. in Nutritional Sciences II** | 312,987.09 | 258,488.99 | 247,023.34 | 272,833.14 | 4 | 12,277.49 | 3,807.84 | 16,085.33 |  |
| 010241 Greg Massey Professorship in Finance II** | 329,270.23 | 281,151.82 | 272,175.71 | 294,199.25 | 4 | 13,238.97 | 0.00 | 13,238.97 |  |
| 010242 Thomas E. Berry Professorship in Water Research * Mgmt II** | 314,388.85 | 264,772.14 | 259,171.19 | 279,444.06 | 4 | 12,574.98 | 243.69 | 12,818.68 |  |
| 010243 Claud D. Kniffin Professorship of Library Science \& Education II** (p) | 102,939.41 | 86,674.21 | 83,734,01 | 91,115.87 | 4 | 4,100.21 | 82.50 | 4,182.72 |  |
| 010244 Barry Pollard MD/P\&K Equipment Inc. Professorship in Agribusiness | 312,361.70 | 263,239,27 | 258,274,31 | 277,958.43 | 4 | 12,508.13 | (0.00) | 12,508.13 |  |
| 010245 Vennerberg Professorship in Art II** | 319,355.33 | 269,815.01 | 262,427.35 | 283,865.90 | 4 | 12,773.97 | (0.00) | 12,773.96 |  |
| 010246 Ray and Linda Booker Professorship in Aerospace Engineering II** | 312,163.72 | 261,03.03 | 248,117.43 | 273,761.39 | 4 | 12,319.26 | 2,202.02 | 14,521.29 |  |
| 010247 M. B. Seretean Endowed Professorship in Wellness II** | 303,168.65 | 255,959.48 | 246,419.35 | 268,515.83 | 4 | 12,083.21 | (0.00) | 12,083.21 |  |
| 010248 Jay and Fayenelle Helm Professorship in Business II** | 348,766.38 | 288,321.11 | 271,249.54 | 302,779.01 | 4 | 13,625.06 | 5,749.16 | 19,374.22 |  |
| 010249 Harold Courson Chair in Petroleum Engineering III** | 332,325.78 | 281,362.47 | 271,616.69 | 295,101.65 | 4 | 13,279.57 | (0.00) | 13,279.57 |  |
| 010250 Oklahoma Farm Bureau 4-H Professorship II | 325,546.75 | 273,746.66 | 264,096.63 | 287,796.68 | 4 | 12,950.85 | 411.78 | 13,362.63 |  |
| 010251 Don \& Cathey Humphreys Chair in International Studies C II** | 374,732.67 | 315,823.71 | 304,690.39 | 331,748.92 | 4 | 14,928.70 | (0.00) | 14,928.70 |  |
| 010252 A.J. \& Susan Jacques Professorrh hip in Special Education I ${ }^{* * *}$ | 333,275.45 | 280,795.58 | 276,121.06 | 296,730.69 | 4 | 13,352.88 | (0.00) | 13,352.88 |  |
| Subtotal, OSU: | 181,402,655.34 | 152,587,937.64 | 146,991,216.56 | 160,327,269.84 |  | 7,214,727.14 | 729,676.51 | 7,944,403.65 |  |
| OSU Technical Branch, Okmulgee |  |  |  |  |  |  |  |  |  |
| 013001 First National Bank of Okmulgee Lectureship | 57,025.70 | 48,093.53 | 47,562.41 | 50,893.88 | 4 | 2,290.22 | (0.00) | 2,290.22 |  |
| 013002 Wayne Clark Memorial Lectureship | 49,642.68 | 42,217.10 | 40,772.10 | 44,210.63 | 4 | 1,989.48 | (0.00) | 1,989.48 |  |
| 013003 Toyota T-Ten Lectureship | 104,166.70 | 84,719.42 | 78,373.51 | 89,086.54 | 4 | 4,008.89 | 3,202.52 | 7,211.42 |  |
| 013004 C. Mabrey, Jr., Memorial Lectureship | 51,977.99 | 43,832.10 | 44,739.25 | 46,849.78 | 4 | 2,108.24 | (0.00) | 2,108.24 |  |
| 013005 Davis/Walker Lectureship | 52,288.32 | 44,137.02 | 42,863.62 | 46,429.66 | 4 | 2,089.33 | (0.00) | 2,089.33 |  |
| 013006 Pat Hannigan Lectureship (Private) | 99,696.69 | 83,995.57 | 82,767.25 | 88,819.84 | 4 | 3,996.89 | 71.50 | 4,068.39 |  |
| 013007 Pat Hannigan Lectureship (Public) | 109,006.20 | 91,809.69 | 90,475.06 | 97,096.98 | 4 | 4,369.36 | 95.96 | 4,465.32 |  |
| 013008 Excellence in Hospitality Education | 74,752.12 | 63,075.33 | 62,844.62 | 66,890.69 | 4 | 3,010.08 | 0.00 | 3,010.08 |  |
| 013009 First National Bank of Okmulgee Lectureship \#2 | 56,274.97 | 45,768.79 | 42,900.67 | 48,314.81 | 4 | 2,174.17 | 1,416.66 | 3,590.82 |  |
| 013010 Donald W. Reynolds Lectureship for Visual Communications | 198,085.24 | 161,103.96 | 149,036.45 | 169,408.55 | 4 | 7,623.38 | 8,120.20 | 15,743.58 |  |
| 013011 Taylor Lectureship in Human Rights (9/6/96) | 58,147.86 | 47,292.02 | 43,749.60 | 49,729.83 | 4 | 2,237.84 | 2,521.23 | 4,759.07 |  |
| 013012 1st Nat'l Bank of Okm. Lect. for Telecom. (12/1/95) | 71,007.46 | 59,527.42 | 69,269.00 | 66,601.29 | 4 | 2,997.06 | 331.09 | 3,328.15 |  |
| 013013 1st Nat'l Bank of Okm. Lect. for Cyber Technology (12/1/95) | 57,015.90 | 47,986.49 | 46,956.79 | 50,653.06 | 4 | 2,279.39 | 212.87 | 2,492.26 |  |
| 013014 1st Nat'l Bank of Okm. Lect. For Advanced Telecommunicatic | 63,604.22 | 51,729.71 | 50,496.84 | 55,276.93 | 4 | 2,487.46 | 1,308.71 | 3,796.17 |  |
| 013015 1st Nat'l Bank of Okm. Lect. For Integrated Learning Techno | 63,468.58 | 51,619.39 | 50,456.30 | 55,181.42 | 4 | 2,483.16 | 1,289.88 | 3,773.04 |  |
| 013016 Fred Jones Lectureship in Automotive Technology | 49,699.60 | 40,420.99 | 37,393.25 | 42,504.61 | 4 | 1,912.71 | 1,965.59 | 3,878.30 |  |
| 013017 1st Nat'l Bank of Okm. Lectureship for DWR Technology | 95,184.31 | 77,413.99 | 74,917.72 | 82,505.34 | 4 | 3,712.74 | 1,902.22 | 5,614.96 |  |
| 013018 First National Bank of Okmulgee Student Success Lectureshi | 68,853.40 | 59,762.20 | 55,285.71 | 61,300.44 | 4 | 2,758.52 | 50.98 | 2,809.50 |  |
| 013019 Donald W. Reynolds Technology Center Lectureship | 101,025.52 | 82,568.46 | 80,198.66 | 87,930.88 | 4 | 3,956.89 | 1,670.33 | 5,627.22 |  |
| 013020 Caterpillar Dealer Lectureship | 97,638.19 | 79,409.75 | 78,693.47 | 85,247.14 | 4 | 3,836.12 | 1,753.22 | 5,589.34 |  |
| 013021 First National Bank of Okmulgee Learner Centered Lect. | 55,791.98 | 45,375.97 | 45,302.38 | 48,823.44 | 4 | 2,197.05 | 984.28 | 3,181.33 |  |
| 013022 Pedorthic Technology Lectureship | 45,930.10 | 37,355.23 | 34,557.14 | 39,280.82 | 4 | 1,767.64 | 2,018.99 | 3,786.63 |  |
| 013023 Auto Body Endowed Lectureship | 80,143.38 | 65,181.11 | 60,298.71 | 68,541.07 | 4 | 3,084.35 | 2,401.61 | 5,485.96 |  |
| 013024 Central \& Southwest Lectureship for the Donald W. Reynolds | 40,020.97 | 32,549.30 | 31,649.22 | 34,739.83 | 4 | 1,563.29 | 813.03 | 2,376.32 |  |
| 013025 LC Scott PSO Lectureship in Advanced Technological Educati | 39,291.01 | 31,955.62 | 31,058.96 | 34,101.86 | 4 | 1,534.58 | 789.27 | 2,323.86 |  |
| 013026 Howard Armstrong/Bette Davidson PSO Lectureship in Adv. ' | 40,012.93 | 32,542.77 | 31,649.22 | 34,734.97 | 4 | 1,563.07 | 811.38 | 2,374.45 |  |
| 013027 Sabre Lectureship in Information Technology | 37,805.64 | 30,747.57 | 28,444.42 | 32,332.54 | 4 | 1,454.96 | 1,186.28 | 2,641.24 |  |
| 013028 Scholars Center Lectureship | 35, 184.26 | 28,615.57 | 29,038.12 | 30,945.98 | 4 | 1,392.57 | 627.39 | 2,019.95 |  |
| 013029 College Readiness Center Lectureship | 42,059.60 | 34,207.33 | 35,335.89 | 37,200.94 | 4 | 1,674.04 | 759.83 | 2,433.87 |  |
| 013030 Leadership Lectureship in Advanced Technology Education | 41,180.30 | 33,492.20 | 30,983.46 | 35,218.65 | 4 | 1,584.84 | 1,159.68 | 2,744.51 |  |
| 013031 Titte III/Information Technology Professorship (Private) | 237,715.42 | 196,103.84 | 186,872.36 | 206,897.21 | 4 | 9,310.37 | 5,267.27 | 14,577.64 |  |
| 013032 Mentorship in Advanced Technological Education Lectureship | 40,919.63 | 34,676.05 | 35,180.61 | 36,925.43 | 4 | 1,661.64 | 315.33 | 1,976.98 |  |
| 013033 Citizens Bank \& Trust Company of Okmulgee Lectureship | 36,343.76 | 29,558.60 | 28,476.78 | 31,459.71 | 4 | 1,415.69 | 662.51 | 2,078.20 |  |
| 013034 George Kaiser Family Foundation Professorship in Engineering Tech | 1,405,421.37 | 1,176,213.61 | 1,129,073.44 | 1,236,902.81 | 4 | 55,660.63 | 14,859.73 | 70,520.36 |  |
| 013035 Don Locke Memorial Lectureship | 40,588.63 | 33,010.99 | 30,538.29 | 34,712.64 | 4 | 1,562.07 | 1,533.03 | 3,095.09 |  |
| 013036 First Nationa/Citizens Security Professorship II (formerly Bus. Of Me, | 244,916.02 | 206,501.37 | 199,506.56 | 216,974.65 | 4 | 9,763.86 | (0.00) | 9,763.86 |  |
| 013037 First Nationa/Citizens Security Professorship | 247,229.95 | 208,452.12 | 201,391.33 | 219,024.47 | 4 | 9,856.10 | (0.00) | 9,856.10 |  |
| Subtotal, OSU Technical Branch, Okmulgee: | 4,289,116.62 | 3,563,022.18 | 3,439,109.16 | 3,763,749.32 |  | 169,368.72 | 60,102.55 | 229,471.27 |  |
|  |  |  |  |  |  |  |  |  |  |
| 014001 OSL-College of Vildred Lundberg-Kiennenry Professorssip Mip in Biomedical Research |  | 877,149.16 | 852,886.37 | 923,343.69 | 4 | 41,550.47 | (0.00) | 41,550.46 |  |
| 014002 Henthrone Clinical Professorship in Small Animal Medicine | 138,484.29 | 324,035.36 | 310,125.75 | 341,215.13 | 4 | 15,354.68 | 3,792.18 | 19,146.86 |  |
| 014003 Clinical Professorship in Bio-Medical Laser Surgery | 305,097.06 | 257,185,83 | 248,374.05 | 270,218.98 | 4 | 12,159.85 | 0.00 | 12,159.86 |  |
| 014004 Joan Kirkpatrick Chair in Small Animal Internal Medicine II (formerly If | 675,968.24 | 570,369.47 | 568,991.88 | 605,109.87 | 4 | 27,229.94 | 0.00 | 27,229.95 |  |
| 014005 Animal Internal Medicine Chair II** | 314,198.28 | 261,432.46 | 250,255.93 | 275,295.55 | 4 | 12,388.30 | 3,038.76 | 15,427.06 |  |
| Subtotal, OSU Vet. Med. | 2,724,743.40 | 2,290,172.27 | 2,230,633.98 | 2,415, 183.22 |  | 108,683.24 | 6,830.93 | 115,514.18 |  |



| 230020 David A. Lockniller Lectureship in Att History | 29,001.56 | 24,413.83 | 23,517.89 | 25,644.42 | 4 | 1,154.00 | 59.33 | 1,213.33 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 230021 Chickasaw Nation Professorship in Accounting | 170,313.63 | 142,650.53 | 135,696.40 | 149,553.52 | 4 | 6,729.91 | 1,824.59 | 8,554.50 |  |
| 230022 Horme and Company Professorship in Accounting | 165,950.61 | 139,102,06 | 132,413.72 | 145,822.13 | 4 | 6,562.00 | 1,515.48 | 8,077.47 |  |
| 230023 Vision Bank Professorship in Banking and Finance | 162,666.49 | 136,431.06 | 129,942.80 | 143,013.45 | 4 | 6,435.61 | 1,275.72 | 7,711.32 |  |
| 230024 Chickasaw Nation Professorship in Business Administration | 169,512.87 | 144,065.97 | 137,005.81 | 150,194.88 | 4 | 6,758.77 | 938.44 | 7,697.21 |  |
| TOTAL, ECU: | 4,747,121.90 | 3,995,591.80 | 3,826,544.73 | 4,189,752.81 |  | 188,538.88 | 26,567.58 | 215,106.46 |  |
| Northeastern State University |  |  |  |  |  |  |  |  |  |
| 485001 Endowed Chair of Teaching Excellence (Public) | 620,901.32 | 552,470.39 | 511,087.55 | 561,486.42 | 4 | 25,266.89 | 0.00 | 25,266.89 |  |
| 485002 Endowed Chair of Teaching Excellence (Private) | 605,092.26 | 538,745.50 | 498,390.72 | 547,409.50 | 4 | 24,633.43 | (0.00) | 24,633.43 |  |
| 485003 Southwestern Bell Distinguished Lectureship | 131,311.05 | 115,287.85 | 106,652.20 | 117,750.37 | 4 | 5,298.77 | 0.00 | 5,298.77 |  |
| 485004 William Frank Tolbert Chair in Business | 306,735.40 | 269,332.16 | 249,157.81 | 275,075.12 | 4 | 12,378.38 | (0.00) | 12,378.38 |  |
| 485005 L.P. Woods Endowed Lectureship for Math | 56,184.39 | 49,262.69 | 45,572.66 | 50,339.91 | 4 | 2,265.30 | 0.00 | 2,265.30 |  |
| 485006 Endowed Chair in College of Education | 314,782.24 | 275,671.17 | 255,021.99 | 281,825.13 | 4 | 12,682.13 | 0.00 | 12,682.13 |  |
| 485007 Jesse and Marilyn Cailey Professorship in the College of Business | 194,062.75 | 169,616.19 | 156,911.07 | 173,530.00 | 4 | 7,808.85 | (0.00) | 7,808.85 |  |
| 485008 Dr. Susan Brackett Endowed Chair in Reading in College of Education | 362,749,10 | 316,745.72 | 293,019.86 | 324,171.56 | 4 | 14,587.72 | (0.00) | 14,587.72 |  |
| 485009 Dr , Kirk Boatright Ednowed Professorship in College of Optometry | 168,787.51 | 146,425.43 | 135,457.42 | 150,223.46 | 4 | 6,760.06 | (0.00) | 6,760.05 |  |
| 485010 Entrepreneurial Lectureship Series in the College of Business | 44,980.88 | 39,276.47 | 36,334,46 | 40,197.27 | 4 | 1,808.88 | 0.00 | 1,808.88 |  |
| TOTAL, NSU: | 2,805,586.91 | 2,472,833.58 | 2,287,605.76 | 2,522,008.75 |  | 113,490.39 | 0.00 | 113,490.40 |  |



| 665013 Foundation-Harvey Minton Lectureship | 51,174.15 | 41,620.25 | 38,502.68 | 43,765.69 | 4 | 1,969.46 | 1,932.84 | 3,902.29 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 665014 Everett Dobson Chair in Accounting | 348,352.02 | 293,650.36 | 283,764.80 | 308,589.06 | 4 | 13,886.51 | 2,938.60 | 16,825.11 |
| 665015 Everett Dobson Chair in Management | 348,352.02 | 293,650.36 | 283,764.80 | 308,589.06 | 4 | 13,886.51 | 2,938.60 | 16,825.11 |
| 665016 Everett Dobson Chair in Finance | 377,084,83 | 317,018.93 | 305,382.95 | 333,162.23 | 4 | 14,992.30 | 5,857.07 | 20,849.37 |
| 665017 Everett Dobson Chair in Marketing | 351,943.62 | 296,571.43 | 286,467.07 | 311,660.71 | 4 | 14,024.73 | 3,303.41 | 17,328.14 |
| 665018 The Nelson Sims Endowed Chair in Pharmacy | 359,026,17 | 297,957.30 | 285,901.58 | 314,295.01 | 4 | 14,143.28 | 5,840.01 | 19,983.29 |
| 665019 The H.F. Timmons Endowed Chair in Pharmacy | 186,778.90 | 151,908.44 | 140,529.72 | 159,739.02 | 4 | 7,188.26 | 5,761.00 | 12,949.26 |
| 665020 The Homer Ryan Professorship in Accounting | 154,866.28 | 126,698.29 | 117,207,94 | 132,924.17 | 4 | 5,981.59 | 04.32 | 10,785.91 |
| 665021 The Don Weeks Professorship in Accounting | 167,694.61 | 144,351.72 | 133,533.04 | 148,528.46 | 4 | 6,683.78 | (0.00) | 6,683.78 |
| 665022 The Mike Jones Professorship in Accounting | 77,890.89 | 63,349.14 | 58,603.97 | 66,614.67 | 4 | 2,997.66 | 2,627.33 | 5,624.99 |
| 665023 Ed \& Winnie Ola Berrong Chair in Engineering Technology | 354,297.15 | 303,654.80 | 293,019.86 | 316,990.60 | 4 | 14,264.58 | 536.99 | 14,801.56 |
| TOTAL, SWOSU: | 4,921,608.65 | 4,112,827.33 | 3,923,256.89 | 4,319,230.96 |  | 194,365.39 | 77,455.67 | 271,821.07 |


| Cameron University |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100001 Lawton Independent Insurance Agents Chair | 538,947.30 | 454,862.78 | 448,774.63 | 480,861.57 | 4 | 21,638.77 | 1,214.59 | 22,853.36 |  |
| 100002 McCasland/Amquest Bank Endowed Chair | 548,882.97 | 446,409.93 | 412,971.56 | 469,421.49 | 4 | 21,123.97 | 14,814.00 | 35,937.97 |  |
| 100003 Clarence E. Page Chair in Mathematics | 549,239.73 | 465,713.71 | 458,812.77 | 491,255.40 | 4 | 22,106.49 | 129.78 | 22,236.27 |  |
| 100004 Honors Program Lectureship | 131,237.39 | 110,704.25 | 106,796.00 | 116,245.88 | 4 | 5,231.06 | 5.57 | 5,236.64 |  |
| 100005 President's Partners Lectureship | 490,814.77 | 399,182.70 | 369,281.88 | 419,759.78 | 4 | 18,889.19 | 25,600.71 | 44,489.91 |  |
| 100006 Joseph H. Mullin Chair in Agriculture | 601,729.41 | 514,190.65 | 514,851.90 | 543,590.65 | 4 | 24,461.58 | 2,740.24 | 27,201.81 |  |
| 100007 Mary Dixie Mullin Chair in the Sciences | 601,133.96 | 488,905.99 | 461,518.96 | 517,186.30 | 4 | 23,273.38 | 21,648.09 | 44,921.47 |  |
| 100008 Virginia Brewczynski Chair in Business | 459,461.29 | 393,523.03 | 373,373.95 | 408,786.09 | 4 | 18,395.37 | 431.07 | 18,826.45 |  |
| 100009 Harold \& Elizabeth Hackler Lectureship in Teaching Exceller | 71,343.51 | 60,173.48 | 57,998.13 | 63,171.71 | 4 | 2,842.73 | 18.44 | 2,861.17 |  |
| 100010 SWB Endowed Lectureship in Telecommunications | 39,762.79 | 33,496.67 | 32,946.44 | 35,401.97 | 4 | 1,593.09 | 34.74 | 1,627.83 |  |
| 100011 Helen C. Shultz Lectureship in the Study \& Application of En | 39,783.67 | 33,513.66 | 32,962.15 | 35,419.83 | 4 | 1,593.89 | 37.09 | 1,630.98 |  |
| 100012 R.H. Drewry Lectureship in Telecommunications | 32,531.02 | 27,367.03 | 26,996.10 | 28,964.72 | 4 | 1,303.41 | 43.57 | 1,346.98 |  |
| 100013 Buck and Irene Clements Lectureship in Agriculture | 37,689.55 | 30,983.82 | 29,875.59 | 32,849.65 | 4 | 1,478.23 | 764.63 | 2,242.86 |  |
| 100014 Mary Kate Wellman Drew Endowed Lectureship | 85,334.27 | 71,882.93 | 70,789.32 | 76,002.17 | 4 | 3,420.10 | 55.32 | 3,475.42 |  |
| 100015 B.H. and Flora Brewer Endowed Professorship in Instruction | 132,101.36 | 111,572.25 | 109,744.38 | 117,806.00 | 4 | 5,301.27 | 3.74 | 5,305.01 |  |
| 100016 PSO Lectureship in Instructional Technology and Multimedia | 58,104.43 | 48,910.05 | 48,231.33 | 51,748.60 | 4 | 2,328.69 | 70.15 | 2,398.83 |  |
| 100017 James O. "Diz" and June Pursley Barnett Endowed Lecturesh | 28,051.70 | 23,641.30 | 23,549.45 | 25,080.81 | 4 | 1,128.64 | 13.43 | 1,142.07 |  |
| 100018 John C. Paynter Endowed Lectureship in Communications | 34,399.10 | 29,051.69 | 27,994.90 | 30,481.90 | 4 | 1,371.69 | 467.37 | 1,839.05 |  |
| 100019 Harvard and Judith Tomlinson Lectureship in Phy. Sciences | 62,001.82 | 52,410.50 | 51,283.02 | 55,231.78 | 4 | 2,485.43 | 11.55 | 2,496.98 |  |
| 100020 Southwest Oklahoma Opera Guild Lectureship | 27,662.42 | 23,903.38 | 22,112.89 | 24,559.56 | 4 | 1,105.18 | 41.31 | 1,146.49 |  |
| 100021 Tuck and Anna Pittman Lectureship in Instruct. Tech. | 33,844.21 | 28,517.72 | 28,247.16 | 30,203.03 | 4 | 1,359.14 | 17.06 | 1,376.19 |  |
| 100022 Dr. Robert H. Drewry Endowed Lectureship in Chemistry | 28,803.96 | 24,666.46 | 23,285.21 | 25,585.21 | 4 | 1,151.33 | 22.96 | 1,174.30 |  |
| 100023 Jack Bryan Endowed Lectureship in Art | 83,522.88 | 75,369.79 | 69,724.21 | 76,205.63 | 4 | 3,429.25 | 113.10 | 3,542.35 |  |
| 100024 Katherine D. Lacy Endowed Lectureship in History | 29,839.83 | 25,095.60 | 24,894.82 | 26,610.08 | 4 | 1,197.45 | 42.13 | 1,239.59 |  |
| 100025 Home Savings Bank Endowed Chair in Organizational Leader | 31,148.02 | 26,242.23 | 25,769.00 | 27,719.75 | 4 | 1,247.39 | 37.03 | 1,284.42 |  |
| 100026 Kerr Endowed Lectureship In Physical Science | 34,884.49 | 29,529.13 | 28,623.14 | 31,012.25 | 4 | 1,395.55 | 47.71 | 1,443.26 |  |
| 100027 McCasland Foundation Chair in Educational Leadership | 418,879.91 | 361,344.62 | 354,799.22 | 378,341.25 | 4 | 17,025.36 | 319.65 | 17,345.01 |  |
| 100028 Louise McMahon Endowed Chair in Music | 283,656.94 | 238,966.74 | 235,058.61 | 252,560.77 | 4 | 11,365.23 | 283.18 | 11,648.42 |  |
| 100029 Dr. Bobby Gene Vowell Lectureship in Physical \& Biological Sciences | 40,792.55 | 34,334.18 | 33,814,49 | 36,313.74 | 4 | 1,634.12 | 43.24 | 1,677.36 |  |
| 100030 Jack and Joyce Amyx Lectureship in Business | 34,279.15 | 28,871.46 | 28,387.84 | 30,512.82 | 4 | 1,373.08 | 36.57 | 1,409.65 |  |
| 100031 Edward and Lenore Hamra/Edward's Menswear Lectureship in Retial ! | 39,352.53 | 33,989.69 | 31,443.69 | 34,928.64 | 4 | 1,571.79 | 18.70 | 1,590.49 |  |
| 100032 Ajay and Shireen Bhargava Lectureship in India Studies | 33,387.83 | 28,146.54 | 27,344.12 | 29,626.16 | 4 | 1,333.18 | 11.05 | 1,344.22 |  |
| 100033 Philip J. Jones Lectureship in Business | 44,589.22 | 37,670.05 | 39,232.43 | 40,497.23 | 4 | 1,822.38 | 14.76 | 1,837.13 |  |
| 100034 Clodus and Pauline Smith Lectureship | 49,669.04 | 40,396.14 | 41,661.05 | 43,908.74 | 4 | 1,975.89 | 908.85 | 2,884.74 |  |
| 100035 Trent Patton Endowed Lectureship | 35,916.10 | 29,293.46 | 28,964.79 | 31,391.45 | 4 | 1,412.62 | 583.05 | 1,995.67 |  |
| 100036 Richard T. Brittingham, M.D. Music Theatre Lectureship | 35,040.98 | 29,573.73 | 28,664,40 | 31,093.04 | 4 | 1,399.19 | 4.28 | 1,403.47 |  |
| 100037 Bhargava Endowed Lectureship in International Studies | 34,255.97 | 28,852.61 | 27,997.29 | 30,368.62 | 4 | 1,366.59 | 29.82 | 1,396.40 |  |
| 100038 Jinmy and Virgie Stanton Endowed Lectureship in Physical Sciences | 42,299,77 | 34,402.67 | 31,825.73 | 36,176.06 | 4 | 1,627.92 | 1,251.77 | 2,879.69 |  |
| 100039 BancFirst Lectureship in Finance | 30,425.00 | 25,654.19 | 25,318.28 | 27,132.49 | 4 | 1,220.96 | 15.23 | 1,236.19 |  |
| 100040 BancFirst Lectureship in Investments | 32,174.11 | 26,167.40 | 25,699.78 | 28,013.76 | 4 | 1,260.62 | 584.54 | 1,845.15 |  |
| 100041 Buck and Irene Clements Lectureship in Child Development | 31,088.69 | 26,193.98 | 25,724,36 | 27,669.01 | 4 | 1,245.11 | 35.10 | 1,280.21 |  |
| 100042 Herb and Dorothy Pitman Carter Lectureship in Physical Sciences | 38,497.31 | 32,467.45 | 31,901.03 | 34,288.60 | 4 | 1,542.99 | 21.03 | 1,564.02 |  |
| 100043 Marguerite Wete Wilkinson Lecturship in Music | 60,251.38 | 51,317.53 | 49,525.70 | 53,698.20 | 4 | 2,416.42 | 9.97 | 2,426.39 |  |
| 100044 Mary Sue Silk Endowed Lectureship in Agricultural Science | 33,546.25 | 29,102.07 | 26,922.17 | 29,856.83 | 4 | 1,343,56 | 8.75 | 1,352.31 |  |
| 100045 James Eddie Phillips Endowed Lectureship in Mathematical Science | 33,166.86 | 27,801.49 | 27,398.02 | 29,455.46 | 4 | 1,325.50 | 117.24 | 1,442.74 |  |
| 100046 Gladys "Slats" Patton Ednowed Lectureship in Health \& Physical Ed. | 29,761.52 | 25,527.92 | 24,082.14 | 26,457.19 | 4 | 1,190.57 | 3.67 | 1,194.24 |  |
| 100047 Tina Solomon Endowed Lectureship | 37,265.21 | 32,292.05 | 29,873.22 | 33,143.49 | 4 | 1,491.46 | 22.53 | 1,513.99 |  |
| 100048 Jeff and Kevin Graham Endowed Lectureship for Depression Awarenc | 30,170.94 | 26,026.24 | 24,076.74 | 26,757.98 | 4 | 1,204.11 | 33.98 | 1,238.09 |  |
| 100049 GEO Group Endowed Lectureship in Criminal Justice and Sociology | 41,920.11 | 35,251.24 | 32,610.74 | 36,594.03 | 4 | 1,646.73 | 730.63 | 2,377.36 |  |
| 100050 Todd and Cindy Sanner Endowed Lectureship in Chemistry | 47,512.77 | 40,047.78 | 39,753.06 | 42,437.87 | 4 | 1,909.70 | 38.23 | 1,947.93 |  |
| 100051 Doyce and Sammy Croy Endowed Lectureship in Criminal Justice \& S | 32,009.44 | 26,033.47 | 24,083.43 | 27,375.45 | 4 | 1,231.90 | 933.18 | 2,165.08 |  |
| 100052 Flora Brewer Endowed Chair in Education | 375,393.02 | 330,109.85 | 305,382.95 | 336,961.94 | , | 15,163.29 | 330.25 | 15,493.54 |  |
| 100053 B.t. Brewer Endowed Chair in Education | 362,001.95 | 310,952.02 | 305,382.95 | 326,112.31 | 4 | 14,675.05 | 436.57 | 15,111.62 |  |
| 100054 Ted Owens Endowed Lectureship in Health \& Physical Education | 30,381.40 | 26,032.07 | 24,082.14 | 26,831.87 | 4 | 1,207.43 | 132.45 | 1,339.89 |  |
| 100055 John and JoAnn Sterling Endowed Lectureship in Accounting \& Aud | 30,178.11 | 26,032.07 | 24,082.14 | 26,764.11 | 4 | 1,204.38 | 32.45 | 1,236.84 |  |
| 100056 Ajay and Shireen Bhargava Lectureship in Pre-Nursing | 29,761.52 | 25,527.92 | 24,082.14 | 26,457.19 | 4 | 1,190.57 | 3.67 | 1,194.24 |  |
| 100057 Bill G. Taylor Endowed Lectureship in Mathematical Sciences | 30,263.45 | 25,605.47 | 25,459.77 | 27,109.57 | 4 | 1,219.93 | 5.99 | 1,225.92 |  |
| 100058 Burgess Family Lectureship in Business | 81,177.26 | 66,021.97 | 61,076.59 | 69,425.27 | 4 | 3,124.14 | 3,066.05 | 6,190.19 |  |
| 100059 Jane Godlove Endowed Lectureship | 48,706.36 | 39,613.18 | 36,645.95 | 41,655.16 | 4 | 1,874.48 | 1,839.63 | 3,714.11 |  |
| 100060 Frances Jo Richardson Endowed Lectureship in Chemistry | 30,279.76 | 26,032.07 | 24,082.14 | 26,797.99 | 4 | 1,205.91 | 82.45 | 1,288.36 |  |
| 100061 JoAnne Hudson Lectureship in Health Education | 30,261.48 | 26,099.87 | 24,144.86 | 26,835.40 | 4 | 1,207.59 | 35.39 | 1,242.98 |  |
| 100062 Dorothy S.Tobias Endowed Professorship in Chemistry | 245,097.00 | 207,605.71 | 205,113.90 | 219,272.20 | 4 | 9,867.25 | 589.80 | 10,457.04 |  |
| 100063 Gerald Paul and Kay Anne Laursen Lectureship in Mathematical Scier | 30,429.71 | 25,740.69 | 24,745.36 | 26,971.92 | 4 | 1,213.74 | 12.73 | 1,226.46 |  |
| 100064 Charles and Edythe Holmes Endowed Lectureship in English | 35,384.50 | 30,018.45 | 27,769,92 | 31,057.62 | 4 | 1,397.59 | 431.63 | 1,829.23 |  |
| 100065 The Bhattachary Endowed Lectureship for Excellence in Research | 36,810.91 | 31,674.57 | 29,301.99 | 32,595.82 | 4 | 1,466.81 | 263.67 | 1,730.48 |  |
| 100066 BG Charles B. Allen Endowed Lectureship in Military Science \& Lead | 36,043.45 | 29,314.36 | 28,890.85 | 31,416.22 | 4 | 1,413.73 | 766.34 | 2,180.07 |  |
| 100067 Dr. William L. and Barbara Scearee Endowed Lectureship in Poitcal Sc | 30,893.02 | 26,034.83 | 25,670.42 | 27,532.76 | 4 | 1,238.97 | 12.84 | 1,251.81 |  |
| TOTAL, Cameron: | 7,845,228.35 | 6,611,960.52 | 6,373,485.26 | 6,943,558.04 |  | 312,460.11 | 82,526.29 | 394,986.41 |  |


|  | Langston University |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 420001 | Endowment | 46,808,989.90 | 40,963,419.95 | 38,592,770.54 | 42,121,726.80 | 4 | 1,895,477.71 | 20,941.36 | 1,916,419.07 |
| 420002 | PSO Lectureship (Public) | 120,768.01 | 98,221.37 | 90,864.09 | 103,284.49 | 4 | 4,647.80 | 6,298.47 | 10,946.27 |
| 420003 | PSO Lectureship (Private) | 120,337.44 | 97,871.19 | 90,540.14 | 102,916.26 | 4 | 4,631.23 | 6,546.71 | 11,177.94 |
| 420004 | Southwestern Bell Endowed Lectureship | 225,069.44 | 183,050.38 | 169,338.97 | 192,486.26 | 4 | 8,661.88 | 11,297.92 | 19,959.80 |
| 420005 | William Henri Hale Lectureship | 118,308.21 | 96,220.81 | 89,013.38 | 101,180.80 | 4 | 4,553.14 | 6,613.53 | 11,166.67 |
| 420006 | J. C. Penney Professorship of Business | 209,049.22 | 170,021.03 | 157,285.59 | 178,785.28 | 4 | 8,045.34 | 10,716.03 | 18,761.37 |
| 420007 | T. M. Crisp Professorship in Recreation \& Good Sportsmanshi | 666,460.89 | 542,036.79 | 501,435.47 | 569,977.72 | 4 | 25,649.00 | 34,347.31 | 59,996.31 |
| 420008 | James A. Close Endowed Chair | 640,924.37 | 521,267.77 | 482,222.16 | 548,138.10 | 4 | 24,666.21 | 31,520.46 | $56,186.68$ |
| 420009 | Lillian Johnson Hemmitt Endowed Chair | 1,623,545.22 | 1,320,439.42 | 1,221,531.79 | 1,388,505.48 | 4 | 62,482.75 | 61,321.01 | 123,803.76 |
| 420010 | Delta Sigma Theta Sorority Distringuished Professorship | 311,563.56 | 25,396.58 | 234,415.89 | 266,458.67 | 4 | 11,990.64 | 10,509.33 | 22,499.97 |
|  | TOTAL, Langston: | 50,845,016.26 | 44,245,945.28 | 41,629,418.02 | 45,573,459.85 |  | 2,050,805.69 | 200,112.14 | 2,250,917.83 |


| University of Science \& Arts of Oklahoma |  | $602,302.12$ | 557,186.63 | 633,349.61 | 4 | - 28,500.73 | 39,924.08 | 68,424.81 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 150001 Mary Jo Ragan Professorship of Interdisciplinary Studies | 740,560.08 |  |  |  |  |  |  |  |  |
| 150002 Budlow Grigsby Lectureship | 398,274.57 | 323,919.19 | 299,655.99 | 340,616.58 | 4 | 15,327.75 | 21,199.30 | 36,527.05 |  |
| 150003 Jessie Dearing Kinley Chair in Interdisciplinary Studies | 616,906.10 | 501,733.56 | 464,151.17 | 527,596.94 | 4 | 23,741.86 | 32,581.12 | 56,322.98 |  |
| 150004 Dorothy Gilkey Wilcox Professorship in Interdis. Studies | 390,423.36 | 317,533.75 | 293,748.85 | 333,901.99 | 4 | 15,025.59 | 20,796.64 | 35,822.23 |  |
| 150005 Dorothy Cusick Professorship in Interdisc. Studies | 351,553.76 | 285,920.86 | 264,503.93 | 300,659.52 | 4 | 13,529.68 | 18,726.22 | 32,255.90 |  |
| 150006 Professorship in Biology | 305,606.99 | 248,552.06 | 229,934.25 | 261,364.43 | 4 | 11,761.40 | 14,255.46 | 26,016.86 |  |
| 150007 Lectureship Program | 203,513.97 | 165,519.18 | 153,120,95 | 174,051.37 | 4 | 7,832.31 | 8,309.02 | 16,141.33 |  |
| 150008 Bradford Abelson Chair in Religious Reconciliation | 378,821.93 | 308,098.23 | 285,020.11 | 323,980.09 | 4 | 14,579.10 | 12,062.28 | 26,641.38 |  |
| TOTAL, USAO: | 3,385,660.77 | 2,753,578.95 | 2,547,321.87 | 2,895,520.53 |  | 130,298.42 | 167,854.12 | 298,152.54 |  |
| Carl Albert State College |  |  |  |  |  |  |  |  |  |
| 108001 Charles L. Ward Endowed Teaching Lectureship | 58,317.34 | 49,305.01 | 47,645.30 | 51,755.88 | 4 | 2,329.01 | 0.00 | 2,329.01 |  |
| 108002 George Bush Professorship for Teaching Excellence | 42,087.71 | 35,583.50 | 34,385.69 | 37,352.30 | 4 | 1,680.85 | (0.00) | 1,680.85 |  |
| 108003 Hanford Farrell Senior Lectureship | 42,068.59 | 35,567.33 | 34,370.07 | 37,335.33 | 4 | 1,680.09 | (0.00) | 1,680.09 |  |
| 108004 Jack Gedosh Endowed Lectureship | 38,268.39 | 32,354.41 | 31,265.29 | 33,962.70 | 4 | 1,528.32 | 0.00 | 1,528.32 |  |
| 108005 R. L. Winters Endowed Lectureship | 81,735.54 | 69,104.17 | 66,777.98 | 72,539.23 | 4 | 3,264.27 | 0.00 | 3,264.27 |  |
| 108006 Jodi Hoffman Lectureship in Business Technology | 34,810.86 | 29,431.20 | 28,440.49 | 30,894.18 | 4 | 1,390.24 | 0.00 | 1,390.24 |  |
| 108007 F.L. Holton Endowed Lectureship in Business Technology | 68,508.50 | 57,921.23 | 55,971.48 | 60,800.40 | 4 | 2,736.02 | 0.00 | 2,736.02 |  |
| 108008 Macy R. McBee Endowed Lectureship in Natural Science | 31,546.40 | 26,671.23 | 25,773.42 | 27,997.01 | 4 | 1,259.87 | 0.00 | 1,259.87 |  |
| 108009 Julian J. Rothbaum Lectureship in History | 29,649.76 | 25,067.69 | 24,223.86 | 26,313.77 | 4 | 1,184.12 | 0.00 | 1,184.12 |  |
| 108010 Walter White Endowed Lectureship in Early Childhood Educa | 40,992.83 | 34,657.81 | 33,491.16 | 36,380.60 | 4 | 1,637.13 | 0.00 | 1,637.13 |  |
| 108011 Walter White Endowed Lectureship in Excellence | 41,216.93 | 34,847.29 | 33,674.25 | 36,579.49 | 4 | 1,646.08 | 0.00 | 1,646.08 |  |
| 108012 Gerald Ford Lectureship in Academic Excellence | 34,709.12 | 29,345.18 | 28,357.37 | 30,803.89 | 4 | 1,386.18 | 0.00 | 1,386.18 |  |
| 108013 Dave and Beverly McMillen Endowed Lectureship | 95,323.96 | 80,592.63 | 77,879.73 | 84,598.77 | 4 | 3,806.94 | 0.00 | 3,806,95 |  |
| 108014 Jimmy and Pearl Orr Endowed Lectureship | 53,745.41 | 45,439.61 | 43,910.03 | 47,698.35 | 4 | 2,146.43 | 0.00 | 2,146.43 |  |
| 108015 Phillip and Wanda Freeman Endowed Lectureship | 27,595.58 | 23,330.98 | 22,545.61 | 24,490.72 | 4 | 1,102.08 | (0.00) | 1,102.08 |  |
| 108016 Roy and Jeanne Reed Endowed Lectureship in Academic Lead, | 58,749.92 | 49,670.74 | 47,998.73 | 52,139.79 | 4 | 2,346.29 | (0.00) | 2,346.29 |  |
| 108017 Victor L. Cary Endowed Lectureship in Arts and Sciences | 29,735.78 | 25,140.46 | 24,294.18 | 26,390.14 | 4 | 1,187.56 | 0.00 | 1,187.56 |  |
| 108018 Oxley Foundation Endowed Lectureship | 31,295.67 | 26,459.25 | 25,568.58 | 27,774.50 | 4 | 1,249.85 | (0.00) | 1,249.85 |  |
| 108019 Dean Worley Endowed Lectureship | 56,952.61 | 48,151.18 | 46,530.32 | 50,544.70 | 4 | 2,274.51 | 0.00 | 2,274.51 |  |
| 108020 Dick LaFevers Endowed Lectureship | 31,516.78 | 26,646.20 | 25,749.23 | 27,970.74 | 4 | 1,258.68 | (0.00) | 1,258.68 |  |
| 108021 J.C. and Linda Holton Endowed Lectureship | 30,053.27 | 25,408.85 | 24,553.43 | 26,671.85 | 4 | 1,200.23 | (0.00) | 1,200.23 |  |
| TOTAL, CASC: | 958,880.93 | 810,695.94 | 783,406.21 | 850,994.36 |  | 38,294.75 | - | 38,294.76 |  |
| Eastern Oklahoma State College |  |  |  |  |  |  |  |  |  |
| 240001 Julian J. Rothbaum Lectureship | 78,319.72 | 63,697.91 | 58,926.62 | 66,981.42 | 4 | 3,014.16 | 3,390.68 | 6,404.84 |  |
| 240002 Choctaw Nation Endowed Professorship in Nursing | 203,307.21 | 165,351.02 | 152,965.39 | 173,874.54 | 4 | 7,824.35 | 8,111.97 | 15,936.32 |  |
| TOTAL, EOSC: | 281,626.93 | 229,048.93 | 211,892.00 | 240,855.96 |  | 10,838.52 | 11,502.65 | 22,341.17 |  |
| Oklahoma City Community College |  |  |  |  |  |  |  |  |  |
| 633001 Lectureship | 222,782.24 | 181,190.18 | 167,618.12 | 190,530.18 | 4 | 8,573.86 | 11,595.80 | 20,169.66 |  |
| TOTAL, OCCC: | 222,782.24 | 181,190.18 | 167,618.12 | 190,530.18 |  | 8,573.86 | 11,595.80 | 20,169.66 |  |
| Rogers State University |  |  |  |  |  |  |  |  |  |
| 461001 Herrington Lectureship | 115,693.98 | 94,094.63 | 87,046.46 | 98,945.02 | 4 | 4,452.53 | 4,492.97 | 8,945.50 |  |
| 461002 Maurice Meyer Lectureship in Liberal Arts | 42,398.83 | 34,483.23 | 31,900.26 | 36,260.77 | 4 | 1,631.73 | 1,800.08 | 3,431.81 |  |
| 461003 John W. Norman Endowed Chair in Business Information Tec 461004 Greg Knuz Endowed Chair in Communications | 374,250.30 | 315,605.74 | 304,491.07 | 331,449.03 | 4 | 14,915.21 | 0.00 | 14,915.21 |  |
|  | 402,740.58 | 340,107.48 | 329,230.54 | 357,359.54 | 4 | 16,081.18 | 6,529.34 | 22,610.52 |  |
| 461005 Sarkey's Endowed Chair | 383,969.87 | 324,810.35 | 314,968.67 | 341,249.63 | 4 | 15,356.23 | 5,499.61 | 20,855.84 |  |
| 461006 Oliver Dewey Mayor Chair | 278,627.27 | 234,050.31 | 216,518.75 | 243,065.44 | 4 | 10,937.94 | 2,782.77 | 13,720.71 |  |
| 461007 Board of Visitors Endowed Chair <br> 461008 Grace and Franklin Bernsen Foundation Endowed Professorship in $\mathrm{N}_{\mathrm{L}}$ | 386,575.35 | 314,404.13 | 305,382.95 | 335,454.14 |  | 15,095.44 | 11,318.38 | 26,413.81 |  |
|  | 177,788.84 | 150,797.94 | 146,509.93 | 158,365.57 | 4 | 7,126.45 | 882.74 | 8,009.19 |  |
| TOTAL, Rogers: | 2,162,045.00 | 1,808,353.81 | 1,736,048.63 | 1,902,149.15 |  | 85,596.71 | 33,305.89 | 118,902.60 |  |
| Tulsa Community College |  |  |  |  |  |  |  |  |  |
| 750001 Natalie O. Warren Chair of Nursing (Public) | 445.810.88 | 376,919.94 | 364,246.12 | 395,658.98 | 4 | 17,804.65 | 0.00 | 17,804.66 |  |
| 750002 Natalie O. Warren Chair of Nursing (Private) | 0.00 | 375,463.71 | 362,838.85 | 246,100.85 | 4 | Transferred Private Account to TCC Foundation |  |  |  |
| 750003 John W. Sublett Professorship (Public) | 200,380.82 | 169,416.07 | 163,719.51 | 177,838.80 | 4 | 8,002.75 | 0.00 | 8,002.75 |  |
| 750004 John W. Sublett Professorship (Private) | 0.00 | 181,965.30 | 175,846.77 | 119,270.69 |  | Transferred Private Account to TCC Foundation |  |  |  |
| 750005 T. Oscar Chappelle Lectureship (Public) | 40,061.03 | 33,870.42 | 32,731.54 | 35,554.33 | 4 | 1,599.94 | (0.00) | 1,599.94 |  |
| 750006 T. Oscar Chappelle Leetureship (Private) | 0.00 | 36,526.07 | 35,297.89 | 23,941.32 | 4 | Transferred Private Account to TCC Foundation |  |  |  |
| 750007 Founders Incorporated (Private) | 0.00 | 216,143.73 | 208,875.97 | 141,673.23 | 4 | Transferred Private Account to TCC Foundation |  |  |  |
| 750008 Founders \& Assoc. Chair in Allied Health 750009 Julian Rothbaum Distinguished Lectureship in Public Affairs | 216,306.50 | 224,760.21 | 217,202.71 | 219,423.14 | 4 | $\frac{9,874.04}{}$ | 0.00 | 9,874.04 |  |
|  | 0.00 | 24,010.91 | 23,203.55 | 15,738.15 |  |  | to TCC Foun |  |  |
| 750010 Julian Rothbaum Distinguished Lectureship in Public Affairs | 27,148.79 | 22,953.50 | 22,181.70 | 24,094.66 | 4 | 1,084.26 | 0.00 | 1,084.26 |  |
| 750011 Vesta Van Trease Endowed Lectureship (Private) | 0.00 | 22,659.38 | 21,897.46 | 14,852.28 | 4 | Transferred Private | to TCC Foun |  |  |
| 750012 Vesta Van Trease Endowed Lectureship (Public) | 27,111.71 | 22,922.15 | 22,151.40 | 24,061.76 | 4 | 1,082.78 | (0.00) | 1,082.78 |  |
| 750013 Unit Corporation Lectureship _(Private)__ | 0.00 | 22,421.31 | 21,667.40 | 14,696.24 | 4 | 661.33 |  | 661.33 |  |



| 041008 Great Plains Medical Center Lectureship in Nursing | 171,677.75 | 144,631.52 | 139,534,06 | 151,937.77 | 4 | 6,837.20 | (0.00) | 6,837.20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 041009 Chesser Family Lectureship | 29,840.90 | 25,144.19 | 24,258.60 | 26,414.56 | 4 | 1,188.66 | 0.00 | 1,188.66 |
| 041010 Russell Kirchof Lectureship in Agriculture | 28,180.93 | 23,745.48 | 22,909.17 | 24,945.19 | 4 | 1,122.53 | 0.00 | 1,122.54 |
| TOTAL, WOSC: | 757,255.83 | 638,069.97 | 615,593.27 | 670,306.36 |  | 30,163.79 | (0.00) | 30,163.78 |
| Systemwide Totals | 678,590,705.08 | 572,481,699.60 | 549,536,370.44 | 599,812,231.90 |  | 26,958,862.40 | 4,133,506.05 | 31,092,368.49 |

Meeting of the

## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

October 24, 2019

## AGENDA ITEM \#15-a:

Policy.
SUBJECT: Posting of revisions to the investment policy.

## RECOMMENDATION:

It is recommended that the State Regents approve the posting of revisions to the investment policy.

## BACKGROUND:

The investment policy outlines the responsibility of the State Regents to determine a recommended asset allocation policy and approval of investment managers. Our investment consultant, Pavilion/Mercer, has recommended that the investment policy be reviewed at least annually, and have proposed the following changes to help ensure our investment policy is current allowing for any necessary adjustments to the market environment and to meet long-term policy objectives.

## POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy revisions.

## ANALYSIS:

Policy Recommendations:
The following changes in the investment policy are recommended to update the permissible asset classes and their corresponding comparative indices in Table A and to make minor scrivener's updates throughout the policy.

### 4.19 Statement Of Investment Policy For The Funds Administered By The Oklahoma State Regents For Higher Education

### 4.19.1 Statement of Purpose

The intent of this statement is to design an investment environment with specific parameters that reflects the philosophy of the Regents, thereby providing the Investment Committee, administration, and the Consultant with clearly defined policies and objectives. Although these policies and objectives are intended to govern the investment activity, they are designed to be sufficiently flexible to be practical.
A. Define the investment policies, guidelines and objectives of the Endowment Fund (the "Endowment.")
B. Create a framework from which the Investment Committee can evaluate performance, explore new opportunities and make recommendations to the Oklahoma State Regents for Higher Education (the "Regents.")
C. Provide guidance for, expectations of, and limitations on all parties bearing responsibilities related to the Endowment Fund of the Oklahoma State Regents for Higher Education.

### 4.19.2 Roles and Responsibilities

A. Board of Regents

The Regents, ultimately, are responsible as fiduciaries for managing the Endowment (70 O.S. 2001, §3951.) Therefore, the Regents' specific responsibilities are as follows:

1. Set overall policies for the investment of the endowment and approve a written Investment Policy Statement;
2. Establish the spending rate;
3. Establish the real return need and delegate the performance oversight to the Investment Committee; and
4. Oversee activities of the Investment Committee as they relate to the investment of the Endowment.
B. Investment Committee

The Investment Committee's responsibilities are as follows:

1. Review and recommend to the Regents an appropriate Investment Policy.
2. Ensure that the Investment Policy is being implemented.
3. Recommend to the Board appropriate Investment Policy guidelines, to include:
a. The spending rate and calculation thereof.
b. The Endowment's real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)
c. New guidelines as appropriate.
4. Establish appropriate implementation guidelines, to include:
a. The time horizon for the portfolio.
b. The acceptable level of volatility for the portfolio.
c. The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)
d. The allocation of assets among the available asset classes (e.g. $15 \%$ to U.S. large-cap stocks, $10 \%$ to U.S. small-cap stocks, etc.)
5. Recommend and evaluate the Investment Consultant.
6. Establish investment practices, including:
a. Determine criteria for hiring and terminating investment managers (e.g. past performance relative to benchmark, within allowable tracking error, etc.)
b. Determine the portfolio's rebalancing rules.
7. Monitor, review and evaluate investment results in the context of predetermined performance standards.
8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.
9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.
10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.
11. Report regularly on the status of the Endowment to the Regents.

## C. Chancellor and Staff

The responsibilities of the Chancellor and staff are as follows:

1. Implement the decisions approved by the Regents.
2. Invest new gifts made to the Endowment according to established guidelines.
3. Sell assets as needed to fund the spending allowance.
4. Rebalance the portfolio as directed by the Investment Policy.
5. Serve as the primary communication link with the Investment Committee and Investment Consultant.
D. Consultant.

The consultant's responsibilities are as follows:

1. Assist in the development and implementation of investment policies, objectives and guidelines.
2. Prepare an asset allocation analysis and recommend an asset allocation strategy with respect to the Endowment's objectives.
3. Review investment managers - including search, selection and recommendation.
4. Prepare and present performance evaluation reports in accordance with CFA Institute standards.
5. Attend Investment Committee meetings to present evaluation reports on a quarterly basis. Attend other meetings on an "as needed" basis.
6. Review contracts and fees for both current and proposed investment managers.
7. Review and develop recommend special investment strategies that complement existing asset classes or strategies to be considered.
8. Notify the Investment Committee and staff of any changes in personnel or ownership of the consulting firm.
9. Notify the staff and Investment Committee immediately of any litigation or violation of securities regulations in which any Investment Manager utilized by the Endowment is involved.
10. Notify staff and Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm, which is utilized by the Endowment.
11. Adhere to all regulatory agency guidelines.
E. Investment Managers

The investment managers' responsibilities are as follows:

1. Invest assets under their management
2. Exercise discretionary authority over the assets entrusted to them.
3. Provide written documentation of portfolio activity, portfolio valuations, performance data, and portfolio characteristics on a quarterly basis in addition to other information as requested by the Investment Committee or Investment Consultant.
4. Vote proxies vigorously in the best interest of the Endowment, where possible.

## F. Custodian

The custodian's responsibilities are as follows:

1. Provide timely reports detailing investment holdings and account transactions monthly and an annual report summarizing the following to be submitted to the administration within 21 days following each fiscal year end.
2. The reports will include the following:
a. Statement of all securities and other assets on hand.
b. Statement of all property received representing contributions to the accounts.
c. Statement of all sales, redemptions, and principal payments.
d. Statement of all distributions from the account.
e. Statement of all expenses paid.
f. Statement of all purchases.
g. Statement of all income.
3. Establish and maintain an account(s) for each Investment Manager of the Endowment.
4. Provide all normal custodial functions including security safekeeping, collection of income, settlement of trades, collection of proceeds of maturing securities, daily investment of uninvested cash, etc.
5. Prepare additional accounting reports as requested by the Administration or Investment Consultant.

### 4.19.3 Investment Policies and Objectives

A. General Investment Philosophy - Providing for future spending needs while meeting current spending needs is the objective of the funds administered by the Oklahoma State Regents for Higher Education.

1. Time Horizon: The Endowment has an infinite life.
2. Return: The long-term minimum need of the Endowment is to achieve a total return averaging at least the spending rate of approximately $4.5 \%$, plus inflation,
fees, and costs. Returns experienced in excess of the need provide for the long-term growth of the Endowment.
3. Risk: The overall level of risk in the investment portfolio will be primarily mitigated by attention to asset allocation. The focus is on overall portfolio risk, not risk related to specific asset classes.
4. Taxes: The Endowment is owned by a tax-exempt organization.

## B. Return Measurement Objectives.

The investment objectives of the Endowment are based upon a long-term investment horizon allowing interim fluctuations to be viewed in an appropriate perspective. While there cannot be complete assurance that the defined objectives will be realized, it is believed that the likelihood of their realization is enhanced by the Investment Policy Statement of the Endowment.

Over time, the Endowment will aim to achieve the return goal while maintaining acceptable risk levels. To accomplish this goal, the Endowment will diversify its assets among several asset classes. The table below included as part of this statement provides permissible asset classes and appropriate index measures of these classes. Active managers will be expected to provide returns greater than or equal to their appropriate benchmark while utilizing acceptable risk levels.

All return objectives described are understood to be net of (after) investment expense. To evaluate the progress of the portfolio, the Investment Committee will review performance at least quarterly. It is not anticipated that the goals defined below will be satisfied in every single quarter or year. It is, however, expected that performance goals will be met over a full market cycle, normally defined as a three- to five-year period. Analysis of performance should always be within the context of the prevailing investment environment and the manager's particular investment style. The investment performance of the Fund will be evaluated relative to the following standards:
a. Investment portfolio assets should return, over a full business market cycle (expected to be 3 to 5 years,) an annualized nominal rate of return greater than or equal to the long-term return objective plus the rate of inflation, net after all fees and costs.
b. Investment portfolio assets should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to a composite index created by combining various indices in the same proportion as the Endowment's policy allocation.
c. Each investment manager should return, over rolling sixty-month periods, a nominal rate of return greater than or equal to the appropriate market index for that asset class, with not more than commensurate risk.

TABLE A

| PERMISSABLE ASSET CLASSES AND COMPARATIVE INDICES FOR INVESTMENT MANAGERS |  |
| :---: | :---: |
| ASSET CLASS | COMPARATIVE INDEX |
| GROWTH ASSETS: <br> Domestic Equity <br> U.S. All Cap Stocks <br> U.S. Large Stocks <br> U.S. Large Cap Quality Stocks <br> U.S. Large Cap Growth Stocks <br> U.S. Large Cap Value Stocks <br> U.S. Mid Cap Stocks <br> U.S. Small Cap Stocks <br> International Equity <br> Int'l Large Stocks <br> Int'l Small Stocks <br> Emerging Mkt Stocks <br> Global Equity <br> Private Equity ${ }^{1}$ <br> Opportunistic Fixed Income | Dow Jones US Total Stock Market Index S\&P 500 <br> NASDAQ US Dividend Achieves Index Russell 1000 Growth Index Russell 1000 Value Index Russell Mid Cap Russell 2000 Index <br> MSCI ACWI ex US Index MSCI EAFE <br> MSCI EAFE Small Cap Index <br> MSCI Emerging Markets Index MSCI ACWI Index <br> Burgiss Global Private Equity Index 50\% Bank of America Merrill Lynch High Yield Master Index/50\% Credit Suisse Leveraged Loans Index |
| RISK REDUCTION ASSETS: <br> Domestic Fixed Income <br> Int'l Fixed Income <br> Cash Equivalents Hedge Funds ${ }^{2}$ | $\begin{gathered} \frac{\text { Bloomberg Barclays US Aggregate Index }}{\text { FTSE World Gov't Bond }} \\ \text { U.S. Treasury Bills } \\ \text { HFR Fund of Funds } \end{gathered}$ |
| INFLATION PROTECTED ASSETS: <br> Public Natural Resources <br> Global Listed Infrastructure <br> REITs <br> Private Real Estate <br> Private Natural Resources | S\&P NA Natural Resources Index Custom Infrastructure Index S\&P Global Property Index <br> NCREIF Townsend Blended Index <br> Mercer Illiquid Natural Resources Index |

${ }^{1}$ Private equity managers will additionally be monitored against a cost of capital benchmark, the Wilshire 5000 Dow Jones US Total Stock Market Index $+5 \%$.
${ }^{2}$ Hedge fund managers will also be monitored against a cost of capital benchmark, T-Bills $+4 \%$.
C. Volatility and Risk

Risk is defined as the probability of failing to meet the Endowment's objectives over the time horizon. Therefore, in order to minimize the probability of failure, thereby minimizing risk, the following variables should be considered in all aspects of the decision-making process with regards to the Endowment's investable assets:

1. Probability of missing the goal return
2. Inflation
3. Asset/Style Allocation
D. Spending Policy

The purpose of the Endowment Fund is to provide in perpetuity. The Investment Committee shall recommend to the Regents the distribution at the end of each fiscal year. The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate four and one-half percent of the asset values based on an average of the past three years for the endowment trust fund.
E. Asset Allocation

The single most important decision that affects the Endowment is the asset allocation decision. Investment research has determined that a significant portion of an Endowment's investment behavior can be attributed to (1) the asset classes/styles employed by the Endowment, and (2) the weighting of each asset class/style. Given its importance, the policy asset allocation should be reviewed periodically and revised as necessary.

The target asset allocation is based on a comprehensive allocation study completed by the Investment Consultant. The target asset allocation of the Endowment is designed to give balance to the overall structure of the Endowment's investment program over a long-term horizon. Asset allocation decisions will not be based on market timing. However, some factors may impact the policy allocation, thereby requiring an asset allocation review and possible rebalancing. Some of these factors include a change in the assessment of the intermediate or long-term outlook for different types of asset classes and styles or divergence in the performance of the different asset classes and styles. The following table outlines the target asset allocation policy for the Endowment.

| TARGET POLICY ASSET ALLOCATION AND ALLOWABLE RANGES |  |  |  |
| :---: | :---: | :---: | :---: |
| $\underline{\text { Asset Class }}$ | Target Allocation | $\frac{\text { Minimum }}{\text { Allocation }}$ | $\begin{aligned} & \text { Maximum } \\ & \text { Allocation } \end{aligned}$ |
| GROWTH ASSETS: |  |  |  |
| Domestic Equity | 18 | 12 | 45 |
| International Equity | 15 | 5 | 25 |
| Global Equity | 10 | 0 | 10 |
| Growth Fixed Income | 5 | 0 | 10 |
| Private Equity | 15 | 0 | 15 |
| Total, Growth Assets | 63 | 20 | 85 |
| RISK REDUCTION ASSETS: |  |  |  |
| Domestic/Fixed Income | 7 | 5 | 30 |
| International Fixed Income | 2 | 0 | 10 |
| Absolute Return (Hedge Funds) | 15 | 0 | 25 |
| Cash | 1 | 0 | 15 |
| Total, Risk Reduction Assets | 25 | 5 | 60 |
| INFLATION PROTECTED ASSETS: |  |  |  |
| Domestic Inflation Protected Fixed | 0 | 0 | 10 |
| REITS/Real Assets | 12 | 0 | 15 |
| Total, Inflation Protected Assets | 12 | 0 | 25 |
| TOTAL: | 100 |  |  |

$\square$

## F. Portfolio Rebalancing

Since asset allocation is the most critical component of the Endowment's return, the portfolio will be rebalanced at least annually. In addition, the Endowment will be rebalanced in the event any asset class allocation differs from policy by more than 20 percent of the target weight, but with a $2 \%$ minimum deviation threshold (before rebalancing is required.) Alternative asset classes may require a longer period of time to achieve target allocation due to their illiquid structure. Please refer to the table above for allowable target asset allocation ranges.

[^1]
# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#15-b:

Policy.
SUBJECT: Approval of revisions to the Tuition and Fees Policy amendment.

## RECOMMENDATION:

## It is recommended that the State Regents approve the revised Tuition and Fees Policy.

## BACKGROUND:

Title 70 O. S. Section 3218.12 authorizes the State Regents to establish a system of student scholarships. Each institution is authorized to award scholarships to residents of the state of Oklahoma from Educational and General Budget - Part I funding in the form of resident tuition waivers each year not to exceed three and five-tenths percent ( $3.5 \%$ ) of their total E\&G - Part I budget. In addition, the State Regents and/or the legislature have authorized tuition waiver scholarships for specific purposes such as auditing of classes by senior citizens; former prisoners of war, Academic Scholars, etc. which are not subject to the 3.5 percent requirement.

In 2006, the State Regents approved a program for concurrent enrollment tuition waivers to help qualified students earn college credit while still in high school. The program required Oklahoma higher education institutions to waive tuition for each concurrently enrolled high school senior.

The $56^{\text {th }}$ Oklahoma Legislature adopted revisions, through Senate Bill 1196, that amended 70 O.S. §628.13 and the definitions for waivers for concurrently enrolled high school students. This action will align the Tuition and Fees Policy to definitions as outlined in statute to include high school junior concurrent tuition waivers for reimbursement, subject to the availability of funds and after $100 \%$ reimbursement of the senior waivers awarded by the State System institutions.

## POLICY ISSUES:

This item is consistent with Regents' practice on adoption of policy revisions.

## ANALYSIS:

The program originally exempted the tuition for high school seniors for six hours per semester, beginning with enrollments in the summer the high school student completed their junior year in high school up to a maximum total of 18 hours.

The proposed revision is recommended to update our policy to be in compliance with the changes as authorized by the Legislature in Senate Bill 1196. The policy will now allow for 9 hours in total for high school junior students to be waived, without any limitation to hours per semester. Reimbursement for the junior student waivers will be subordinate to the $100 \%$ reimbursement of senior waivers, and subject to the availability of state appropriated funding.

## TUITION AND FEES POLICY

### 4.18 STUDENT TUITION AND FEES

4.18.1 Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees
k. Waiver for Concurrently Enrolled High School Seniors. State System institutions shall waive up 18 credit-hours during the senior year for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents' admissions policy; provided, "high school senior" means a student who has completed the junior year but who has not yet graduated from high school. High school senior concurrent enrollment waivers for hours beyond these eligible eighteen (18) credit hours will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E\&G Budget - Part I for the current year.

1. Waiver for Concurrently Enrolled High School Juniors. Subject to the availability of funding, after $100 \%$ reimbursement of waivers made to high school seniors concurrently enrolled, state system institutions shall waive up to nine (9) credit hours for all eligible high school juniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations after $100 \%$ reimbursement of the senior student waivers above. Student eligibility will be governed by State Regents' admissions policy; provided, "high school junior" means a student who has completed the sophomore year. High school junior concurrent enrollment waivers for hours beyond these eligible nine (9) credit hours concurrently enrolled will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E\&G Budget - Part I for the current year

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## AGENDA ITEM \#16:

## Contracts and Purchases.

SUBJECT: Approval of FY2020 Purchases in excess of \$100,000.

## RECOMMENDATION:

It is recommended that the State Regents approve FY2020 purchases for amounts that are in excess of $\mathbf{\$ 1 0 0 , 0 0 0}$.

## BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

## POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of $\$ 100,000$.

## ANALYSIS:

The items below are in excess of $\$ 100,000$ and require State Regents' approval prior to issuing a purchase order.

## Purchases over \$100,000

OCAN

1) Gigapop Internet Services LLC in the amount of $\$ 160,000.00$ for primary and diverse Indefeasible Right of Use (IRU) fiber optic path routes from the state fiber hut located at State Highway 51 and the Garnett Rd. intersection in Tulsa, Oklahoma to the Tierpoint Datacenter \#2, located at 12151 State Farm Drive in Tulsa, Oklahoma. The fiber is needed to deliver and receive services to/from the state, city and commercial partners located in the datacenter. The costs for this project will be recovered through OneNet customer user fees. (Funded from 718-ONENET).

## Change Orders to Previously Approved Purchases

## OneNet

1) At their meeting on May 31, 2019, the State Regents approved a FY20 purchase for Panhandle Telephone Cooperative in the amount of $\$ 125,425.00$ for circuits to provide services to OneNet customers. An additional amount of $\$ 122,422.08$ is needed due to

Panhandle Telephone Cooperative's cost to deliver last mile services have increased for tariffed rates that have been filed with the Oklahoma Corporation Commission and the Federal Communications Commission. Panhandle is a local exchange carrier and sets tariffs annually. The new total of this purchase order will be $\$ 247,847.08$. The costs for these services will be recovered through OneNet user fees. (Funded from 718-OneNet).

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## AGENDA ITEM \#17:

Investments.
SUBJECT: Approval of investment manager.

## RECOMMENDATION:

It is recommended that the State Regents approve a new investment manager and
allocation of funds for the endowment trust fund.

## BACKGROUND:

Pavilion Mercer, investment consultants for the fund, has suggested new manager recommendations for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets. Funding will come from cash on-hand and reallocations within the portfolio. This item will be considered as a "preliminary" approval pending the final due diligence of the fund expected by Mercer by the end of October and prior to the closing of the fund.

POLICY ISSUES: This action is consistent with Regents' asset allocation policy.

## ANALYSIS:

Mercer is recommending the following manager for the portfolio:
The Column Group - Fund IV -- $\$ 5,000,000$. The Column Group ("TCG") is seeking to raise $\$ 600$ million for The Column Group Fund IV ("TCG IV") to continue investing in early stage US venture capital investments in companies that build around new scientific breakthroughs. Similar to prior funds, TCG IV will be a concentrated portfolio of approximately ten investments. TCG IV will invest primarily in drug discovery, vaccines, gene therapy, cell therapy, and similar companies. TCG will invest at the earliest stages and reserve a majority of the fund for follow-on investments in its most promising portfolio companies. Prior funds have had very strong returns, but the strategy carries a great deal of risk. For clients with a fully-developed private equity portfolio, an appropriately-sized commitment is recommended.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#18:

## 2019 Fall Preliminary Enrollment.

SUBJECT: Acceptance of the Fall 2019 Preliminary Enrollment Report.

## RECOMMENDATION:

## It is recommended that the State Regents accept the Fall 2019 Preliminary Enrollment Survey.

## BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester.

## POLICY ISSUES:

This activity is consistent with the State Regents' reporting responsibilities.

## FINDINGS:

- The headcount enrollment at Oklahoma public colleges and universities decreased by 1.9 percent from 172,957 in fall 2018 to 169,740 in fall 2019. Research universities decreased 1.6 percent from 57,550 to 56,642 ; liberal arts universities decreased 6.3 percent from 854 to 800 ; regional universities decreased 2.1 percent from 49,889 to 48,861 and community colleges decreased 1.9 percent from 64,664 to 63,437 (Table 1).
- The headcount enrollment at private institutions decreased 2.0 percent from 22,084 in fall 2018 to 21,647 in fall 2019 (Table 1).
- The semester FTE enrollment at public institutions decreased 2.1 percent from 128,590 in fall 2018 to 125,864 in fall 2019 (Table 2).
- The semester FTE enrollment at private institutions decreased 3.6 percent from 19,081 in fall 2018 to 18,394 in fall 2019 (Table 2).
- The number of first-time entering students increased 1.4 percent from 30, 536 in fall 2018 to 30,976 in fall 2019 at Oklahoma public institutions. The research universities increased 2.0 percent from 8,550 , to 8,723 . The liberal arts universities decreased 14.0 percent from 214 to 184 . Public regional universities decreased 7.3 percent from 7,451 to 6,907 . The community colleges increased 5.9 percent from 14,321 in fall 2018 to 15,162 in fall 2019 (Table 3).
- The number of first-time entering decreased 5.9 percent from 3,751 to 3,528 at the private institutions (Table 3).
- Concurrent headcount enrollment at Oklahoma public institutions increased 10.6 percent from 10,569 in fall 2018 to 11,690 in fall 2019 (Table 4).
- The number of concurrent semester credit hours increased 14.9 percent from 53,793 in fall 2018 to 63,438 in fall 2019. The average number of credit hours per student was up from 5.23 in 2018 to 5.43 in 2019. (Table 4).

The full report is provided as a supplement to the agenda.

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October 24, 2019

## AGENDA ITEM \#19:

## Commendations.

SUBJECT: Recognition of State Regents' staff for service and recognitions on state and national projects.

## RECOMMENDATION:

## It is recommended that the State Regents accept this report and commend staff for state and national recognitions.

## RECOGNITIONS

State Regents' staff received the following state and national recognitions:

- Sheniqia Haynes, outreach specialist with OCAP's UCanGo2 and StartWithFAFSA initiatives, was recently chosen as one of the NextGen Under 30 honorees for 2019. This program was developed in 2010 as a way of honoring those individuals in Oklahoma who are under the age of 30 and are innovative, creative and inspiring in 15 categories of human endeavor.
- Chancellor Glen D. Johnson provided welcoming remarks for the State Regents' Sexual Assault Prevention Workshop with Dr. Kimberly Dickman at Oklahoma City Community College (OCCC) in Oklahoma City; provided welcoming remarks for State Regent's $12^{\text {th }}$ Annual Reading Conference at Oklahoma City University in Oklahoma City; provided remarks at joint meeting of the State Regents' Student Advisory Board (SAB) and Oklahoma Student Government Association meeting at the State Regents' office in Oklahoma City, Introduced State Regent Andy Lester and provided welcoming luncheon remarks at the annual Student Leadership Retreat at the University of Central Oklahoma in Edmond; provided remarks and served as panel moderator and emcee for annual Regents Education Program (REP) at the Presbyterian Health Foundation Conference Center in Oklahoma City; provided remarks at annual Oklahoma Association of Community Colleges (OACC) awards luncheon at Oklahoma City Community College (OCCC) in Oklahoma City, and taped radio interview with KGOU.
- Vonley Royal, OneNet executive director, Chris Kosciuk, chief information security officer, April Goode, director of OneNet Strategic Planning and Communications, Sky Pettett, director of Network Services, Karen Carter, customer relations manager, and Nick Thigpen, Cybersecurity engineer organized and hosted OneNet's 2019 Cybersecurity Forum at Oklahoma City Community College. Over 100 participants from higher education, K-12 schools, CareerTech, state and local government, libraries, hospitals and business participated in presentations from leading security experts. The Forum is a key component to OneNet's outreach to customers and the community during National Cybersecurity Awareness Month in October.
- Landis Tindell, OCAP digital communications specialist, was recently named the Public Relations Society of America-OKC Young Professional of the Year. The award is presented to a PRSA member under the age of 30 who has demonstrated an aptitude for leadership and involvement in PRSA, and who has contributed significantly to the advancement of the PRSA-OKC chapter and the profession of public relations. Landis was also recently nominated for the Oklahoma City Horizon Award, which is given to young professionals who are positively impacting the OKC metro with their leadership, stewardship and philanthropic endeavors, and the NextGen Under 30 award, which recognizes individuals who demonstrate talent, drive, and service to their communities.
- Sonja Wall, director of OCAN and OneNet Services, has been selected to serve as Oklahoma's state broadband coordinator. In this role, Wall will work to set broadband priorities for the state, assist state leaders in coordinating state fiber assets, develop an Oklahoma State Broadband Plan, and identify target areas for broadband expansion and investment in Oklahoma's 77 counties, particularly in unserved and underserved areas of the state. This role will be another avenue for the State Regents and OneNet to play a vital role in expanding broadband access throughout the state, growing our state's digital enterprise and creating opportunities in education, innovation, health care and business for the citizens of our state.


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October 24, 2019

## AGENDA ITEM \#20:

## Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board, with advice of its attorney, determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

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## AGENDA ITEM \#21-a:

## Programs.

SUBJECT: Program Modifications. Approval of Institutional Requests.

## RECOMMENDATION:

It is recommended that the State Regents approve modifications to existing programs, as described below.

## BACKGROUND:

University of Oklahoma (OU)
8 degree program requirement changes
Cameron University (CU)
5 degree program requirement changes
Langston University (LU)
2 degree program requirement changes
1 degree program option addition
Northwestern Oklahoma State University (NWOSU)
3 degree program requirement changes
Murray State College (MSC)
2 degree program option additions
Tulsa Community College (TCC)
1 degree program requirement change

## POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

## ANALYSIS:

OU - Master of Science in Mathematics (302)
Degree program requirement change

- For students completing a thesis:

Remove the comprehensive exam requirement.

- The proposed change removes a redundant requirement for students completing a thesis.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## OU - Master of Business Administration in Business Administration (025)

Degree program requirement changes

- For the Business Administration and the Professional options:

Remove BAD 5001, FIN 5302, and ACCT 5212.
Add FIN 5102.
Add 4 credit hours to be selected from the following: ACCT 5212, BAD 5182, FIN 5112, and ENT 5102.

- For the Professional option: Add MGT 5102.
- The proposed changes provide students with more flexibility in course selection.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 37-49 to 36-48.
- No funds are requested from the State Regents.


## OU - Graduate Certificate in Foundations of Business (433)

Degree program requirement changes

- Remove BAD 5001 and add BAD 5102.
- Change credit hours required for Electives from 12 to 10 .
- The proposed changes align the credit hours requirement with other graduate certificates and better serve students' needs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 13 to 12 .
- No funds are requested from the State Regents.

OU - Bachelor of Science in Petroleum Engineering (182)
Degree program requirement changes

- Remove PE 3222.
- Add PE 3220 and PE 4552.
- The proposed changes better prepare students for industry demands.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## OU - Graduate Certificate in Applied Behavior Analysis (403)

Degree program requirement changes

- Remove EDSP 5143, EDSP 5243, EDSP 5343, EDSP 5443, and 3 credit hours of Elective.
- Add EDSP 5603, EDSP 5613, EDSP 5623, EDSP 5633, EDSP 5643, and EDSP 5653.
- The proposed changes align the curriculum with the Applied Behavior Analysis Interventional and Behavior Analysis Certification Board's accreditation requirements.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the certificate will change from 18 to 21.
- No funds are requested from the State Regents.


## OU - Doctor of Philosophy in Chemical Engineering (032)

Degree program requirement changes

- Remove 6 credit hours of graduate-level chemical engineering electives and 12 credit hours of math/engineering electives.
- Change credit hours required for CHE 5971 from 1-8 to 4-8.
- Change credit hours required for Research Seminars from 1-8 to 4-8.
- Change credit hours required for Dissertation Research from 46-59 to 46-56.
- Add a minimum of 5 credit hours of advanced CHE courses and a minimum of 9 credit hours of advanced science/math/engineering/technical courses for a combined total of 18 credit hours.
- Change credit hours required for Additional Courses from 0-13 to 0-10.
- The proposed changes provide students with more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## OU - Bachelor of Science in Computer Science (233)

Degree program requirement changes

- Remove CS 3053 and Approved Natural Science Elective.
- Add CS 4173 and CS 4473.
- The proposed changes align the curriculum with accreditation requirements.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## OU - Bachelor of Science in Professional Studies (237)

Degree program requirement changes

- Add FIN 2303.
- Remove FIN 3303.
- The proposed changes update the curriculum to align with course changes in the Michael F. Price College of Business.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.


## CU - Bachelor of Arts in Art (110)

Degree program requirement changes

- Remove ART 2313, ART 2413, and ART 2513.
- Change credit hours required for Major Electives from 10 to 21 and require 18 hours to be taken in at least three of the following content areas: Painting, Printmaking, Sculpture, or Graphic Design.
- The proposed changes better align the curriculum with other institutions and allow students greater flexibility in choosing courses in their content area.
- Eighteen new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## CU - Bachelor of Arts in Music (160)

Degree program requirement changes

- Remove MUSC 1413 as a required General Education Humanities and add MUSC 1033.
- Remove 8 credit hours of Band/Choir/Accompanying/Orchestra/Guitar Ensemble.
- Remove MUSC 3533.
- Add 8 credit hours of Major Ensemble to be selected from MUSC 1110, MUSC 1120, MUSC 1140, MUSC 1150, and MUSC 3171.
- Add MUSC 2321, MUSC 2341, MUSC 3321 and MUSC 3333.
- Require Major Lesson Field courses to be selected from: MUSC 1201, MUSC 2201-2, MUSC 3801-4, and MUSC 4801-4.
- Add 4 credit hours of MUSC 1201.
- The proposed changes better align the curriculum with other institutions and will better prepare students for careers or graduate study in the field.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## CU - Bachelor of Fine Arts in Art (111)

Degree program requirement changes

- Remove ART 2313, ART 2413, and ART 2513.
- Add ART 4633 and ART 4643.
- For the Graphic Design option:

Remove ART 4633 and ART 2733.
Change credit hours required for Electives from 10 to 9 .

- For the Sculpture option:

Remove ART 4143 and 6 credit hours of ART 4633.
Require ART 2513, ART 4143, ART 4523, ART 4533, ART 4543, ART 4553, ART 4563, ART 4573, and 12 credit hours of Electives.

- For the Painting option:

Require ART 2313, ART 4143, ART 4232, ART 4363, and ART 4373.
Add 9 credit hours of Advanced Electives to be selected from: ART 4333, ART 4343, ART 4353, ART 4384, and ART 4393.
Add 12 credit hours of Major Electives.

- For the Printmaking option:

Require ART 2413, ART 4143, and ART 4423.
Add 15 credit hours of Advanced Electives to be selected from ART 4433, ART 4443, ART 4453, ART 4463, ART 4473, and ART 4483.
Add 12 credit hours of Major Electives.

- The proposed changes align the curriculum with other institutions, provide greater transparency to students, and aids in transferability to or from Cameron University.
- Eighteen new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## CU - Bachelor of Music in Music (161)

Degree program requirement changes

- Remove MUSC 1413 as a required General Education Humanities and add MUSC 1033.
- Remove 8 credit hours of Band/Choir/Accompanying/Orchestra/Guitar Ensemble.
- Remove MUSC 3533.
- Add 8 credit hours of Major Ensemble to be selected from MUSC 1110, MUSC 1120, MUSC 1140, MUSC 1150, and MUSC 3171.
- Remove MUSC 4322 and MUSC 4332.
- Add MUSC 3990 and MUSC 4343.
- Add 6 credit hours of Music Theory or Music History to be selected from MUSC 3981-3, MUSC 4312, MUSC 4322, MUSC 4332, MUSC 4362, and MUSC 4981-3.
- For the Vocal Performance option:

Remove MUSC 3990, MUSC 4312, MUSC 4343, and MUSC 4981.

Add MUSC 3771.
Require MUSC 3801-4 (Voice) and MUSC 4801-4 (Voice) to fulfill the Major Lesson Field requirement.
Require MUSC 1201, MUSC 3801 to fulfill the Piano requirement.
Require Electives to be fulfilled by MUSC courses.

- For the Instrumental Performance option:

Remove MUSC 3990, MUSC 4312, MUSC 4343, and MUSC 4981.
Require MUSC 3801-4 (Major Instrument) and MUSC 4801-4 (Major Instrument) to fulfill the Major Lesson Field requirement.
Require MUSC 1201 to fulfill the Piano requirement.
Require MUSC 3801-4 (Secondary Instrument) to fulfill the Minor Lesson requirement.
Require Electives to be fulfilled by MUSC courses.
Add 2 credit hours to be selected from the following: MUSC 3642, MUSC 3652, MUSC 3662, and MUSC 3672.
Require Electives to be fulfilled by MUSC courses.

- For the Piano Performance option:

Remove MUSC 3990, MUSC 4312, MUSC 4343, and MUSC 4981.
Require MUSC 3801-4 (Piano) and MUSC 4801-4 (Piano) to fulfill the Major Lesson Field requirement.
Require MUSC 3801-4 and MUSC 4801-4 to fulfill the Minor Lesson Field requirement.
Require Electives to be fulfilled by MUSC courses.

- For the Composition option:

Remove MUSC 3990, MUSC 4312, MUSC 4343, and MUSC 4981.
Require MUSC 1201 to fulfill the Piano requirement.
Require MUSC 3801-4 (Private Lessons) and MUSC 4801-4 (Private Lessons) to fulfill the Major Lesson Field requirement.
Require Electives to be fulfilled by MUSC courses.

- The proposed changes better align the curriculum with other institutions and will better prepare students for careers or graduate study in the field.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## CU - Bachelor of Music Education in Music Education (681)

Degree program requirement changes

- Remove MUSC 1413 as a required General Education Humanities and add MUSC 1033.
- Remove MUSC 3533.
- Remove 8 credit hours of Band/Choir/Accompanying/Orchestra/Guitar Ensemble.
- Add 8 credit hours of Major Ensemble to be selected from MUSC 1110, MUSC 1120, MUSC 1140, MUSC 1150, and MUSC 3171.
- For the Instrumental/General option:

Add MUSC 1201 (Class Lesson), MUSC 2201-2, MUSC 3801-4, and MUSC 4801-4. Add 4 credit hours of MUSC 1201 (Class Lesson: Piano).

- For the Vocal/General option:

Add MUSC 1201 (Class Lesson), MUSC 2201-2, MUSC 3801-4, and MUSC 4801-4.
Add MUSC 3761 and MUSC 3771
Add 4 credit hours of MUSC 1201 (Class Lesson: Piano).

- The proposed changes better align the curriculum with other institutions and will better prepare students for careers or graduate study in the field.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## LU - Bachelor of Science in Computer Science (045)

Degree program requirement changes and degree program option addition

- Add option:

Cybersecurity.
The proposed option provides students with the knowledge, skills, and abilities to be leaders and practitioners in the emerging cybersecurity industry.

- Add EG 2053 as an alternative course to EG 2033.
- Remove CS 1103 and NB 1114 with NB 1110/BI 2114.
- Remove PH 1115/PH 1125/CH 1014/CH 1315/CH 1515 as alternative courses to NP 1113.
- Remove General Education Section B and General Education Section C.
- Require HU 2013 and SP 2713 to fulfill General Education requirements.
- Require all of the following: CS 2133, MT 2145, MT 3223, and MT 3624.
- Add CS 3203 and CS 4993.
- Change credit hours required for Electives from 12 to 14.
- Four new courses will be added and one course will be deleted.
- The proposed changes streamline the requirements and align the curriculum with accreditation standards.
- Total credit hours for the degree will change from 125 to 120.
- No funds are requested from the State Regents.


## LU - Bachelor of Science in Public Health (071)

Degree program requirement changes

- Change credit hours required for General Education Electives from 3 to 6 .
- Remove NR 3323, PUH 4333, PUH 2433, PUH 2403, and PUH 4433.
- For the Minority Health and Health Disparities option:

Remove PUH 3353.

- For the Nutrition and Wellness option:

Remove FCS 3343 and PUH 3363.
Add HD 2603.

- The proposed changes align the curriculum with the Council in Education for Public Health's accreditation standards.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU - Bachelor of Science Education in Elementary Education (013) Bachelor of Science Education in Early Childhood Education (057) Bachelor of Science Education in Special Education (055)
Degree program requirement changes

- Remove EDUC 4353.
- Add EDUC 3913.
- The proposed changes align clinical experiences to maintain consistency and integrity of the programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

MSC - Associate in Science in Health, Wellness, and Human Performance (024)
Degree program option addition

- Add option:

Athletic Training.

- The proposed option will prepare students to transfer to a similar program at a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

MSC - Associate in Arts in Communication and Performance Studies (066)
Degree program option addition

- Add option:

Art.

- The proposed option will prepare students to transfer to a similar program at a four-year institution.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.


## TCC - Associate in Applied Science in Dental Hygiene (167)

Degree program requirement changes

- Remove DHYG 1012 and DHYG 1302.
- Add DHYG 1013.
- The proposed changes combine two courses into one.
- One new course will be added and two courses will be deleted.
- Total credit hours for the degree will change from 85 to 84 .
- No funds are requested from the State Regents.


# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#21-b:

## Cooperative Agreements.

SUBJECT: Ratification of institutional requests regarding cooperative agreement programs.

## RECOMMENDATION:

> It is recommended that the State Regents ratify Oklahoma State University Institute of Technology's requests to add and delete cooperative agreement programs, as described below.

## BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers for associate in applied science degrees.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy; outlined the rationale behind the formation of Cooperative Alliances; and added definitions pertinent to the policy and requirements for cooperative agreement programs (CAP) regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to CAPs to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. At the May 26, 2017 meeting the State Regents approved revisions to the technical course Undergraduate Transfer and Articulation policy to establish the statewide Articulation Agreement for transfer credit from Oklahoma technology centers.

## POLICY ISSUES:

These actions are consistent with the Oklahoma State Regents for Higher Education's Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, Undergraduate Transfer and Articulation, and Credit for Prior Learning policies.

## ANALYSIS:

Oklahoma State University Institute of Technology (OSUIT) has requested to delete CAPs with one or more technology centers, as specified in Attachment A.

OSUIT has also requested to add CAPs with one or more technology centers, as specified in Attachment B.

Approval was granted by the Chancellor. State Regents' ratification is requested.

## CAP Deletions

Attachment A

| Institution | Program | Career Technology Centers |
| :---: | :---: | :---: |
| OSUIT | Associate in Applied Science in Construction Technology (011) <br> Option: Welding | Autry Technology Center Caddo Kiowa Technology Center Canadian Valley Technology Center Central Technology Center Great Plains Technology Center Green Country Technology Center High Plains Technology Center Indian Capital Technology Center Kiamichi Technology Center Meridian Technology Center Metro Technology Center Mid-America Technology Center Moore Norman Technology Center Northeast Technology Center Northwest Technology Center Pioneer Technology Center Red River Technology Center Southern Technology Center Tri-County Technology Center Tulsa Technology Center Western Technology Center |
| OSUIT | Associate in Applied Science in Information Technologies (012) | Tri-County Technology Center |
| OSUIT | Associate in Applied Science in Office Information Systems Technology (039) | Autry Technology Center Central Technology Center Chisholm Trail Technology Center Eastern Oklahoma County Technology Center Green Country Technology Center High Plains Technology Center Indian Capital Technology Center <br> Kiamichi Technology Center <br> Meridian Technology Center <br> Metro Technology Center <br> Northeast Technology Center <br> Northwest Technology Center <br> Pioneer Technology Center <br> Southern Oklahoma Technology Center <br> Tri-County Technology Center <br> Tulsa Technology Center <br> Wes Watkins Technology Center |
| OSUIT | Associate in Applied Science in Engineering Technologies (080) | Autry Technology Center Canadian Valley Technology Center Central Technology Center |


|  |  <br> Design Drafting | Green Country Technology Center <br> Indian Capital Technology Center |
| :--- | :--- | :--- |
|  |  | Kiamichi Technology Center |
|  |  | Meridian Technology Center |
|  |  | Metro Technology Center |
|  |  | Red River Technology Center |
|  |  | Southern Oklahoma Technology Center |
|  |  | Tulsa Technology Center |

CAP Additions
Attachment B

| Institution | Program Name | Career Technology Centers | Up to the following credit hours |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Contract Hours | PLA Hours | Transfe r Credit |
| OSUIT | Associate in Applied Science in Diesel and Heavy Equipment /CAT Dealer Prep (018) | Autry Technology Center |  | 12 |  |
|  |  | Caddo Kiowa Technology Center |  | 12 |  |
|  |  | Canadian Valley Technology Center |  | 12 | 3 |
|  |  | Central Technology Center |  | 12 | 3 |
|  |  | Great Plains Technology Center |  | 12 | 3 |
|  |  | Green Country Technology Center |  |  | 3 |
|  |  | High Plains Technology Center |  | 12 |  |
|  |  | Indian Capital Technology Center |  |  | 3 |
|  |  | Kiamichi Technology Center |  | 12 |  |
|  |  | Metro Technology Center |  |  | 3 |
|  |  | Mid-America Technology Center |  |  | 3 |
|  |  | Moore Norman Technology Center |  |  | 3 |
|  |  | Northeast Technology Center |  | 12 |  |
|  |  | Northwest Technology Center |  |  | 3 |
|  |  | Red River Technology Center |  | 12 |  |
|  |  | Southern Oklahoma Technology Center |  | 12 |  |
|  |  | Tri-County Technology Center |  | 12 | 3 |
|  |  | Tulsa Technology Center |  |  |  |
|  |  | Western Technology Center |  | 12 |  |
| OSUIT | Associate in Applied Science in Diesel and Heavy Equipment /KOMATSU ACT (109) | Autry Technology Center |  | 9 |  |
|  |  | Caddo Kiowa Technology Center |  | 9 |  |
|  |  | Canadian Valley Technology Center |  | 9 |  |
|  |  | Central Technology Center |  | 9 |  |
|  |  | Great Plains Technology Center |  | 9 |  |
|  |  | High Plains Technology Center |  | 9 |  |
|  |  | Kiamichi Technology Center |  | 9 |  |
|  |  | Northeast Technology Center |  | 9 |  |
|  |  | Red River Technology Center |  | 9 |  |
|  |  | Southern Oklahoma Technology Center |  | 9 |  |
|  |  | Tulsa Technology Center |  | 9 |  |
|  |  | Western Technology Center |  | 9 |  |


| OSUIT | Associate in Applied Science in Diesel and Heavy Equipment /Truck Technician (110) | Autry Technology Center | 9 |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Caddo Kiowa Technology Center | 9 |  |
|  |  | Canadian Valley Technology Center | 9 |  |
|  |  | Central Technology Center | 9 |  |
|  |  | Great Plains Technology Center | 9 |  |
|  |  | High Plains Technology Center | 9 |  |
|  |  | Kiamichi Technology Center | 9 |  |
|  |  | Northeast Technology Center | 9 |  |
|  |  | Red River Technology Center | 9 |  |
|  |  | Southern Center Oklahoma Technology | 9 |  |
|  |  | Tulsa Technology Center | 9 |  |
|  |  | Western Technology Center | 9 |  |

CAP Additions
Attachment B

| Institution | Program Name | Career Technology Centers | Up to the following credit hours |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Contract Hours | $\begin{gathered} \hline \text { PLA } \\ \text { Hours } \\ \hline \end{gathered}$ | Transfe r Credit |
| OSUIT | Associate in Applied Science in Diesel and Heavy Equipment /WEDA Technician (111) | Autry Technology Center |  | 9 |  |
|  |  | Caddo Kiowa Technology Center |  | 9 |  |
|  |  | Canadian Valley Technology Center |  | 9 |  |
|  |  | Central Technology Center |  | 9 |  |
|  |  | Great Plains Technology Center |  | 9 |  |
|  |  | High Plains Technology Center |  | 9 |  |
|  |  | Kiamichi Technology Center |  | 9 |  |
|  |  | Northeast Technology Center |  | 9 |  |
|  |  | Red River Technology Center |  | 9 |  |
|  |  | Southern Center Oklahoma Technology |  | 9 |  |
|  |  | Tulsa Technology Center |  | 9 |  |
|  |  | Western Technology Center |  | 9 |  |
| OSUIT | Associate in Applied <br> Science <br> Engineering <br> Graphics \& Design <br> Drafting <br> Technologies (124) | Autry Technology Center |  |  | 3 |
|  |  | Canadian Valley Technology Center |  |  | 3 |
|  |  | Central Technology Center |  | 20 |  |
|  |  | Green Country Technology Center |  | 20 |  |
|  |  | Indian Capital Technology Center |  | 20 |  |
|  |  | Kiamichi Technology Center |  | 20 |  |
|  |  | Meridian Technology Center |  | 20 |  |
|  |  | Metro Technology Center |  | 20 | 3 |
|  |  | Red River Technology Center |  |  | 3 |
|  |  | Southern Oklahoma Technology Center |  | 20 |  |
|  |  | Tulsa Technology Center |  | 20 | 3 |

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#21-c:

## State Authorization Reciprocity Agreement.

SUBJECT: Ratification of institutional requests to renew participation in the State Authorization Reciprocity Agreement.

## RECOMMENDATION:

## It is recommended that the State Regents ratify institutional requests for annual renewal of participation in the State Authorization Reciprocity Agreement.

## BACKGROUND:

On May 29, 2015, the State Regents approved Oklahoma's participation in the State Authorization Reciprocity Agreement (SARA). Additionally, on June 29, 2015, the Southern Regional Education Board approved Oklahoma as a SARA State.

As the state portal entity, the State Regents are responsible for the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Based on the extended time periods between State Regents' meetings during certain points of the year, relying on State Regents' approval to permit eligible institutions to participate in SARA would delay the timeframe in which institutional participation in SARA is approved or renewed. Therefore, on September 3, 2015, the State Regents approved a revision to the Administrative Operations policy that delegates authority to the Chancellor to approve eligible institutions to participate in SARA, pending State Regents' ratification.

## POLICY ISSUES:

This action is consistent with the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy, specifically section 3.16.9, which states the eligibility requirements for SARA as follows:
"To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval."

## STAFF ANALYSIS:

Prior to October 24, 2019, State Regents' staff received SARA a renewal application from the following institutions:

- Eastern Oklahoma State College;
- Mid-American Christian University;
- Murray State College;
- Oklahoma City Community College;
- Oklahoma Panhandle State University;
- Oklahoma State University Institute of Technology;
- Redlands Community College; and
- Tulsa Community College;

As a result of meeting the SARA eligibility requirements, these institutions were approved by the Chancellor for annual renewal of their participation in SARA.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#21-d (1):

Operations.
SUBJECT: Ratification of purchases in excess of \$25,000 for FY2019.

## RECOMMENDATION:

## It is recommended that the State Regents ratify purchases in amounts in excess of $\mathbf{\$ 2 5 , 0 0 0}$ but not in excess of $\mathbf{\$ 1 0 0 , 0 0 0}$ between August 3, 2019 and September 24, 2019.

## BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

## POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of $\$ 25,000$.

## ANALYSIS:

For the time period between August 3, 2019 and September 24, 2019, there are 5 purchases in excess of $\$ 25,000$ but not in excess of $\$ 100,000$.

## EPSCoR

1) The Implementation Group in the amount of $\$ 69,330.00$ to develop a highly competitive proposal in collaboration with the Established Program to Stimulate Competitive Research (EPSCoR) for submission to the National Science Foundation (NSF) to apply for the Research Infrastructure Improvement Grant Program, which will be submitted to the NSF by June 2020. The Implementation Group will serve as advisors to develop the framework for the proposal for submission to the NSF and will prepare additional information in response to questions from the NSF arising from the merit review process. (Funded from 714-EPSCoR).

## OneNet

2) EMC Corporation in the amount of $\$ 58,216.72$ for fiber channel switches to replace existing switches that are at the end of life cycle. These switches are used to connect the servers to storage. The costs for these products are recovered from OneNet customer user fees. (Funded from 718OneNet).
3) Alias Forensics in the amount of $\$ 46,100.00$ for providing digital forensic investigations for OneNet and OneNet customers. Digital forensics investigations begin by recovering data, including accessed, modified, and/or created dates, along with any deleted and live information found on computer servers and other devices within the network. The results of the digital forensic investigations will determine if the data integrity has been compromised or if the data is being used
in a malicious manner. The costs for these services are recovered through OneNet customer user fees. (Funded from 718-OneNet).

OCAN
4) Dobson Technologies Transport and Telecom Solutions in the amount of $\$ 33,847.00$ for the relocation of a portion of the Oklahoma Community Anchor Network (OCAN) fiber due to Oklahoma Department of Transportation road construction along State Highway 7 in Atoka, Oklahoma. The costs for this project are recovered from OneNet customer user fees. (Funded from 718-OneNet).

GEAR UP
5) Quantum Learning Network in the amount of $\$ 44,850.00$ for the continued provision of training services at the Superintendent's Roundtable training sessions set for October 2019 and May 2020. The objective of the training sessions is to amplify the competencies of GEAR UP superintendents, district leadership and site leadership teams by expanding their repertoire of leadership strategies. (Funded From 730-GEAR UP).

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#21-d (2):

Operations.
SUBJECT: Ratification of appointments of the Director of Online Learning Initiatives and the Director of Academic Programs and Innovation.

## RECOMMENDATION:

It is recommended that the State Regents ratify the personnel changes as noted below.

## BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

## ANALYSIS OF DIRECTOR-AND-ABOVE ACTIONS.

It is recommended that the State Regents' ratify the following personnel actions regarding State Regents Staff:

Director of Online Learning Initiatives. It is recommended that the State Regents ratify the appointment of Mr. Brad Griffith to serve as the Director of Online Learning Initiatives. This position provides a highlevel of support to the Senior Vice Chancellor for Academic and Student Affairs. Specifically, this position is responsible for the oversight of academic innovations and online learning in Oklahoma higher education, including the coordination of system-wide professional development for online learning, teaching, assessment and research efforts; the facilitation and research of academic innovations for the State System; and the implementation of other special and ongoing projects. Additionally, this position provides leadership in the area of academic innovations and online learning resources as they relate to the Online Consortium of Oklahoma (OCO), recommendations produced by the State Regents' Task Force on the Future of Higher Education, State Regents' policies, and OneNet initiatives.

Mr. Griffith most recently served as the Manager of eLearning Retention Initiatives at the University of Central Oklahoma (UCO) in Edmond. Prior to assuming this position, he served in the following roles at UCO: Manager of Strategic Planning and Programs; Learner Experience Manager; Student Success Advisor; Academic Advisor; and Adjunct Instructor. Mr. Griffith earned his Master of Arts in Italian Studies from Florida State University and his Bachelor of Arts in International and Area Studies from the University of Oklahoma.

Mr. Griffith assumed the position of Director of Online Learning Initiatives on October 21, 2019. This position reports to Dr. Debbie Blanke, Senior Vice Chancellor for Academic and Student Affairs and is funded by membership dues from the Online Consortium of Oklahoma. A copy of the job description and Mr. Griffith's resume are attached.

Director of Academic Programs and Innovation. It is recommended that the State Regents ratify the appointment of Dr. Rochelle Cassidy to serve as the Director of Academic Programs and Innovation. This position provides a high-level of support to the Associate Vice Chancellor for Academic Affairs. Specifically, this position is responsible for the oversight of duties related to Intensive English Programs, Academic Programs, and the implementation of programmatic recommendations from the State Regents' Task Force on the Future of Higher Education.

Dr. Cassidy most recently worked as the Assistant Director for the School of Community Health Sciences, Counseling \& Counseling Psychology at Oklahoma State University (OSU) in Stillwater. Prior to this position, she served as an Adjunct Instructor for the School of Community Health Sciences, Counseling \& Counseling Psychology at OSU; a Student Success Navigator for the School of Health and Human Sciences at the University of North Carolina at Greensboro; the Interim Practicum \& Internship Coordinator for the Department of Human Development and Services at North Carolina A\&T State University in Greensboro, North Carolina; and the Project Coordinator - PhD in Rehabilitation Counseling Grant at North Carolina A\&T State University in Greensboro, North Carolina. Dr. Cassidy earned her Ph.D. in Higher Education from Florida State University, her M.S. in Human Resources (Agency Counseling) from North Carolina A\&T State University; and her B.A. in Journalism and Mass Communications/Public Relations from the University of North Carolina at Chapel Hill.

It is anticipated that Dr. Cassidy will assume the position of Director of Academic Programs and Innovation on November 18, 2019. This position reports to Dr. Stephanie Beauchamp, Associate Vice Chancellor for Academic Affairs. A copy of the job description and Dr. Cassidy's resume are attached.

## JOB DESCRIPTION

## Director of Online Learning Initiatives

FLSA: Exempt
Position \#100372
Grade 11
Cost Center: APRA
Worker's Comp Code: $\mathbf{8 8 1 0}$

## ESSENTIAL FUNCTION

- Professional staff position providing a high-level of support for the Vice Chancellor for Academic and Student Affairs. Responsible for oversight of academic innovations and online learning in Oklahoma higher education, including coordination of system wide professional development for online learning, teaching, assessment, and research efforts, for facilitating and researching academic innovations for the State System, and other special and ongoing projects. Responsible for seeking and writing grants to support these initiatives, and conducts research and writes periodically as assigned. Provide leadership in the area of academic innovations and online learning resources as they relate to the Online Consortium of Oklahoma (OCO), recommendations of the State Regents' Task Force on the Future of Higher Education, State Regents' policies, and OneNet initiatives. Position is dependent on funding by the OCO membership dues.


## RESPONSIBILITIES AND DUTIES

- Provide system leadership in online learning, instructional technology and design, electronic media, and distance education, including the development of system wide goals and implementation plans for online innovation in Oklahoma.
- Facilitate the creation, execution, and implementation of a public-private partnership to enhance and expand academic and online education innovations.
- Work with academic programs, planning, and policy as they relate to online and/or electronicallyenhanced instruction, specifically reviewing online course and degree program requests and dispositions.
- Draft correspondence, reports, and State Regents agenda items in related areas.
- Plan, execute, and manage internal and external development and adoption of Open Educational Resources (OER), including professional development opportunities for faculty and staff in the use and/or development of OER.
- Create and maintain a repository of free or low-cost educational materials for teaching, learning, assessment, and research (OER) developed internally or externally.
- Keep abreast of new developments and research in online education, and share this information with faculty and staff as appropriate.
- Serve as staff liaison to institutional representatives for academic innovation and online and/or distance education and traditional off-campus courses and programs.
- Serve as staff liaison for academic and online educational innovations with the Online Consortium of Oklahoma Steering Committee, the Council for Online Learning Excellence, the Council on Instruction,
the Oklahoma Council of Academic Library Directors, the Council on Information Technology, the chief operating officer of OneNet, and other relevant stakeholders.
- Research issues/practices and academic topics and compile reports for briefings used by advisory groups, staff, legislators, and State Regents, with special attention to the recommendations of the State Regents' 2017-18 Task Force on the Future of Higher Education and Online Education Task Force.
- Make presentations to the State Regents and local, state and national organizations on State Regents' programs, policies and initiatives as requested.
- Interact with the public, students, faculty, and administrators.
- Serve as staff liaison to local, state, and national organizations as needed.
- Provide staff assistance to agency divisions, other agencies, advisory groups, and professional organizations, as delegated by the Vice Chancellor for Academic Affairs.
- Act or perform in the absence of Vice Chancellor or serve as Vice Chancellor's designee, when needed.
- Additional academic assignments as delegated by the Vice Chancellor for Academic Affairs.
- Other similar duties as assigned.


## MINIMUM QUALIFICATIONS

Master's degree required from a regionally accredited university. Must have a minimum of five (5) years related experience at a college, university, or higher education system. Must have thorough knowledge and understanding of a cademic innovation, and instructional design and technology (including learning management systems) in higher education. Must have experience in online course development, demonstrated experience in teaching in online environments, and experience providing professional development to faculty and staff. Must have thorough knowledge and understanding of higher education issues, as well as proven analytical, problem solving, organizational skills, and excellent writing and interpersonal skills. Demonstrated leadership skills and the ability to work effectively with internal and external constituencies required.

## PREFERRED QUALIFICATIONS

Doctorate degree preferred.

## PHYSICAL REQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

## SUPERVISION

The employee performs work under the supervision of the Senior Vice Chancellor for Academic and Student Affairs.
Position is funded by the Online Consortium of Oklahoma membership dues.

## BRAD GRIFFITH

## EDUCATION

Florida State University, Tallahassee, FL
Master of Arts, Italian Studies, April 2014
University of Oklahoma, Norman, OK
Bachelor of Arts, International and Area Studies, May 2010
Minors, Architecture, Italian

## PROFESSIONAL EXPERIENCE

## University of Central Oklahoma, Edmond, OK

Manager eLearning Retention Initiatives, March 2019 - Present

* Serve as e-learning representative on Student Success and Persistence Team (SSPT)
* Lead short-term, retention-focused campaigns to address student types
* Consult, plan, develop, and implement online learning communities (academic/service)
* Train staff/faculty leaders to manage online learning communities
* Consult among Student Affairs, Academic Affairs, and Information Technology divisions to digitize student services and processes auxiliary processes
* Manage Interactive Video Education (IVE) program and classrooms
* Manage UCO Connected Campus web page content
* Promote augmented and virtual reality experiences among student and academic affairs

Strategist for Institute for Learning Environment Design (ILED), October 2016 - February 2017

* Volunteer position encompassed in full-time job duties; not reflected in official position history at UCO
* Represented ILED at DevLearn 2017, OLC Accelerate 2018
* Consulted with Oklahoma State Department of Education on Oklahoma EDGE K12 project
* Edited conference materials, books, articles

Adjunct Instructor, August 2014 - Present
\% Department of Modern Languages, Italian I/II, Face-to-Face (2019-Present)

* Organizational Leadership, Data Analysis \& Interpretation, Online (2019-Present)
* Family and Consumer Science Ed, Problems of Today's Consumers, Online (2018-Present)
* First Year Experience, Success Central, Online/Hybrid/F2F (2014-2018)

Manager Strategic Planning and Programs, April 2016 - February 2019

* Facilitated blended learning strategy sessions for academic departments
* Managed the correspondence Self-Paced Online Course (SPOC) program
* Managed UCO eStudio video production team and space
* Managed Interactive Video Education (IVE) program
* Coordinated annual department strategic plan among e-learning strategy, instructional design, and technology teams
* Facilitated eLearning Community of Practice events

Learner Experience Manager, December 2015 - April 2016

* Coordinated scheduling and enrollment for Self-Paced Online Courses
* Established student outreach procedures for correspondence students
* Researched and proposed implementation of early alert CRM case management system
* Researched and promoted Open Educational Resource (OER) opportunities

Student Success Advisor, February 2015 - December 2015

* Trained peer advisors on newly acquired DegreeWorks system
* Conducted quality assurance verification of degree audits in DegreeWorks
* Counseled undergraduate students on degree progress and requirements
* Planned course sequences through graduation
* Forged student-faculty relationships among academic programs
* Facilitated student recruitment events

Academic Advisor II, November 2013-January 2015

* Advised business students on degree requirements, progress, and academic issues

Florida State University, Tallahassee, FL
Adjunct/Graduate Instructor, August 2010 - July 2012

* Instructed four levels of Italian language
* Served as teaching assistant for upper-division courses
* Faciliated Italian student club, La Societa' Italiana
* Assistant for Florence Study Abroad Program, Summer 2011
* Supervised 120 study abroad students in campus residence
* Created intercultural integration opportunities for students
* Served students in university-owned historical library


## RELEVANT SKILLS AND CERTIFICATIONS

\% Certified Learning Environment Architect (2016)

* Assessment
* Data Analytics
* Faculty Development
* Financial Analysis/Forecasting
* Graphic Design
* Instructional Design
* Mentorship
* Program Management
* Strategic Planning
* Student Development
* 360/Virtual Reality
* Adobe CS
* Articulate 360/Storyline
* Augmented Reality Consulting
* Banner/SIS
* Blackboard Analytics
* Desire2Learn/LMS
* Interactive Video Learning
* Office 365
* Pyramid
* Web Content Accessibility

CAMPUS COMMUNITY INVOLVEMENT

* UCO Staff Senator (2019 - Present)
* UCO Healthy Campus Initiative (2019 - Present)
* Presenter at 2019 Transformative Learning Conference
* Edmond Mobile Meals Route Carrier (2016 - Present)
* Leadership UCO graduate and program mentor
* Educators Leadership Academy (ELA) graduate
* UCO Management Development Program graduate


## JOB DESCRIPTION

Director of Academic Programs and Innovation
FLSA: Exempt
Position \#100265
Grade: 11
Cost Center: APRA 13000
Worker's Comp Code: 8810

## ESSENTIAL FUNCTION

- Professional staff position providing a high-level of support for the Associate Vice Chancellor for Academic Affairs. Responsible for oversight of duties related to Intensive English Programs, Academic Programs and implementation of programmatic recommendations from the State Regents' Task Force on the Future of Higher Education. Conducts research and writes periodically as assigned.


## RESPONSIBILITIES AND DUTIES

- Prepare and submit academic program requests for review by the Associate Vice Chancellor for Academic Affairs.
- Coordinate the evaluation of Intensive English Programs and related policy, and facilitate the Intensive English Program Administrators' Network.
- Work with academic programs, planning, and policy as they relate to innovation, delivery, and accreditation alignment (both programmatic and institutional).
- Draft correspondence, reports, and State Regents agenda items in related areas.
- Keep abreast of new developments and research in academic program innovation, and share this information with faculty and staff as appropriate.
- Research issues/practices and academic topics and compile reports for briefings used by advisory groups, staff, legislators, and State Regents, with special attention to the recommendations of the State Regents' 2017-18 Task Force on the Future of Higher Education and the State Regents' Online Task Force.
- Make presentations to the State Regents and local, state and national organizations on State Regents' programs, policies and initiatives as requested.
- Interact with the public, students, faculty, and administrators.
- Serve as staff liaison to local, state, and national organizations as needed.
- Provide staff assistance to agency divisions, other agencies, advisory groups, and professional organizations, as delegated by the Vice Chancellor for Academic and Student Affairs.
- Additional academic assignments as delegated by the Associate Vice Chancellor for Academic Affairs.
- Other similar duties as assigned.


## MINIMUM QUALIFICATIONS

Master's degree required from a regionally accredited university. Must have a minimum of five (5) years related experience at a college, university, or higher education system. Must have thorough knowledge and understanding of higher education issues, as well as proven analytical, problem solving, organizational skills,
and excellent writing and interpersonal skills. Demonstrated leadership skills and the ability to work effectively with internal and external constituencies required. Some in-state and out-of-state travel required.

## PREFERRED QUALIFICATIONS

Doctorate degree, experience with regional and programmatic accreditation processes and standards, and experience with innovative designs in academic program structures preferred.

## PHYSICALREQUIREMENTS

Ability to sit and stand for extended periods of time. Exhibit manual dexterity and hand-eye coordination to operate a computer, keyboard, photocopier, telephone, calculator and other office equipment. Ability to see and read a computer screen and printed material with or without vision aids. Ability to hear and understand speech at normal levels, with or without aids. Ability to communicate clearly. Physical ability to lift up to 25 pounds, to bend, stoop, climb stairs, walk and reach. Must use the proper manual handling equipment including but not limited to dollies, carts and lift team members. Duties are normally performed in an office environment with a moderate noise level.

## SUPERVISION

The employee performs work under the supervision of the Associate Vice Chancellor for Academic Affairs.

[^2]
# Rochelle Rush Cassidy, Ph.D. 

| EDUCATION |  |
| :--- | :---: |
| Ph.D.: Higher Education 2012 <br> Florida State University  |  |
| Dissertation topic: Examining two doors to the community college presidency: Can certain departing <br> president and trustee characteristics predict who new community college presidents will be? |  |
| M.S.: Human Resources (Agency Counseling) <br> North Carolina Agricultural and Technical State University, CACREP-Accredited | 2007 |
| B.A.: Journalism and Mass Communication/Public Relations <br> University of North Carolina at Chapel Hill | 2002 |

## PROFESSIONAL EXPERIENCE

## Assistant Director <br> September 2017-Present

School of Community Health Sciences, Counseling, \& Counseling Psychology (HCCP), OSU, Stillwater, OK Oklahoma State University is a large, 4-yr. public-state supported, land-grant, doctoral/high research activity institution with an approximate population of 21,000 undergraduate and 4,200 graduate students on its main campus.

Report to the school head, and facilitate special projects for unit housing 22 full-time faculty, 32 student employees, two accredited graduate degree programs (Ph.D. in Counseling Psychology, M.S. in Counseling), an accredited online B.S. in Nursing: RN to BSN program, a B.S. in Health Education and Promotion program, an M.S. in Health Promotion, and a Ph.D. in Health, Leisure and Human Performance.

## Major Achievements and Responsibilities

- Received 2018-2019 College of Education, Health and Aviation Staff Creativity and Innovation Award
- Co-authored and successfully defended proposals at the college-level and institutional-level for new traditional Bachelor of Science in Nursing program, new Pre-Counseling minor, and revised Doctor of Philosophy in Counseling Psychology program
- Co-authored self-study for one-year old online Bachelor of Science: RN to BSN program. Self-study was approved and program accreditation was received from the Commission on Collegiate Nursing Education (CCNE).
- Co-authored self-study draft and organized consultant visit for Health Education and Promotion undergraduate program as part of Council on Education for Public Health (CEPH) accreditation application process
- Collaborate with school head and program coordinators to prepare course schedule and to ensure course offerings align with classroom scheduling policies, instructional budget parameters, faculty course-load policies, and enrollment targets
- Assist program coordinators with program management by designing and ordering marketing materials (e.g. retractable banners), developing and managing website content, recruiting students via travel to local, regional, and national conferences, responding to telephone email, and in-person inquiries from prospective students, reviewing graduate admissions applications using CollegeNet application system, coordinating and facilitating graduate assistant orientation, reviewing and processing internship applications, accessing Banner student information system and DegreeWorks degree evaluation program to investigate scheduling anomalies, review students' progress towards their degrees, remove enrollment restrictions, and respond to inquiries from alums and university officials, drafting and coordinating preparation of proposals for new courses, degree programs, cerrificate programs, degree options, and minors
- Research emerging educational and economic topics and potential funding opportunities, and develop briefings and draft correspondence for the school head
- Stand-in for school head and represent School at departmental, college-level, and university-wide meetings, trainings, and events as needed
- Serve as School's primary liaison to Graduate College, Registrar's Office, and Financial Aid


## Institutional Involvement

- Chair, Program (Activities) Committee, OSU Black Faculty \& Staff Association
- Campus Coordinator, National Counselor Examination
- Member, HCCP Nursing Planning Committee
- Member, Search Committee for HCCP Administrative Assistant (October 2017, March 2018, November 2018, June 2019)
- Member, Diversity Cord Development Committee, College of Education, Health and Aviation
- Member, Staff Action Team, College of Education, Health and Aviation
- Volunteer, Graduate College Commencement (December 2017, May 2018, May 2019)
- Faculty Marshal, Undergraduate Commencement (May 2019)
- Volunteer, United Way Day of Caring
- Cowboy Carriers Volunteer, Move-In Day, University Housing


## Adjunct Instructor

June 2018-August 2018
School of Community Health Sciences, Counseling, \& Counseling Psychology (HCCP), OSU, Stillwater, OK

- Facilitated web-assisted Master's level Career \& Vocational Information course
- Developed syllabus and course rubrics and ensured that documents met department and college standards
- Designed and facilitated in-person class sessions including scheduling guest speakers
- Assessed grades for 23 students based on participation in class and accuracy and quality of assignments
- Developed and maintained course Brightspace page


## Student Success Navigator

December 2016-September 2017
School of Health and Human Sciences, UNCG, Greensboro, NC
The University of North Carolina at Greensboro (UNCG), is a large, 4-yr. public-state supported, doctoralhigh research activity institution with an approximate population of 16,000 undergraduate and 4,000 graduate students.

Reported to the senior associate dean of undergraduate programs, and advised, mentored, and coached traditional, transfer, distance learning, and/or at-risk (e.g., on probation, suspended, readmitted) students who were accepted to or seeking acceptance into nine undergraduate health-related degree programs (e.g., Kinesiology, Nursing) and/or six health-related professional programs (e.g. dentistry, pharmacy, physical therapy). Utilized DegreeWorks degree evaluation daily to monitor students' progress toward degree. Regularly accessed Banner student information system to review student records, and to make schedule changes.

## Major Achievements and Responsibilities

- Developed advising tracking system using Google Forms to enhance efficiency, consistency and customer service for the School of HHS Advising Center, which serves 1000+ students each academic year
- Streamlined advisor training by coordinating development of training manual and extensive three-day training schedule
- Met with dozens of incoming students (new freshmen, transfers, and re-entering students) for advising and registration and co-facilitated parent information sessions during multiple summer Orientation sessions
- Represented the School of HHS at evening and weekend on-campus recruitment events
- Deciphered policies of various campus resources such as Financial Aid, Disability Services, University Registrar's Office, and Tutoring Services, to better ensure ability to advocate for students and connect them with the appropriate offices based on their individual needs
- Facilitated alternative first-year experience course (Design Your Life I) intended to enhance personal and academic success, with emphasis on self-awareness, independence, purpose, and self-responsibility and to encourage career planning and short-term and long-term goal setting. Developed and managed course Canvas site.


## Institutional Involvement

- Member, Academic Advising Council (campus-wide)
- Volunteer, Spring Commencement
- Volunteer, Welcome Week Freshman Door Knocking (University Housing)


## Adjunct Instructor

August 2013-May 2017
Department of Leadership Studies and Adult Education (LSAD), NC A\&T, Greensboro, NC
Department of Human Development and Services, (HDSV), NC A\&T, Greensboro, NC
North Carolina A\&T State University (NC A\&T) is a medium, 4-yr. public-state supported, historically Black, urban, landgrant, doctoral/high research activity institution with a population of approximately 10,300 undergraduate and 1,500 graduate students.

- Facilitated web-assisted Master's level courses as needed
- Courses taught. M. S. in Adult Education-Principles of College Teaching, Practicum, Community College/Post-Secondary Education, Student Personnel Services; M.S. in Counseling-Professional Orientation and Ethics, Human Development
- Developed syllabi and course rubrics and ensured that documents met department and college standards
- Designed and facilitated in-person and online class sessions
- Assessed grades for students based on participation in class, assignments, and examinations
- Collaborated with colleagues on course curriculum and attended and participated in faculty meetings
- Addressed student concerns, behavioral issues, and reported personal crises
- Developed and maintained course Blackboard pages
- Additional responsibilities attached to Practicum course: conducting site visits with students and their site supervisors, resolving conflicts and mediating disputes between students and site supervisors, facilitating weekly inclass discussions surrounding ethical and professional conduct, and developing, distributing, and analyzing site supervisor mid-term and final evaluations.


## Interim Practicum \& Internship Coordinator

August 2015 January 2016
Department of Human Development and Services (HDSV), NC A\&T, Greensboro, NC

- Oversaw the practicum/internship experience for students in four Master's programs and the advanced practicum experience for students in a Counseling doctoral program including reviewing, processing, and approving students' applications for field placements and field placement changes using Banner student information system, Microsoft Office suite, and Adobe Acrobat
- Acted as a liaison between the academic program administration, faculty, the training sites, and the students
- Assisted faculty in the curricular development, improvement, and monitoring of the practicum and internship courses, and maintaining alliance with CACREP accreditation competencies and standards through facilitation of monthly university supervisorffaculty meetings
- Created, revised, and maintained practicum and internship manuals and forms
- Scheduled, organized, and facilitated clinical experience informational sessions for students and managed in-person and virtual site supervisor trainings each semester
- Consulted with students who were encountering issues related to their practicum/internship experience, both performance and non-performancebased

Project Coordinator - PhD in Rehabilitation Counseling Grant (grant-funded) November 2012-September 2015 Department of Human Development and Services (HDSV), NC A\&T, Greensboro, NC
Reported to supervisor with multiple roles: grant director, doctoral program coordinator, and professor. Served in dual role: Managed the planning, implementation, and closeout of annual Rehabilitation of Racial and Ethnic Minorities with Behavioral Addictions (REMBA) Conference and assisted with coordination of the PhD in Rehabilitation and Rehabilitation Counselor Education degree program.

Major Achievements and Responsibilities as REMBA Conference Coordinator

- Increased conference attendance from 160 (first year) to 310 (second year) helping professionals and graduate students
- Secured and negotiated contracts with three celebrity keynote speakers
- Chaired the planning committee, co-managed the $\$ 35,000$ conference budget, and secured more than $\$ 5,000$ in sponsorships each year by preserving relationships with past sponsors and developing relationships with new sponsors
- Recruited, trained, scheduled, and supervised 20+ faculty and student volunteers
- Managed the presentation proposal review and acceptance process and the registration process
- Obtained approval to offer continuing education credit from multiple certification organizations
- Negotiated conference facility contract and acted as primary conference facility liaison
- Created advertisements, executed the marketing plan, and designed the program booklet
- Developed and conducted assessment and evaluation procedures


## Major Responsibilities as Assistant Doctoral Program Coordinator

- Recruited students via travel to local, regional, and national conferences
- Arranged and co-facilitated information sessions
- Co-managed the admissions process
- Coordinated candidate interviews and orientation sessions
- Edited and revised doctoral student handbook, ordered textbooks, and maintained resource library
- Assisted with federal annual performance report preparation and submission


## Institutional Involvement

- Planning Committee Chair, Department Graduation Ceremony, HDSV (Spring 2016)
- Member, Admissions Committee (Master's level Counseling programs), HDSV
- Search Committee Member, HDSV
- Assistant/Associate Professor in Counselor Education
- Assistant/Associate Professor in Rehabilitation Counseling
- Member, Faculty Advisory Council, College of Education
- Poster Session Judge, Fall Family Counseling Conference, HDSV
- Co-Chair, Search Committee for "BE SAFE" Grant Coordinator, HDSV


## Graduate Assistant (live-in)

July 2008-May 2012
University Housing, FSU, Tallahassee, FL
Florida State University is a large, 4-yr. public-state supported, doctoral/high research activity institution with a population of approximately 32,800 undergraduate and 7,400 graduate students.

Reported to five supervisors while working for the department. Hired for three administratively challenging assistantships within the department while completing doctoral degree.

Assistantship I: Assistant Coordinator for Night Staff
July 2008-May 2010; July 2011-May 2012
Reported to a Residence Coordinator. Supervised and managed 75-90 undergraduate and graduate students who served as residence hall desk staff from 10:30pm-7:30am nightly, and 6-8 of these students who were selected to serve as shift supervisors each semester.

## Major Responsibilities

- Prepared work schedules, verified time sheets, coordinated hiring process for approximately 20 new staff each semester, maintained personnel files, determined and executed disciplinary action
- Participated in on-call duty rotation providing 24 -hour crisis management for approximately 3,000 residents
- Co-managed $\$ 3,000$ budget for training and staff development
- Planned and facilitated staff meetings and periodic training sessions
- Created, tabulated, and analyzed performance and training evaluations


## Assistantship II: Assistant Coordinator for S.W. Ragans Hall

Reported to a Residence Coordinator and co-managed apartment-style complex that houses 566 undergraduate and graduate students.

## Major Responsibilities

- Co-supervised, evaluated, and trained 11 resident assistants
- Co-facilitated weekly staff meetings and co-managed budget of approximately $\$ 5,000$
- Served as primary advisor for the complex's student government council and its executive board composed of 6 student leaders
- Served as a conduct hearing officer for conduct cases within the residence halls. Assigned educational sanctions to students found responsible for policy violations, and maintained paper and electronic case files using Adirondack Judicial Officer software
- Participated in on-call duty rotation providing 24 hour crisis management for approximately 3,000 residents
- Served as graduate assistant representative on multiple interview panels for professional staff positions within the Residence Life department


## Assistantship III: Camps \& Conferences Coordinator

May 2010-August 2010
Reported to an Assistant Director and co-managed and coordinated summer conference housing for over 4,000 camp participants, with rent revenue totaling approximately $\$ 600,000$.

## Major responsibilities

- Co-supervised 20 student conference assistants (CAs), with responsibilities including hiring and shift scheduling
- Served as primary contact for 20 camps and conferences
- Co-facilitated CA training session and bi-weekly staff meetings
- Participated in on-call duty rotation providing 24 hour crisis management for campers and conference attendees


## Institutional Involvement

- Member, Housing Appeals, Student Staff Development, Student Staff Training, Area Programming, and Student Staff Selection committees (University Housing)
- Member, Torch (Leadership) Awards Selection committee (Inter-Residence Hall Council, University Housing)
- Graduate student representative on multiple interview panels for professional staff positions (University Housing)
- Program Reviewer, Jon C. Dalton Institute for College Student Values (November 2008, 2009, 2010, 2011)
- Volunteer, Jon C. Dalton Institute for College Student Values (February 2009, 2010, 2011, 2012)
- Member, Awards Selection committee (Hardee Center for Leadership and Ethics in Higher Education, April 2009, 2010, 2011, 2012)
- Presenter, Higher Education Doctoral Program Research Roundtable
- Presenter, Family Orientation, "Off-Campus Student Services" (New Student \& Family Programs)


## Educational Specialist-Intake (grant-funded)

September 2006-June 2008
Student Support Services (TRIO), Randolph Community College, Asheboro, NC Randolph Community College (RCC) is a small, 2-yr. public-state supported, rural community college with an approximate population of 3,000 curriculum and 8,000 continuing education students.

Reported to Project Director and facilitated student intake process, including intake interviews and needs assessments.

## Major Responsibilities

- Provided personal counseling, academic advisement, and college transfer advisement to program participants who were first-generation, low-income, and/or students with disabilities
- Coordinated and executed presentations during Fall and Spring Orientation and visits to more than 20 classes each semester to recruit potential program participants
- Devised and coordinated Early Alert program and conducted success skills workshops on time management and career planning
- Assisted with federal annual performance report preparation and submission


## Institutional Involvement

- Member, Search Committees (Director of College Safety and Emergency Preparedness; Student Activities Coordinator; Student Support Services Director; Website/Communications Specialist)
- Chair, Search Committee for Student Support Services Tutoring Coordinator (December 2006; October 2007)
- Chair, Student Affairs Committee (presidential appointment)
- Member, SACS Accreditation Resources Committee


## Adjunct Instructor - "Money Smart"

Fall 2007; Summer 2008
Continuing Education department, Randolph Community College, Asheboro, NC

- Facilitated six-week course for low-income adults about establishing financial health


## Office Assistant

Department of Human Development and Services, NC A\&T, Greensboro, NC

- Developed correspondence for department chair and faculty of three M.S. in Counseling programs, one M.S. in Adult Education program, and one M.S. in School Administration program
- Co-supervised 2 graduate assistants, maintained current and past student files, and served as primary office manager
- Coordinated special projects including alumni surveys and accreditation compliance


## Graduate Assistant

August 2004 - September 2005
Department of Human Development and Services, NC A\&T, Greensboro, NC

- Supported the president and other executive members of the Association for Multicultural Counseling and Development (AMCD), a 1200-member, national counseling organization dedicated to multiculturalism
- Disbursed organizational information, prepared meeting minutes, and managed organizational records


## PUBLICATION

Montague, K., Cassidy, R., \&. Liles, R. (2016). Counselor training in suicide assessment, prevention, and management. In /deas and research you can use: VISTAS 2016. Retrieved from http://www. counseling.org/docs/defaultsource/vistas/article 65d15528f16116603abcacff0000bee5e7.pdf?sfvrsn=6

OTHER TECHNICAL SKILLS
Microsoft Word, Excel, Office, Publisher, Power Point, Adobe Acrobat, Qualtrics
CERTIFICATIONS
Licensed Professional Counselor (NC) \#7078 National Certified Counselor \#219408

PROFESSIONAL ORGANIZATION
Southern Association for College Student Affairs (SACSA)
OTHER PROFESSIONAL INVOLVEMENT

| Program Reviewer | $2017,2018,2019$ |
| :--- | ---: |
| Session Moderator | 2017 \& 2018 |
| Graduate Student Mentor | 2017 |
| SACSA Annual Conference |  |
|  |  |
| Program Reviewer | October 2017 |
| 2018 ACPA Annual Convention, Houston TX |  |
| Planning Committee Member, Administrative Professionals' Conference | December 2016-April 2017 |
| North Carolina College Personnel Association |  |

## SELECT PRESENTATIONS

Cassidy, R., Saldivar-Hernandez, T., \& McGaha, V. (2019, May). Protective Factors of Minority Civic Engagement Session presented at 2019 John Hope Franklin National Symposium, Tulsa, OK.

Miller, R., Cassidy, R., \& Boyd, B. (2019, March). Black Mental Health: Why Self and Community Care Matter. Session presented at the annual Black Graduate Student Association (BGSA) Colloquium, Stillwater, OK

Cassidy, R. (2018, November). Addressing Specific Mental Health Concerns of African American College Students. Session presented at Southern Association for College Student Affairs (SACSA) annual conference, Myrtle Beach, SC

Cassidy, R. \& McGaha, V. (2018, May). African American Race-Based Relations in Higher Education. Session presented at 2018 John Hope Franklin National Symposium, Tulsa, OK.

Cassidy, R. (2018, March). How Helping Students Find Purpose and Meaning Improves Their Wellness. Session presented at American College Personnel Association (ACPA) annual convention, Houston, TX.

Cassidy, R. (2017, October). Preparing Students for the Ever-Changing Global Climate by Helping Them Find their Why and their Way. Session presented at Southern Association for College Student Affairs (SACSA) annual conference, Chattanooga, TN

Cassidy, R. (2017, April). Self-Care: Why you don't do it, Why you should do it, and How you can do it. Session presented at NC College Personnel Association's Administrative Professionals Conference, Raleigh, NC

Cassidy, R. (2017, March). Help-Seeking: Why we don't do it, why we should do it, and how we can do it Session presented at University of North Carolina at Greensboro's Student Affairs Division's Hot Topics in Higher Education Conference, Greensboro, NC.

Cassidy, R. (2016, October). Maintaining Your Sanity during Underemployment. Session presented at North Carolina College Personnel Association's Fall Conference, Greensboro, N.C.

Cassidy, R. (2015, January; 2014, September). Professional Orientation and Ethics: Review for the Counseling Comprehensive Exam. Session presented at North Carolina A\&T State University, Greensboro, NC.

Cassidy, R. (2014, March). Maintaining your mental health. Workshop presented at First Congregational United Church of Christ, Asheboro, NC.

Rush, R. (2013, April). (invited) Journey to the PhD: Navigating the joumey as a minority. Workshop presented at the University of North Carolina-Greensboro, Greensboro, NC

Rush, R. (2013, February). The role of Historically Black Colleges and Universities in Black history. Workshop presented at First Congregational United Church of Christ, Asheboro, NC

Rush, R. \& Williams, T. (2012, May). Cultivating purposeful professional development for Student Services practitioners. Session presented at the Association of Florida Colleges Student Development Commission annual conference, Orlando, Florida

Rush, R., (2011, November). (invited) Taking the college route: The way I went and the many ways you could go.

Session presented via Skype to approximately 75 eighth-graders, North Asheboro Middle School, Asheboro, North Carolina

Rush, R. (2011, May). Join the Florida College System's leadership community: Pursue a terminal degree in Florida. Session presented at the Association of Florida Colleges Student Development Commission annual conference, Gainesville, Florida

Williams, T., Rush, R., \& Miles, S. (2011, June). Student friendly professionals: Developing boundaries for student interaction. Poster presented at the NASPA Region III 2011 Summer Symposium, Savannah, Georgia

Rush, R. (2010, November). Inspire your future: Pursue a doctoral degree! Session presented at the Southern Association for College Student Affairs (SACSA) annual conference, Panama City, Florida

Rush, R. (2010, February). Revolutionary thinking on a personal level: Pursuing your doctoral degree in Student Affairs. Session presented at the Southeastern Association of Housing Officers (SEAHO) annual conference, Williamsburg Virginia

## CIVIC ENGAGEMENT

Volunteer, Inventory Stocker
March 2019
Our Daily Bread Food \& Resource Center

| Volunteer, Holiday Heroes Gift Wrapper | December 2018 |
| :---: | :---: |
| Oklahoma Department of Human Services |  |
| Volunteer, Girl Scout Camp Trail Clearer | September 2018 |
| United Way Day of Caring |  |
| Volunteer, Complimentary Tram Driver Bike MS: The Oklahoma Ride | September 2018 |

Bike MS: The Oklahoma Ride
Volunteer, Participant Registration April 2018
MS Walk-Tulsa

## Member, Young Professionals of Stillwater

January 2018-Present
Stillwater Chamber of Commerce, Stillwater, OK

## Member/Volunteer

January 2017-Present
North Carolina A\&T State University Alumni Association
Member/Volunteer July 2016-Present
Eastside Improvement Association (501c3), Asheboro, NC
Volunteer (The EDGE Summit - Rehabilitation Issues in Communities of Color) May 2017
Whittaker Institute for Success and Enrichment, Greensboro, NC
Volunteer, RestockIInventory Control (OTC Medicine Give Away Day) March 2017
NC MedAssist, Greensboro, NC
Volunteer, Pattern Cutter (Sole Hope Project-Shoe Cutting Event) March 2017
Mount Zion Baptist Church, Greensboro, NC
Women's Ministry Leader
January 2016- January 2017
Agape Outreach Ministries, Asheboro, NC

| Cassidy Expanded Resume 9 |  |  |
| :---: | :---: | :---: |
| Treasurer |  | January 2014-June 2016 |
| Eastside Improvement Association (501c3) - Executive Board, Asheboro, NC |  |  |
| Secretary |  | May 2014-February 2016 |
| Eastside Improvement Association (501c3) - Executive Board, Asheboro, NC |  |  |
| Deacon |  | October 2006-July 2014 |
| First Congregational United Church of Christ, Asheboro, NC |  |  |
| Women's Ministry President (interim) |  | January 2014-July 2014 |
| First Congregational United Church of Christ, Asheboro, NC |  |  |
| Delegate |  | June 2005; June 2014 |
| Southern Conference, United Church of Christ, Annual Meeting, Portsmouth VA; Norfok, VA |  |  |
| Volunteer (End of Grade Testing Proctor) |  | May-June, 2008-2012 |
| Asheboro City Schools, Asheboro, NC |  |  |
| Gospel Choir President $\quad$ March 2005 - June 2008First Congregational United Church of Christ, Asheboro, NC |  |  |
|  |  |  |  |
| Finance Committee Member | March 2005 - June 2008; January 2014 - July 2014 |  |
| First Congregational United Church of Christ, Asheboro, NC |  |  |  |
| Youth Activity Planning Committee |  | January 2006, 2007, 2008 |
| Martin Luther King Jr. Eastside Community Celebration, Ashebor |  |  |

# Meeting of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#21-e:

Resolutions.

## Meeting of the

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
October 24, 2019

## AGENDA ITEM \#22-a:

Programs.
SUBJECT: Current Status Report on Program Requests.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2019 as well as requests pending from the previous year.

## POLICY ISSUES:

This report lists requests regarding degree programs as required by the Oklahoma State Regents for Higher Education's Academic Program Approval policy.

ANALYSIS:<br>The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2019-2020).<br>The current status report contains the Current Degree Program Inventory and the following schedules:<br>1. Letters of Intent<br>2. Degree Program Requests Under Review<br>3. Electronic Delivery for Existing Program Requests Under Review<br>4. Approved New Program Requests<br>5. Approved Electronic Media Requests<br>6. Requested Degree Program Deletions<br>7. Approved Degree Program Deletions<br>8. Requested Degree Program Name Changes<br>9. Approved Degree Program Name Changes<br>10. Requested Degree Designation Changes<br>11. Approved Degree Designation Changes<br>12. Cooperative Agreements<br>13. Suspended Programs<br>14. Reinstated Programs<br>15. Inventory Reconciliations<br>16. Net Reduction Table

Supplement available upon request.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-b:

## Teacher Education Program Admission Study.

SUBJECT: Acceptance of the Teacher Education Program Admission Study.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST), now called the PRAXIS Core Academic Skills for Educators Test, as one criterion for admission to teacher education programs. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Recently, the American College Testing (ACT) and Scholastic Aptitude Test (SAT) were also added as options, in lieu of the OGET, for meeting licensure requirements. Currently, these options are being considered for inclusion in the admissions criteria for teacher education programs.

In State Regents' policy, the admission criteria are 1) earning a GPA of 3.00 or higher in all general education courses (a minimum of 30 hours), 2) scoring at or above the level designated by the State Regents on the PRAXIS exam, 3) passing the OGET, or 4) holding a baccalaureate degree from an institution accredited by a national or regional accrediting agency recognized by the Secretary of the United States Department of Education and approved by the State Regents.

This is the fifteenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 2017-2018, the most recent data available.

## POLICY ISSUES:

The State Regents' policy, Criteria for Admission to Teacher Education (3.21.3), regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

## FINDINGS:

During 2017-18, the twelve Oklahoma public universities with teacher education programs reported a total of 1,241 students admitted to teacher education (Chart 1).

Most of the students admitted were White Non-Hispanic (68 percent). The next largest group identified as multiple ethnicities and comprised $11 \%$ percent of admissions. The third and fourth largest groups were Hispanic/Latino and American Indian/Alaska Native respectively at 7 percent each.

The Hispanic/Latino admissions increased by 24 percent, while the American Indian/Alaska Native group decreased by 34 percent from 2016-17 to 2017-18 (Chart 2).

Males comprised 19 percent of admissions with females making up 80 percent.
In 2017-18, 97 percent of the students were admitted to teacher education programs by passing the OGET, 1 percent by achieving a GPA of 3.00 or higher, and 2 percent had at least a bachelor's degree (Chart 4).

An analysis of 2017-18 OGET test-takers by the Office of Educational Quality and Accountability (OEQA) shows that approximately 55 percent of individuals plan to seek initial certification via an approved educator preparation program; whereas, 45 percent are seeking certification via an alternative route (Chart 5). In 2013-14, approximately 72 percent of OGET test-takers were getting their initial license/certification and 28 percent an alternative certification.

## CONCLUSIONS:

- Admissions to teacher education programs have decreased 3 percent from 1,285 in 2016-17 to 1,241 in 2017-18.
- Male admissions continue to decline from a high of 256 in 2013-14 to 237 in 2017-18. Female admission has fluctuated with a high of 1,158 in 2013-14 to a current admissions count of 998, a $14 \%$ decrease in five years.
- African American admissions have increased by 60 percent from 20 in 2013-14 to 32 in 2017-18.
- Overall, admissions have mostly decreased over a five year period with slight gains found in only the African American, Hispanic and student admission groups with multiple ethnicities.


## RECOMMENDATIONS:

1. Continue to monitor the effects of alternative certification on teacher education admissions.
2. Increase teacher recruitment and retention initiatives to help meet the demand of the teaching workforce.
3. Increase emphasis on diversity in teacher recruitment to meet the demands of changing student demographics.
4. Provide support to educator preparation programs in meeting the academic and scholarship needs of students.
5. The recruitment of teachers, especially those teachers from underrepresented groups, should continue to be a priority for educator preparation programs.
6. Students who take the OGET or PRAXIS should have continued advisement in the general education core curriculum before taking the test. If necessary, students are provided with remediation. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.

Chart 1
Number of Students Admitted to Teacher Education Programs at Public Universities 2013-2018



Chart Students Admitted to Teacher Education Programs by Ethnic Group2013-2018

## Chart 3

Students Admitted to Teacher Education Programs by Gender 2013-2018


## Chart 4

Number of Students Admitted to Teacher Education Programs by Admission Criterion 2013-2018


## Chart 5

OGET Test Takers by Route to Certification 2013-2018


October 24, 2019

## AGENDA ITEM \#22-c (1):

## Annual Report.

SUBJECT: Acceptance of the Early College Pilot Projects Annual Report.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

Over the past several years, the State Regents have approved a number of pilot projects at State System institutions to allow high school students to participate in concurrent enrollment before their junior year. These pilot projects were approved in the context of the national Early College movement, which seeks to assist students in graduating high school with as many college credits earned as possible; in many cases, students can even earn an associate's degree. The following table summarizes the currently approved pilot projects.

| Institution | Summary of State <br> Regents' Policy | Summary of <br> Approved Exception | Date of Initial <br> Approval | Pilot <br> Duration |
| :--- | :--- | :--- | :--- | :--- |
| Oklahoma City <br> Community <br> College (OCCC) | Only high school <br> juniors and seniors <br> can participate in <br> concurrent <br> enrollment. | Allow a small number <br> of Pathways Middle <br> College High School <br> sophomores to <br> participate in <br> concurrent enrollment. | December 6, <br> 2018 | December <br> $2018-$ <br> December <br> 2019 |
| Tulsa <br> Community <br> College (TCC) | Only high school <br> juniors and seniors <br> can participate in <br> concurrent <br> enrollment. | Up to 60 Tulsa Union <br> High School <br> sophomores will <br> participate through an <br> early college high <br> school program. | December 7, <br> 2017 | Fall 2018- <br> Spring 2022 |
| Oklahoma <br> Panhandle State <br> University <br> (OPSU) <br> Only high school <br> juniors and seniors <br> can participate in <br> concurrent <br> enrollment.Approximately 20 <br> high school <br> sophomores from <br> Guymon High School, <br> Goodwell High <br> School, and Hooker | June 2018, 2018 | Fall 2018- |  |  |
| Spring 2021 |  |  |  |  |

## POLICY ISSUES:

Policy exceptions were granted for section 3.10 Concurrent Enrollment.


#### Abstract

ANALYSIS:

As a condition of approval of the pilot projects, institutions are required to submit annual reports by August 1 during the duration of the projects. Annual reports for 2019 are attached.

In summary, all pilot sites found student success with adequate resources and support services for students in the pilot programs compared to non-pilot program students.

Attachments


## Office of Vice President Student Affairs

## Memorandum

\(\left.$$
\begin{array}{ll}\text { To: } & \begin{array}{l}\text { Dr. Jerry Steward } \\
\text { President }\end{array} \\
\text { From: } & \begin{array}{l}\text { Dr. Jeremy Thomas } \\
\text { Vice President for Studerf Alfairs }\end{array}
$$ <br>

Re: \& Policy Exception Report\end{array}\right\}\)| Date: | August 15,2019 |
| :--- | :--- |

An exception to the Institutional Admission and Retention policy for the spring 2019 16-semester was granted allowing 31 sophomore students through Pathways High School to take concurrent course for their second semester sophomore year.

Six of the students on the original approved list dropped before the add/drop date or did not enroll at all.

| STUDENT | COURSE ENROLLMENT | FINAL GRADE | CREDITS EARNED |
| :---: | :---: | :---: | :---: |
| Student 1 | CS-1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~A} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 2 | CS-1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{B} \\ & \mathrm{~B} \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 3 | CS-1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{A} \\ & \mathrm{~A} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 4 | CS - 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{A} \\ & \mathrm{~A} \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \end{aligned}$ |
| Student 5 | CS - 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{A} \\ & \mathrm{~A} \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \end{aligned}$ |
| Student 6 | CS - 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{A} \\ & \mathrm{~A} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 7 | CS - 1103 Intro To Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{B} \\ & \mathrm{C} \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 8 | CS- 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{C} \\ & \mathrm{~B} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 9 | CS - 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{array}{r} \mathrm{B} \\ \mathrm{~A} \\ \hline \end{array}$ | $\begin{aligned} & 3.0 \\ & 3.0 \\ & \hline \end{aligned}$ |
| Student 10 | CS - 1103 Intro to Computers PSY - 1113 General Psychology | $\begin{aligned} & \mathrm{A} \\ & \mathrm{~B} \\ & \hline \end{aligned}$ | $\begin{aligned} & 3.0 \\ & 3.0 \end{aligned}$ |
| Student 11 | CS - 1103 Intro to Computers | C | 3.0 |


|  | PSY - 1113 General Psychology | B | 3.0 |
| :---: | :---: | :---: | :---: |
| Student 12 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 13 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 14 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | B | 3.0 |
| Student 15 | CS - 1103 Intro to Computers | C | 3.0 |
|  | PSY - 1113 General Psychology | B | 3.0 |
| Student 16 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | B | 3.0 |
| Student 17 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 18 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 19 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 20 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | B | 3.0 |
| Student 21 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 22 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 23 | CS - 1103 Intro to Computers | A | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 24 | CS - 1103 Intro to Computers | C | 3.0 |
|  | PSY - 1113 General Psychology | A | 3.0 |
| Student 25 | CS - 1103 Intro to Computers | B | 3.0 |
|  | PSY - 1113 General Psychology | B | 3.0 |

The corresponding ACT scores that were used for placement are as follows:

| Last Name, First Name | ACT <br> COMPOSITE | ACT <br> Math | ACT <br> Science | ACT <br> English | ACT <br> Reading |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Student 1 | 19 | 19 | 20 | 19 | 20 |
| Student 2 | 19 | 21 | 22 | 15 | 19 |
| Student 3 | 21 | 17 | 20 | 21 | 27 |
| Student 4 | 24 | 26 | 25 | 23 | 21 |
| Student 5 | 22 | 19 | 21 | 19 | 30 |
| Student 6 | 19 | 15 | 18 | 20 | 21 |


| Student 7 | 26 | 24 | 24 | 26 | 29 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Student 8 | 19 | 17 | 20 | 16 | 22 |
| Student 9 | 21 | 16 | 18 | 22 | 27 |
| Student 10 | 19 | 20 | 17 | 20 | 20 |
| Student 11 | 20 | 20 | 21 | 16 | 22 |
| Student 12 | 25 | 27 | 26 | 23 | 25 |
| Student 13 | 22 | 19 | 20 | 20 | 30 |
| Student 14 | 19 | 19 | 22 | 16 | 19 |
| Student 15 | 21 | 18 | 24 | 21 | 22 |
| Student 16 | 19 | 20 | 24 | 16 | 20 |
| Student 17 | 21 | 17 | 20 | 22 | 23 |
| Student 18 | 27 | 28 | 20 | 24 | 35 |
| Student 19 | 20 | 17 | 17 | 18 | 26 |
| Student 20 | 22 | 23 | 22 | 16 | 26 |
| Student 21 | 22 | 26 | 20 | 20 | 23 |
| Student 22 | 27 | 20 | 24 | 30 | 35 |
| Student 23 | 21 | 21 | 21 | 15 | 25 |
| Student 24 | 23 | 22 | 22 | 19 | 29 |
| Student 25 | 24 | 22 | 22 | 26 | 27 |

The students had access to support services provided by OCCC and Pathways Middle College High School, as well as the resources provided by the college (Communications Lab, Math Lab, Student Support Services, etc...).

| Student Group | All Early College High School Students at Tulsa Union | Non-Early College High School Tulsa Union Concurrent Enrollment Students (All Delivery Modalities) | All TCC Concurrent Students (All Delivery Modalities) |
| :---: | :---: | :---: | :---: |
| Total <br> Number of Students | 35 | 210 | 1,892 |
| Classification |  |  |  |
| Seniors | 0 | 50 | 491 |
| Juniors | 0 | 160 | 1,366 |
| Sophomores | 35 | 0 | 0 |
| Unknown | 0 | 0 | 0 |
| Gender |  |  |  |
| Females | 26 | 127 | 1,158 |
| Males | 9 | 83 | 734 |
| Not Reported | 0 | 0 | 0 |
| Race |  |  |  |
| American Indian or Native American | 0 | 7 | 108 |
| Asian | 2 | 15 | 59 |
| Black or African American | 1 | 15 | 42 |
| Hispanic of Any Race | 17 | 23 | 167 |
| Native <br> Hawaiianor <br> Other Pacific <br> Islander | 0 | 0 | 1 |
| White | 9 | 112 | 1,137 |


| More Than <br> One <br> Race | 2 | 25 | 242 |
| :--- | :--- | :--- | :--- |

Table 2. OSRHE Data Reporting Template GPA, ACT, Success Measures

| Student Group | All Early <br> College High <br> School <br> Students at <br> Tulsa Union | Non-Early College High School Tulsa Union Concurrent Enrollment Students (All Delivery Modalities) | All TCC <br> Concurrent <br> Students (All <br> Delivery <br> Modalities) |
| :---: | :---: | :---: | :---: |
| Average High School GPA | 3.616 | 3.584 | 3.654 |
| Unknown HS GPA | 0 | 0 | 35 |
| Average ACT Composite Score | 33.00 | 23.071 | 23.187 |
| Unknown ACT Score | 33 | 41 | 199 |
| Average TCC GPA | 4.0 | 3.230 | 3.164 |
| Grades of "C" or Better at TCC | 35 | 286 | 2,559 |
| Fall 18 to <br> Spring 19 <br> Persistence <br> at TCC | 100\% | 89.5\% | 83.1\% |
| Course Retention (Grades other than W) at TCC | 35 | 290 | 2,689 |
| Course <br> Retention <br> Percentage | 100\% | 94.5\% | 95.1\% |


| Students |  |  |  |
| :--- | :--- | :--- | :--- |
| earning at |  |  |  |
| least a 2.0 | 35 | 204 | 1,521 |
| TCC |  |  |  |
| semester |  |  |  |
| GPA |  |  |  |

Table 3. OSRHE Data Reporting Template Course Level Data Counts (it was noted in the pilot proposal that sophomores would begin by taking COLL 1002 in the Fall and BIOL 1383 and COMM 1113 in the Spring)

| Student Group | All Early <br> College High <br> School <br> Students at <br> Tulsa Union | Non-Early <br> College High <br> School Tulsa <br> Union <br> Concurrent <br> Enrollment <br> Students <br> (All Delivery <br> Modalities)) | All TCC <br> Concurrent <br> Students (All <br> Delivery <br> Modalities) |
| :--- | :--- | :---: | :---: |
| Average GPA <br> in COLL 1002 <br> First-Year <br> Experience <br> Seminar | 4.0 | 4.0 | 3.477 |
| Average GPA <br> in BIOL 1383 <br> Nutrition | 3.029 | 3.40 | 3.176 |
| Average GPA <br> in COMM <br> 113 Public <br> Speaking | 3.514 | 3.763 | 3.385 |

## ATTACHMENT C

## OKLAHOMA PANHANDLE STATE UNIVERSITY EARLY COLLEGE PILOT PROJECT REPORT

OSRHE Data Reporting Template Demographics Fall 2018
$\left.\begin{array}{|l|l|l|l|l|l|l|l|l|}\hline \text { Student Group } & \begin{array}{l}\text { All ECHS } \\ \text { Students } \\ \text { (Admission) }\end{array} & \begin{array}{l}\text { Guymon } \\ \text { ECHS } \\ \text { Students } \\ \text { (Admission) }\end{array} & \begin{array}{l}\text { Goodwell } \\ \text { ECHS } \\ \text { Students } \\ \text { (Admission) }\end{array} & \begin{array}{l}\text { Hooker } \\ \text { ECHS } \\ \text { Students } \\ \text { (Admission) }\end{array} & \begin{array}{l}\text { Any other } \\ \text { ECHS } \\ \text { Students } \\ \text { (Admission) }\end{array} \\ \begin{array}{l|l|l|l|l|l|l|l|}\text { Non-ECHS } \\ \text { Students } \\ \text { (Admission) } \\ \text { that Took a } \\ \text { OPSU Class } \\ \text { at } \\ \text { GUYMON }\end{array} \\ \begin{array}{l}\text { All OPSU } \\ \text { Concurrent } \\ \text { Students } \\ \text { that Took a } \\ \text { Class on } \\ \text { the OPSU } \\ \text { Campus or }\end{array} \\ \text { Online. }\end{array}\right\}$

OSRHE Data Reporting Template Demographics Spring 2019

| Student Group | All ECHS <br> Students <br> (Admission) | Guymon <br> ECHS <br> Students <br> (Admission) | Goodwell <br> ECHS <br> Students <br> (Admission) | Hooker <br> ECHS <br> Students <br> (Admission) | Any other ECHS <br> Students <br> (Admission) | Non-ECHS <br> Students <br> (Admission) <br> that Took a <br> OPSU Class <br> at <br> GUYMON | All OPSU Concurrent Students that Took a Class on the OPSU Campus or Online. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total <br> Number of Students | 23 | 14 | 0 | 9 | 0 | 49 | 103 |
| Classification |  |  |  |  |  |  |  |
| Seniors |  |  |  |  |  | 42 | 74 |
| Juniors |  |  |  |  |  | 10 | 29 |
| Sophomores | 23 | 14 |  | 9 |  |  |  |
| Unknown |  |  |  |  |  |  |  |
| Gender |  |  |  |  |  |  |  |
| Females | 16 | 10 |  | 6 |  | 29 | 70 |
| Males | 7 | 4 |  | 3 |  | 23 | 42 |
| Not Reported |  |  |  |  |  |  |  |
| Race |  |  |  |  |  |  |  |
| American Indian or Native American | 1 | 1 |  |  |  | 2 | 4 |
| Asian | 1 | 1 |  | 0 |  | 3 | 3 |
| Black or African American | 0 | 0 |  | 0 |  |  | 1 |
| Hispanic of Any Race | 8 | 4 |  | 4 |  | 19 | 33 |
| Native <br> Hawaiianor Other Pacific Islander | 0 | 0 |  | 0 |  |  | 1 |
| White | 16 | 11 |  | 5 |  | 35 | 75 |
| More Than One Race |  |  |  |  |  |  | 1 |

OSRHE Data Reporting Template GPA, ACT, Success Measures Fall 2018

| Student Group | All ECHS <br> Students <br> (Admission) | Guymon <br> ECHS <br> Students <br> (Admission) | Goodwell <br> ECHS <br> Students <br> (Admission) | Hooker <br> ECHS <br> Students <br> (Admission) | Any other <br> ECHS <br> Students <br> (Admission) | Non-ECHS <br> Students <br> (Admission) <br> that Took a <br> OPSU Class <br> at <br> GUYMON | All OPSU <br> Concurrent <br> Students <br> that Took a <br> Class on <br> the OPSU <br> Campus or <br> Online. |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Admission Criteria |  | N/A | N/A | N/A | N/A | 3.87 | 3.82 |
| Average High <br> School GPA | N/A | N/A | N/A | N/A | N/A | 8 <br> Students | 37 <br> Students |
| Unknown HS <br> GPA | N/A | 23.4 |  | 21.8 |  | 22.1 | 21.9 |
| Average ACT <br> Composite <br> Score | 22.8 | 0 | 0 |  | 0 | 0 |  |
| Unknown <br> ACT Score | 0 |  |  |  |  |  |  |

Student Success Measures

| Average <br> OPSU GPA | 3.61 | 3.41 |  | 3.92 |  | 3.27 | 3.28 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Grades of "C" <br> or <br> Better at <br> OPSU | 46 | 28 |  | 18 |  | 54 | 136 |
| Fall 18 to <br> Spring 19 <br> Persistence <br> at OPSU | $100 \%$ |  |  |  |  | $88 \%$ | $72 \%$ |
| Course <br> Retention <br> (Grades <br> other than <br> W) at OPSU | $100 \%$ |  |  |  |  |  |  |
| Course <br> Retention <br> Percentage | $100 \%$ |  |  |  |  |  |  |
| Students <br> earning at <br> least a 2.0 | $100 \%$ |  |  |  |  |  |  |
| OPSU <br> semester <br> GPA |  |  |  |  |  |  |  |
| Seniors <br> Matriculating | 0 |  |  |  |  |  |  |


| to OPSU <br> next Fall (will <br> report in the <br> future) |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

OSRHE Data Reporting Template GPA, ACT, Success Measures Spring 2019

| Student Group | All ECHS Students (Admission) | Guymon ECHS Students (Admission) | Goodwell ECHS Students (Admission) | Hooker <br> ECHS <br> Students <br> (Admission) | Any other ECHS <br> Students <br> (Admission) | Non-ECHS Students (Admission) that Took a OPSU Class at GUYMON | All OPSU Concurrent Students that Took a Class on the OPSU Campus or Online. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Admission Criteria |  |  |  |  |  |  |  |
| Average High School GPA |  |  |  |  |  | 3.86 | 3.78 |
| Unknown HS GPA |  |  |  |  |  | 12 | 37 |
| Average ACT Composite Score | 22.8 | 23.4 |  | 21.8 |  | 22.3 | 21.8 |
| Unknown ACT Score |  |  |  |  |  |  |  |
| Student Success Measures |  |  |  |  |  |  |  |
| Average OPSU GPA |  |  |  |  |  | 3.01 | 3.1 |
| Grades of "C" or <br> Better at OPSU | 46 | 28 |  | 18 |  |  |  |
| Fall 18 to Spring 19 Persistence at OPSU | 100\% | 100\% |  | 100\% |  |  |  |
| Course <br> Retention (Grades other than W) at OPSU | 100\% | 100\% |  | 100\% |  |  |  |
| Course <br> Retention <br> Percentage | 100\% | 100\% |  | 100\% |  |  |  |


| Students <br> earning at <br> least a 2.0 <br> OPSU <br> semester <br> GPA | $100 \%$ | $100 \%$ |  | $100 \%$ |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Seniors <br> Matriculating <br> to OPSU <br> next Fall (Will <br> Report in the <br> future) | 0 |  |  |  |  |  |  |

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-c (2):

## Annual Report.

SUBJECT: Acceptance of the USAO Holistic Admission Pilot Project Annual Report.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

State Regents' policy currently allows Oklahoma State University (OSU) and the University of Oklahoma (OU) to utilize a holistic process in making determinations in undergraduate admissions. While some regional universities have expressed interest in a holistic admission option, this is not currently allowed under policy. The University of Science and Arts of Oklahoma (USAO) was approved by the State Regents at their May 26, 2017 meeting to implement a pilot project using a holistic process for undergraduate admissions, effective Fall 2017 through Spring 2020. The policy exception is summarized in the table below.

| Summary of State Regents' Policy | Summary of Approved Exception |
| :--- | :--- |
| Under the State Regents' | Added a holistic admission option for students who do not meet |
| the admission criteria in options 1-3: |  |
| Institutional Admission and |  |
| Retention Policy, the following |  |
| standards are used for admission: | To be admissible under the holistic pilot option, at minimum, a <br> student will need to earn a 20 ACT and meet one of the |
| Option 1: | following: a 2.7 cumulative GPA, a 2.7 core GPA, or rank in |
| the top 50 percent of his/her graduating class. In addition to |  |
| or Top 50\% Class Rank 3.0 GPA | meeting the cognitive criteria, students will also be required to |
| Option 2: | complete two of the following: participate in an interview with |
| 3.0 GPA AND Top 25\% Class Rank | the Holistic Admission Review Committee (HARC), submit |
| Option 3: | letters of recommendation from high school instructors, |
| 3.0 Core GPA AND 22 ACT or | counselors etc., or provide a writing sample, resume, or other |
| acceptable evidence of likelihood to persist. |  |

## POLICY ISSUES:

A policy exception was granted for section 3.9 Institutional Admission and Retention.

## ANALYSIS:

As a condition of approval of the pilot project, USAO is required to submit annual reports by August 1 during the duration of the project. The annual report for 2019 is attached.

In summary, USAO is encouraged by the early results of the pilot program and is reviewing elements for improvement as the pilot continues.

Attachment

## UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA HOLISTIC ADMISSION PILOT PROJECT ANNUAL REPORT

## Data Reporting Section

For each Fall 2018 first-time freshmen student admitted under the holistic option, please report the following:

| Student | FA18 GPA | FA18 <br> Attempted <br> Hours | FA18 <br> Earned <br> Hours | SP19 Term <br> GPA | SP19 <br> Attempted | SP19 <br> Earned |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 4 | 4 | 0 | 1 | 0 |
| 2 | 1.86 | 14 | 11 | 0 | 0 | 0 |
| 3 | 2 | 14 | 10 | 0.63 | 16 | 7 |
| 4 | 2.15 | 13 | 13 | 1.31 | 13 | 10 |
| 5 | 3.69 | 13 | 13 | 2.36 | 14 | 14 |
| 6 | 2.45 | 12 | 12 | 2.4 | 15 | 15 |
| 7 | 2.58 | 12 | 12 | 2.44 | 16 | 16 |
| 8 | 2.38 | 13 | 13 | 2.5 | 12 | 12 |
| 9 | 3.25 | 16 | 16 | 3 | 12 | 12 |
| 10 | 3 | 16 | 15 | 3.06 | 16 | 16 |
| 11 | 2.64 | 15 | 15 | 3.07 | 15 | 15 |
| 12 | 3.33 | 15 | 15 | 3.53 | 15 | 15 |
| 13 | 4 | 15 | 15 | 3.57 | 14 | 14 |
| 14 | 3.75 | 12 | 12 | 3.63 | 17 | 17 |
| 15 | 0 | 0 | 0 | NA | NA | NA |
| 16 | 2.62 | 13 | 13 | NA | NA | NA |
| 17 | 0 | 0 | 0 | NA | NA | NA |
| 18 | 2 | 12 | 9 | NA | NA | NA |

For all Fall 2018 first-time freshmen admits, please disaggregate by admit type and report the following:

| Admit Type | Number <br> of Fall 18 <br> Admits | Number <br> of non- <br> White Fall <br> $\mathbf{1 8}$ Admits | Fall 18 <br> GPA | Fall 18 <br> Earned <br> Hours | Number of <br> Fall 18 <br> Admits <br> Retained in <br> Spring 19 | Number of <br> non-White <br> Fall 18 <br> Admits <br> Retained in <br> Spring 19 | Spring 19 <br> GPA | Spring 19 <br> Hours <br> Earned |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Students Who Were <br> Admitted Under <br> Regular Admission <br> Standards | 146 | 64 | 3.07 | 1,832 | 126 | 56 | 2.935 | 1,636 |
| Students Who Were <br> Admitted Under the <br> Holistic Option | 18 | 7 | 2.430 | 178 | 14 | 6 | 2.250 | 165 |

## Narrative Section

What holistic measures have been the most effective in predicting collegiate success? What holistic measures have been less effective in predicting collegiate success? Will USAO continue to use the same holistic measures in year two?

The sample size is incredibly small which limits our ability to infer any significant trends in terms of what measures are truly impacting student success. Please see the success and challenges question for further information. We are looking forward to gathering further data as the process continues and more students participate. The Holistic Admission Review Committee (HARC) is reviewing possible enhancements to the program itself once students are enrolled.

Describe the conditions that a holistic admission student is required to meet during the first year (complete a college success course, participate in tutoring and/or mandatory advising, etc.).

All students admitted to the University through the Holistic Admission process were enrolled in an academic support course through the Drover Achievement Program (DAP) designed to help students identify available campus resources, develop good academic habits, and engage with their classmates and faculty. Through enrollment in this course, all students were exposed to the variety of academic support available through the University's Student Success Center, which includes peer academic mentorship, free tutoring, and weekly study groups. With the new cohort of students admitted holistically this year, the Student Success team is piloting several new tactics aimed at improving both the retention and academic success of this student group. The DAP has been enhanced to include a new professional staff member that will conduct biweekly coaching meetings with each student. In addition to using motivational interviewing techniques, the Success Coach will work directly with each student to meet their needs, including making connections with appropriate campus resources, assisting the student in the transition to college, and providing an academic support framework with regular semester checkpoints.

## Provide a detailed summary of the successes and challenges USAO encountered during the first year of the holistic pilot.

We see several successes in this project so far. 1) One is that the persistence rate to Spring term is good, 78 percent. We did do a good job in selecting students for admission and most made it through their first term successfully. 2) Making connections with these students. An example of this is that there were two students who did not earn any hours of credit but we consider it a success that they were able to determine early enough (before it negatively impacted their academic record) that they needed to withdraw and they sought the appropriate assistance. They completed their exit process and moved on to address their personal needs.
3) Another success is the process itself. Our HARC committee meets every week and reviews files, discusses issues and practices, plans, strategizes etc. Interviews are set for separate times and committee members all contribute.

Some challenges: The sample size is incredibly small which limits our ability to infer any significant trends in terms of what measures are truly impacting student success. We are looking forward to gathering further data as the process continues and more students participate. Another challenge is knowing that two out of three students who completed Fall didn't return for Spring even though they were academically successful. Much like with our regular admission students who are successful sometimes some of them still leave. Another challenge appears to be a retention rate for Fall 2019. While we will not have this information until Fall census day, it appears that 6 out of 18 students may not return for the Fall. The HARC is reviewing additional data that may need to be tracked and additional support that may need to be added for this program.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-c (3):

## Annual Report.

SUBJECT: Acceptance of the OU Concurrent Math Pilot Project Annual Report.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

In 1977, the State Regents adopted policies for institutions to offer concurrent enrollment opportunities to high school seniors. In 1989, the State Regents expanded the policy to permit qualified high school juniors to concurrently enroll and to allow the offering of off-campus and electronic media courses for concurrent enrollment.

In 1993, the State Regents approved several revisions to the concurrent enrollment criteria, including new language specifying that off-campus concurrent enrollment should be taught by a regular faculty member whose primary employment a faculty member of the institution delivering the course.

In 1996, the State Regents expanded the criteria to further delineate the definition and requirements of providing a collegiate experience for concurrently enrolled students.

In 2002, to meet the rising demand for concurrent course offerings at off-campus sites, new language was added to provide flexibility to the regular faculty member requirement. The changes specified that "exceptions (to the regular faculty requirement) may be considered upon request to the Chancellor." This change provided a mechanism for qualified individuals, who are not regular faculty, to teach off-campus concurrent enrollment courses with approval from the Chancellor.

On May 26, 2017, the State Regents approved revisions that moved the concurrent enrollment policy language from the Institutional Admission and Retention policy to a new stand-alone Concurrent Enrollment policy. Revisions were made to the admission and course placement criteria to expand access to concurrent enrollment. Additionally, new off-campus concurrent enrollment standards were established to increase guidance to institutions wishing to offer concurrent enrollment at high schools and other offcampus locations.

At their June 29, 2017 meeting, the State Regents approved a request by the University of Oklahoma (OU) to launch a concurrent enrollment pilot project to expand opportunities for Norman Public Schools (NPS) high school students who wished to participate in concurrent enrollment during the 2017-2018 academic year. The purpose of this pilot project was to increase college preparation and learning opportunities for NPS high school students.

This pilot employed a two-semester framework to help NPS high school students who needed additional support strengthen math skills and subsequently complete College Algebra during their senior year. As
such, the students participating in this pilot took: 1) a Fall 2017 high school College Algebra Prep course taught by a NPS high school math teacher and 2) a Spring 2018 three credit hour College Algebra course taught by an OU math professor.

The approved policy exceptions for this pilot project, which required exceptions to the concurrent enrollment admission and course placement criteria, are detailed below:

| State Regents Policy | Approved Exception |
| :--- | :--- |
| Admission: | Admission: |
| High school GPA 3.0 and class rank-top 33.3\% | High school GPA 3.0 and class rank-top 50\%. |
| Math Course Placement: | Math Course Placement: |
| 19 Math ACT | 19 Math ACT and passed the high school College |
|  | Algebra Prep course. |

At their April 25, 2019 meeting, the State Regents approved an extension of the pilot through the 20192020 academic year.

## POLICY ISSUES:

A policy exception was granted for section 3.10 Concurrent Enrollment.

## ANALYSIS:

As a condition of approval of the pilot project, OU was required to submit annual reports on the findings of the project. The 2019 report is attached.

In summary, the number of students participating in the pilot was low, which limited extrapolation of findings to the general student population. OU did find positive outcomes in 1) high school students taking math in their senior year and 2) high school students finding unexpected success in college level work, which was encouraging for the pursuit of further higher education.

Attachment

# UNIVERSITY OF OKLAHOMA CONCURRENT MATH PILOT PROJECT FINAL REPORT 

University of Oklahoma College in the High School Program Report<br>2018-2019 academic year

## Introduction

The University of Oklahoma requested approval to launch a pilot concurrent enrollment program, OU College in the High School, which expanded access for concurrent enrollment classes for Norman Public Schools (NPS) in the 2018-2019 school year. The purpose of the project was to increase college level learning opportunities for Norman Public Schools students. Additionally, the project provided an opportunity for students, who would normally place in remedial math classes in college, to be remediated before earning college credit in high school.

The pilot offered College Algebra to students who have passed Algebra II. There were two semester courses offered for NPS students. The fall semester course was required for participation in the spring semester course. The fall College Algebra Prep course was a preparatory course that remediated and prepared students for the college course offered in the spring. A high school math teacher taught the fall course and students received one semester of high school math credit. The math teacher worked with the NPS Math Coordinator to develop the curriculum. The spring course was an OU College Algebra course, taught by an OU math professor. It counted as a college-level math credit and a semester of high school math credit.
\(\left.$$
\begin{array}{|l|l|}\hline \text { State Regents Policy } & \text { Exception } \\
\hline \text { Admission: } & \text { Admission: } \\
\text { High school GPA 3.0 and class rank- top } \\
33.3 \%\end{array}
$$ \quad \begin{array}{l}High school GPA 3.0 and class rank top <br>

50 \%\end{array}\right]\)\begin{tabular}{ll}
Math Course Placement: \& Math Course Placement: <br>

19 Math ACT \& | College Algebra Prep course |
| :--- | <br>

\hline
\end{tabular}

## Program Outcome

## Norman North High School

At Norman North High School (NNHS), the fall College Algebra Prep course had 22 students complete the semester course. One student decided to drop the course before starting the Spring course. In the spring semester, 21 students completed the OU College Algebra course.

Three students were eligible with the exception from the State Regents to take the College Algebra course under the regular concurrent enrollment admission criteria. Below are two charts. The first chart has the three students' grades who were eligible with the exception from the state. The second chart shows the 18 students' grades who were eligible for the course under regular admissions requirements.

| NNHS Spring Grades <br> Exception Students |  |
| :--- | ---: |
| Grades | \# of students |
| A | 1 |
| B | 2 |
| C | 0 |
| D | 0 |
| F | 0 |
| Total | 3 |


| NNHS Spring Grades <br> Eligible Students |  |
| :--- | ---: |
| Grades | \# of students |
| A | 13 |
| B | 4 |
| C | 1 |
| D | 0 |
| F | 0 |
| Total | 18 |

## Norman High School

At Norman High School, the fall College Algebra Prep course had 12 students complete the semester course. Three students decided to drop the course before starting the Spring course. In the spring semester, 9 students completed the OU College Algebra course.

From the students who completed both semesters of the course, there was only one student who was eligible for College Algebra based off the exception from the State Regents. Below are two charts, the first chart has the one student's grade who was eligible with the exception from the state. The second chart has the 8 students' grades who were eligible for the course under regular admissions requirements.

| NHS Spring Grades <br> Exception Students |  |
| :--- | ---: |
| Grades | \# of students |
| A | 0 |
| B | 0 |
| C | 1 |
| D | 0 |
| F | 0 |
| Total | 1 |


| NHS Spring Grades <br> Eligible Students |  |
| :--- | ---: |
| Grades | \# of students |
| A | 2 |
| B | 4 |
| C | 1 |
| D | 1 |
| F | 0 |
| Total | 8 |

## Successes

- Accessibility for students at Norman Public Schools to have access to OU courses without having to leave their high school
- Provided an opportunity for students who wouldn't have been otherwise eligible for CE at OU to take a course and earn college credit
- Strengthened relationship with Norman Public Schools and OU working together
- Encouraged students to take a math course their senior year
- The partnership between counselors, NPS administrators, and OU staff/faculty was communicative and cooperative


## Challenges

- The timeline of getting the exception approved and communicated to students and families was difficult. Students start choosing courses in February, so trying to work ahead of OU's regular schedule to get courses scheduled was difficult, but ultimately worked out.
- The number of students who dropped the course right before the fall semester or at the start of the spring semester made for a smaller class size for Norman High, which was unforeseeable challenge.


# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-c (4):

## Annual Report.

SUBJECT: Acceptance of the Academic Policy Exceptions Quarterly Report.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies that will not result in a broad circumvention of policy. All exceptions are requested by the president and supported by extenuating circumstances and are to be reported quarterly to the State Regents. This is the $74^{\text {th }}$ report of exceptions to academic policy granted by the Chancellor.

## POLICY ISSUES:

Six exceptions to OSRHE academic policies were granted by the Chancellor since the June 27, 2019 report.
ANALYSIS:

## Southwestern Oklahoma State University (SWOSU)

An exception was granted to the OSRHE's Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution. The exception allowed SWOSU to permit a student to continue her education at SWOSU even though her retention GPA was just under the required 2.0 for readmission. This exception was based on the student's academic success at another institution, demonstrated renewed commitment to successfully complete her college education, and recommendation of the president.

## Carl Albert State College (CASC)

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors. The exception allowed CASC to permit a sophomore to participate in concurrent enrollment during the Summer 2019, Fall 2019, and Spring 2020 semesters. The exception was approved based on the student's earning a 30 Composite ACT score and a 4.0 unweighted high school GPA, and the recommendation of the president.

## Northeastern Oklahoma A\&M College (NEO)

An exception was granted to the OSRHE's Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution. The exception allowed NEO to permit a student to continue her education at NEO without having attended another institution. This exception was based on the student's renewed commitment to successfully complete her college education and recommendation of the president.

An exception was granted to the OSRHE's Concurrent Enrollment policy, which limits high school concurrent enrollment to juniors and seniors. The exception allowed NEO to permit a sophomore to participate in concurrent enrollment during the Fall 2019 and Spring 2020 semesters. The exception was approved based on the student's earning a 20 ACT score, a 3.5 high school GPA, outstanding grades in high school mathematics classes, and the recommendation of the president.

## Tulsa Community College (TCC)

An exception was granted to the OSRHE's Concurrent Enrollment policy, which states that a student must either attain a requisite subscore on an acceptable ACT or SAT exam or satisfy an entry level assessment and course placement measure that is in accordance with the institution's State Regents approved assessment plan. The exception allowed TCC to permit a student to continue his concurrent enrollment at TCC without meeting the minimum SAT subscore or secondary entry level assessment requirements. This exception was based on the student's previous success as a TCC student before the most recent ACT/SAT concordance table precluded his placement in college level coursework, and recommendation of the president.

## Northeastern State University (NSU)

An exception was granted to the OSRHE's Undergraduate Degree Requirements policy, which states that students must complete a minimum 55 credit hours of liberal arts and sciences coursework to be awarded a Bachelor of Science degree, to allow NSU to award a student a baccalaureate degree after having completed only 48 credit hours of liberal arts and sciences coursework. The exception was warranted due to an academic advising oversight and was approved based on the student's having completed 168 credit hours with a grade point average of 3.92 , and recommendation of the president.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-c (5):

## Annual Report.

SUBJECT: Acceptance of the Preparing for College mass mailing report.

## RECOMMENDATION:

## This item is for information only.

## BACKGROUND:

In 1997, the Citizens' Commission on the Future of Oklahoma Higher Education recommended that the State Regents expand efforts to explain the services Oklahoma higher education offers to Oklahoma and Oklahomans and the benefits the state and its citizens receive from those services.

Additionally, in January 1999 the Oklahoma State Regents for Higher Education announced an aggressive plan to increase the proportion of Oklahomans holding a bachelor's degree from 20 to 28 percent by 2010 and the proportion of associate degree holders from 5 to 10 percent. Called Brain Gain, the plan was designed to move Oklahoma from the bottom to the top one-third of all states for its educational and economic performance. The State Regents are seeking to add more college degree holders to the state's population by focusing on three areas - increasing the proportion of Oklahomans who earn a college degree, keeping more Oklahoma graduates in the state and attracting college degree holders from outside the state.

Most recently, the State Regents identified degree and certificate completion as their top priority with the September 2011 launch of Complete College America (CCA). Oklahoma has been named the national model for CCA, with a plan focused on promoting college readiness, transforming remediation, strengthening pathways to certificates and degrees, expanding adult degree completion efforts, and rewarding performance and completion. Oklahoma's CCA goal is to increase the number of degrees and certificates earned each year in our state by 67 percent by 2023.

For the $27^{\text {th }}$ consecutive year, the State Regents, in a joint effort with the Oklahoma College Assistance Program (OCAP), undertook a mass mailing of publications designed to help $8^{\text {th }}-12^{\text {th }}$ grade students better prepare for college. The materials include information that has been specifically requested by $8^{\text {th }}-12^{\text {th }}$ grade counselors.

## POLICY ISSUES:

This initiative is consistent with recommendations made by the Citizens' Commission on the Future of Oklahoma Higher Education in October 1997 to better publicize higher education services and benefits, and supports the strategic goals set forth in the State Regents' CCA degree and certificate completion initiative.

## ANALYSIS:

The 2019 mailing was outsourced to Presort First Class, an Oklahoma City mailing service vendor awarded the statewide contract for mailing services (SW0095).
The following publications were distributed to head counselors at Oklahoma junior high and high schools in September 2019.

## Do You Have a Plan for College? Oklahoma's Official Guide to Preparing for College (8 ${ }^{\text {th }}$ through $\mathbf{1 0}^{\text {th }}$-grade students)

## Do You Have a Plan for College? Oklahoma's Official Guide to Preparing for College (High School Juniors and Seniors)

Approximately 240,000 brochures about preparing for college were distributed to head counselors at Oklahoma public schools for distribution to each $8^{\text {th }}-12^{\text {th }}$ grade student in their schools. In addition, brochures were sent to counselors at private schools accredited by the State Department of Education through Oklahoma Private School Accreditation Commission-recognized associations. This is the $17^{\text {th }}$ year that separate, grade-specific brochures were produced. Nearly 149,500 brochures focusing on early academic and financial planning for college were distributed to $8^{\text {th }}-10^{\text {th }}$ grades, and approximately 90,500 brochures focusing on academic requirements and financial aid were sent to $11^{\text {th }}-12^{\text {th }}$ grades. The brochures will also be sent upon request to statewide home school organizations, libraries, educational organizations such as TRiO, Job Corps locations, and tribal and faith-based organizations. Online versions of both brochures are also available on the State Regents' and OCAP websites.

The brochures are designed to inform students about the courses they must take in high school to be admitted to an Oklahoma state college or university. They also detail admission standards, placement scores and financial aid information. In addition, they encourage students to call the State Regents' tollfree Student Information hotline or visit the OKcollegestart.org website for more information. The brochures also feature a map of Oklahoma public colleges and universities with phone numbers and website addresses, as well as estimated college costs, salary expectation comparisons for various jobs, financial planning information and tips for selecting the institution that best fits their needs.

## Counselors' Resource Book: Oklahoma's Colleges and Universities

Counselors were also provided a link to a digital version of the Counselors' Resource Book, which offers extensive information about planning and paying for college. Available exclusively on the State Regents' website, the publication is formatted so that counselors can print and easily duplicate the information. Students, parents and others are also able to access the publication on the State Regents' website.

The resource book provides a profile of each college and university in Oklahoma and includes information about preparing for college, concurrent enrollment, course transfer, college costs and financial aid. In addition, it publicizes the State Regents' toll-free Student Information hotline and the OKcollegestart.org website. The resource book is produced in coordination with the Communicators Council. This is the $24^{\text {th }}$ year the resource book has been produced.

# Meeting of the <br> OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

October 24, 2019

## AGENDA ITEM \#22-c (6):

## Annual Report.

SUBJECT: Acceptance of the Financial and Long-Term Viability Assessments-Carl Albert State College, East Central University, Eastern Oklahoma State College, Oklahoma State University, Tulsa Community College - October 2019.

## RECOMMENDATION:

## It is recommended that the State Regents accept the Financial and Long-Term Viability Assessments for Carl Albert State College, East Central University, Eastern Oklahoma State College, Oklahoma State University, and Tulsa Community College.

## BACKGROUND:

The Oklahoma State Regents for Higher Education established the Task Force on the Future of Higher Education in March 2017 to conduct a systematic review of higher education. The Task Force examined existing initiatives and best practices and reported findings and recommendations on strategies that best support improving quality, access, affordability and efficiency in the Oklahoma State System of Higher Education. The Task Force voted to approve all subcommittee recommendations on December 6, 2017.

The work of the Task Force was conducted primarily through four subcommittees: 1) College Degree Completion and Workforce Development Initiatives, 2) Academic Program Innovations and Online Education, 3) System Structure, and 4) Fiscal Solutions, Efficiencies, Affordability and Technology.

One of the recommendations made by the Fiscal Solutions, Efficiencies, Affordability and Technology subcommittee and approved by the Task Force included the implementation of financial fiscal reviews and long-term viability assessments of each college and university.

The Task Force determined that to survive and thrive, colleges and universities must not only address the current financial environment, but also plan for the future. Long-term viability assessments require institutions to not only look at their current financial status but also strategically assess their capability to address fundamental changes facing higher education in future years. Long-term viability assessments force institutions to examine their business models to ensure that they are sustainable and promote future growth.

In November 2018, Huron Consulting Group was selected through a Request for Proposal process to conduct the reviews and report to the State Regents their findings.

## POLICY ISSUES:

This action is consistent with the State Regents' policy.

## ANALYSIS:

The methodology that was utilized during these assessments included the following three major themes: (1) review historic and projected financial and operational health; (2) assessment of the long-term viability, inclusive of budgetary and planning capabilities, and (3) analysis on strategic capabilities and flexibility to address demographic and industry changes.

Huron has indicated that they used a holistic approach that included both quantitative and qualitative analyses in diagnosing financial and operational challenges, and in implementing solutions to ensure sustainability and lasting fiscal health.

The second cohort to be reviewed and presented includes the following institutions: Carl Albert State College, East Central University, Eastern Oklahoma State College, Oklahoma State University, and Tulsa Community College. A summary of key findings is included below by institution.

## Carl Albert State College (CASC) -

## Financial Assessment

- The overall financial net position of Carl Albert State College has increased from 2014 to 2018 due to the pay down of debt and expense reductions in response to declining state appropriations.
- Sustained improvements in net position have allowed CASC to grow its unrestricted reserves, allowing flexibility for strategic investments or adaptations to declining economic conditions.


## Operational Assessment

- Responses to cuts in state appropriations have emphasized leaner operations through consolidation of academic programs and reduction of administrative expenses.
- Earnings before interest and depreciation are consistently positive, indicating that operations are generating cash.
- While total enrollment has declined at CASC, the institution has sought opportunities to expand offerings to non-traditional student groups, including workforce certification programs and growth in concurrent enrollment.
- Increasing graduation and persistence rates are consistently higher than the averages of peer Oklahoma schools.


## Capital and Debt

- CASC has grown its cash reserve due to limited capital expenditures and debt service, but may need to consider future capital investments to manage deferred maintenance.
- The institution has a strong debt service coverage ratio and very low debt leverage.


## Strategic Plan

- CASC should continue to pursue opportunities to enroll alternative students (concurrent, part-time, work-force certificates, and non-degree seeking) as a means of growing enrollment and increasing community engagement.

East Central University (ECU) -

## Financial Assessment

- The net position of ECU has increased from $\$ 74.4$ million to $\$ 79.6$ million due to investment in capital assets and growth of cash reserves.
- Continued declines in enrollment, accompanied by decreases in tuition revenue, represent the greatest threat to ECU's future fiscal health; reserves are healthy to support investment in high-growth programs as part of an effort to reverse enrollment trends.


## Operational Assessment

- Declines in enrollment ( $25 \%$ over 5 years) coupled with state appropriations that have fallen from $\$ 17.8$ million to $\$ 13.5$ million have forced ECU to re-evaluate revenue streams and operational expenses, including engaging in program cost analyses and rightsizing initiatives.
- Cash-positive operations have led to positive EBIDA margins averaging 5.9\% over the past five years, contributing to the growth in unrestricted reserves.
- Adjusting operating revenues continue to decline faster than operating expenses despite expense management.


## Capital and Debt

- Strategic capital investments have focused on replacing aging facilities, including a new residence hall and academic building renovations.
- ECU has taken on debt in recent years to fund capital improvements, but is not heavily leveraged.
- Moderate improvements in operating margins will help ensure operating income is sufficient to cover debt service.


## Strategic Plan

- Strategic plan objectives are closely aligned with, and measured by KPI's related to, initiatives to promote student recruitment, retention, and success, offer programs that meet student and workforce needs, and drive greater engagement with the Foundation.


## Eastern Oklahoma State College (EOSC)-

## Financial Assessment

- Eastern Oklahoma State College implemented budget cuts and constrained expenses in response to state appropriation cuts, limiting the impact on net position. However, the institution has faced limited liquidity between FY14 and FY18.
- The college is heavily reliant on state appropriations to fund day-to-day operations and continues to evaluate and identify opportunities to grow reserves without reducing the quality of instruction and student services.


## Operational Assessment

- EOSC has faced declines in total enrollment, although growth in concurrent enrollment coupled with improved reimbursement rates will help grow future revenue
- Despite constrained margins, the institution has been active in pursuing grants and contracts to supplement revenues and increase programmatic offerings.
- The utilization of zero-based budgeting has helped inform and drive expense reductions and prioritize investments.
- The institution has a proud history of funding programs through Department of Education grants, including NASNTI Pathways to Success, Gear Up for Success, and TRIO Student Support Services.


## Capital and Debt

- Narrow margins and limited reserves represent barriers to making greater investments in capital assets and addressing deferred maintenance.
- Support from the state for OCIA master lease payments had been an integral element in allowing for capital investments while limiting the cost of debt service.

Strategic Plan

- EOSC's strategic plan aligns with its mission and informs its approach to maintaining and improving educational outcomes while seeking to remain efficient and effective in its delivery of administrative services.


## Oklahoma State University (OSU) -

## Financial Assessment

- General University unrestricted net position has declined over $\$ 100$ million, to $\$ 188$ million since FY2014 and capital debt has increased from $\$ 667$ million to $\$ 887$ million. These changes have contributed to below-target primary reserve and viability ratios.
- The Oklahoma State University Foundation plays a critical role in bringing CFI ratios above target; with inclusion of the OSU Foundation component, the General University is in good financial health.
- Moody's affirmed AA3 and A1 bond ratings with a stable outlook in May 2016, citing an "established market position... enrollment, sound operating cash flow..., and on-going philanthropic support."


## Operational Assessment

- Non-capital gifts, along with capital appropriations, capital gifts, and capital-related restricted revenue have helped maintain positive increases in net position even as operating measures have trended negative.
- State appropriations have declined significantly: state appropriations support $17 \%$ of operating expenditures, down $25 \%$ in FY2014.
- Total enrollment has fallen: undergraduate enrollment has remained stable, but graduate enrollment has fallen by 2,000 students (annual headcount) since FY14. The institution faces a competitive landscape for recruiting undergraduate students.


## Capital and Debt

- Debt proceeds and funds restricted for capital purposes have supported investment in capital expenditures, but overall cash reserves have fallen $13 \%$, from $\$ 258$ million in FY 14 to $\$ 224$ million in FY18.
- Proceeds from the sale of investments have also helped to offset capital expenditures and volatility in cash from operating activities.
- The debt service coverage ratio remains above 1.0 , but the institution's leverage had increased as bond and capital lease-related debt has grown faster than net position.


## Strategic Plan

- The Stillwater campus strategic plan is underpinned by campus, school and collegespecific plans, and is aligned with a $\$ 375$ million Brighter Orange, Brighter Future campaign focused on student scholarships and success initiatives.

Tulsa Community College (TCC) -

## Financial Assessment

- The overall net position of TCC has decreased by $\$ 13.7$ million (12\%) since 2014 due to large cuts in state appropriations as well as capital assets depreciating at a faster rate than new investment in capital.
- Narrow operating margins are offset by strong primary reserve and viability ratios, due to a growing unrestricted asset base, strong Foundation support, and a successful fundraising campaign.


## Operational Assessment

- Operating expenses have been reduced in response to declining operating revenues.
- State appropriations have fallen by $\$ 13.4$ million ( $32 \%$ ) over the past five years; however, TCC maintains good revenue diversity drawn from state appropriations, ad valorem property taxes, and tuition and fees.
- Ad valorem property tax revenue provides TCC a unique advantage and serves as an increasing revenue stream as Tulsa property values are expected to rise.
- Enrollment has decreased by 4,486 ( $16 \%$ ) since 2014 , but TCC expects a positive enrollment outlook for 2019-2020.


## Capital and Debt

- Limited investment in ongoing capital needs has created a backlog of $\$ 50-\$ 60$ million of deferred maintenance; TCC has engaged with a third-party facilities firm to assist with a capital plan approach to prioritize projects.
- Low debt leverage and debt service and strong cash operating margins have helped grow TCC's unrestricted cash reserves.
- TCC has the flexibility to consider taking on additional debt or deploying reserves to increase its rate of capital investments.


## Strategic Plan

- TCC's strategic plan aligns with its mission and informs its approach to maintaining and improving educational outcomes while seeking to remain efficient and effective in its delivery of administrative services.
- TCC has made consistent, incremental progress towards meeting or exceeding Key Performance Indicators reflecting strategic plan goals.

Supplemental Reports

655 Research Parkway, Oklahoma City
MINUTES

Eight Hundredth Meeting


September 5, 2019

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 655 Research Parkway, Oklahoma City 

Minutes of the Eight Hundredth Meeting<br>September 5, 2019

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# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

 655 Research Parkway, Oklahoma CityMinutes of the Eight Hundredth Meeting of the Oklahoma State Regents for Higher Education

September 5, 2019

## 1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE

 AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, September 5, 2019, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 18, 2018. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.2. CALL TO ORDER. Chairman Jody Parker called the meeting to order and presided. Present for the meeting were State Regents Ann Holloway, Andy Lester, Toney Stricklin, Jay Helm, Jeff Hickman, Ron White, and Steven W. Taylor. Regent Michael C. Turpen was not in attendance.
3. MINUTES OF THE PREVIOUS MEETINGS. Regent Taylor made a motion, seconded by Regent White, to approve the minutes of the State Regents' regular meeting on June 27, 2019. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, and Taylor. Voting against the motion were none.
4. REPORT OF THE CHAIRMAN. Chairman Parker shared his desire that the State Regents continue to work based on the recommendations of the various task forces and in coalition with the Governor to make Oklahoma a top ten state. He stated that it is necessary for the universities, colleges, and the Oklahoma State Regents for Higher Education to embrace and adjust to change
caused by demographic shifts, technology advancements, and similar causes, and that it is important to find new and effective ways to work together to create a better, more prosperous, and more diverse future for Oklahoma.
5. REPORT OF THE CHANCELLOR. Chancellor Glen D. Johnson stated that he wanted to continue to work with the task forces and use collaborative efforts to implement their recommendations. Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents, including the State Higher Education Executive Officers Association (SHEEO) meeting in Little Rock, Arkansas. Regent Steven Taylor and Vice Chancellors Tony Hutchison and LeeAnna McNally were also in attendance for this event where Chancellor Johnson received the SHEEO Exceptional Leader award. Chancellor Johnson provided Regents with a copy of the remarks he made during this event. Chancellor Johnson also mentioned the Employee Recognition Event in August, thanking the four Regents who attended and stating that the number of staff recognized at this event and the longevity they had been with the State Regents spoke well about the agency.
6. STUDENTS. Ms. Rosa Teus, a student at Oklahoma City Community College (OCCC), spoke about her higher education experience. Ms. Teus explained her background, coming from a single parent household with no higher education and how she herself became a single mother at a young age but knew that higher education was the key to fulfilling her dream of a better life for her and her child. She enrolled at OCCC and is seeking a degree in Psychology. She hopes to later pursue graduate school. She wanted to prove that being a single mother and a minority would not define her. She thanked OCCC and Bryon Dickens, Mentorship Director at OCCC who had accompanied her to the State Regents meeting, for uplifting and empowering her on her higher education career.

## 7. NEW PROGRAMS.

a. Regent Stricklin made a motion, seconded by Regent Lester, to approve a request from the University of Oklahoma to offer the Bachelor of Science in Information and Science Technology in Tulsa, the Certificate in Engineering Leadership, the Graduate Certificate in Executive Management in Aerospace/Defense, via traditional and electronic delivery, the Graduate Certificate in Learning Design and Technology, the Certificate in Criminal Investigation and Intelligence Analysis via electronic delivery, and the Certificate in Restorative Justice, via electronic delivery.

Chairman Parker asked for discussion, at which time Regent Helm raised the issue of tabling the Bachelor of Science in Information and Science Technology at the University of Oklahoma in Tulsa citing concerns that the agenda recommendation appeared to establish a full 4-year degree program at the University of Oklahoma in Tulsa, which would conflict with Senate Bill 1426.

Dr. Debbie Blanke, senior vice chancellor for Academics and Student Affairs, recognizing Regent Helm's concerns, suggested that Academic Affairs could revise the agenda item concerning this program to clarify that Tulsa Community College (TCC) would offer the lower division coursework for the program, with the University of Oklahoma offering the upper level courses only, and bring the corrected item to the board for consideration at their October meeting.

Regent Lester asked if the agenda item could be amended. General Counsel Bob Anthony stated that the agenda item could not be amended and suggested a deletion of that specific program from the agenda item instead of tabling it.

Regent Helm moved to delete the portion of the item concerning the Bachelor of Science in Information and Science Technology in Tulsa, seconded by Regent Lester.

Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, and Stricklin. Voting against the motion were Regents Hickman and Taylor.

Regent Helm further moved to approve the Certificates listed in the agenda item, Regent Holloway seconded. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.
b. Regent Stricklin made a motion, seconded by Regent Lester, to approve a request from Oklahoma State University to offer the Master of Science in Dietetics, the Graduate Certificate in K-12 STEM Educator, and the Graduate Certificate in Effective Teaching in Elementary Schools. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Taylor, Stricklin White, and Helm. Voting against the motion were none.
8. PROGRAM DELETIONS. Regent Stricklin made a motion, seconded by Regent Lester, to approve the following requests for program deletions:
a. A request from Carl Albert State College to delete the Associate in Applied Science in Health Information Technology, the Associate in Arts in Communication, and the Associate in Arts in Visual and Performing Arts.
b. A request from Connors State College to delete the Associate in Applied Science in Radiologic Technologist.
c. A request from Oklahoma State University-Oklahoma City to delete the Certificate in Electric Power Technology - Relay Option.
d. A request from Redlands Community College to delete the Associate in Arts in Art.

Voting for the motion were Regents Holloway, Lester, Hickman, Taylor, Stricklin, White, Helm, and Parker. Voting against the motion were none.
9. INTENSIVE ENGLISH PROGRAMS. Regent Stricklin made a motion, seconded by Regent Lester, to approve an extension of the review schedule for the ELS Language Centers in Oklahoma

City, Oklahoma for two months. Voting for the motion were Regents Lester, Hickman, Taylor, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.
10. ACADEMIC PLANS. Regent Stricklin made a motion, seconded by Regent Lester, to accept the 2019-2020 institutional academic plans. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Helm, Parker Holloway, and Lester. Voting against the motion were none.
11. DEGREE COMPLETION PLANS. Regent Stricklin made a motion, seconded by Regent Lester, to accept the 2019-2020 institutional degree completion plans. Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester, and Hickman. Voting against the motion were none.
12. STUDENT ASSESSMENT PLANS. Regent Stricklin made a motion, seconded by Regent Lester, to approve changes to the Student Assessment Plans for Rose State College and Tulsa Community College as required by the Assessment and Remediation policy. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, and Taylor. Voting against the motion were none.

## 13. ACADEMIC POLICY.

a. Regent Stricklin made a motion, seconded by Regent Lester, to approve a request to modify approved terms of the policy exceptions for a pilot project proposed by Tulsa Community College (TCC) that allows TCC to admit Union Public Schools sophomores. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Taylor, and Stricklin. Voting against the motion were none.
b. Regent Stricklin made a motion, seconded by Regent Lester, to approve the revised University of Oklahoma admissions process for all first-time entering freshman who graduate from high schools in the United States. Voting for the motion were Regents Helm,

Parker, Holloway, Lester, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.
c. Regents reviewed proposed revisions to the Undergraduate Transfer and Articulation policy. This item was for posting only.
14. OKLAHOMA TEACHER CONNECTION. Regent Stricklin made a motion, seconded by Regent Lester, to approve the proposed Oklahoma Teacher Connection Pre-Collegiate and Collegiate Program expenditures in the amount of $\$ 56,000$. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Taylor, Stricklin, White, and Helm. Voting against the motion were none.
15. REGIONAL UNIVERSITY BACCALAUREATE SCHOLARSHIP PROGRAM. Regent Stricklin made a motion, seconded by Regent Lester, to authorize twelve (12) freshmen scholarship slots for each institution participating in the Regional University Baccalaureate Scholarship program for Fall 2020. Voting for the motion were Regents Holloway, Lester, Hickman, Taylor, Stricklin, White, Helm, and Parker. Voting against the motion were none.
16. E\&G BUDGET. Regent Lester made a motion, seconded by Regent Hickman, to approve the allocation of $\$ 934,202.72$ to Oklahoma State University Center for Health Sciences (OSU CHS) and $\$ 934,202.72$ to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Lester, Hickman, Taylor, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.
17. MASTER LEASE PROGRAM. Regent Lester made a motion, seconded by Regent Hickman, to approve the listing of projects for submission to the Council of Bond Oversight for the 2019A

Master Lease Equipment Projects. Voting for the motion were Regents Hickman, Taylor, Stricklin, White, Helm, Parker, Holloway, and Lester. Voting against the motion were none.
18. POLICY. The Regents reviewed proposed revisions to the Tuition and Fees Policy. This item was for posting only.

## 19. CONTRACTS AND PURCHASES.

a. Regent Lester made a motion, seconded by Regent Stricklin, to approve FY2020 Purchases in excess of $\$ 100,000$.
(1) Dobson technologies Transport and Telecom in the amount of $\$ 100,000.00$ for FY20 OneNet fiber locates.
(2) KAMO Electric Cooperative Incorporated in the amount of $\$ 169,762.00$ for circuits to provide services to OneNet customers.
(3) Blackboard in the amount of $\$ 540,942.00$ for the purchase of Blackboard Learn SaaS.
(4) Gigapop Internet Services LLC in the amount of $\$ 199,174.00$ for a fiber construction project to provide services to the Oral Roberts University (ORU) campus in Tulsa.
(5) Dobson Technologies Transport and Telecom in the amount of \$150,000.00 for FY20 fiber optic cable relocation due to road and highway construction projects.
(6) Inside Track in the amount of $\$ 159,037.50$ to continue to provide foundational coach training programs to the GEAR UP Grant IV College Coaches.

Voting for the motion were Regents Taylor, Stricklin, White, Helm, Parker, Holloway, Lester, and Hickman. Voting against the motion were none.
b. Regent Lester made a motion, seconded by Regent Stricklin, to accept a grant for up to \$8,500 from the Charles and Lynn Schusterman Family Foundation to support Student

Preparation Workshops for FY2020. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, and Taylor. Voting against the motion were none.
20. INVESTMENTS. This item was deleted.
21. STATE REGENTS' MEETINGS. Regent Helm made a motion, seconded by Regent Taylor to approve the proposed 2020 State Regents meeting dates and provide authorization to file with the Secretary of State in accordance with the Open Meeting Act. Voting for the motion were Regents White, Helm, Parker, Holloway, Lester, Hickman, Taylor, and Stricklin. Voting against the motion were none.
22. COMMENDATIONS. Regent Lester made a motion, seconded by Regent Helm, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Helm, Parker, Holloway, Lester, Hickman, Taylor, Stricklin, and White. Voting against the motion were none.
23. EXECUTIVE SESSION. Regent Holloway made a motion, seconded by Regent Helm, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Parker, Holloway, Lester, Hickman, Taylor, Stricklin, White, and Helm. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.
24. CONSENT DOCKET. Regent Hickman made a motion, seconded by Regent Lester, to approve the following consent docket items:
a. Programs. Approval of institutional requests for program modifications.
b. Reinstatement. Ratification of approved institutional requests to reinstate suspended academic programs.
c. Reconciliation. Approval of institutional requests for degree program inventory reconciliation.
d. Cooperative Agreements. Ratification of Connors State College's request regarding cooperative agreement programs.
e. Electronic Delivery.
(1) Oklahoma State University. Approval to offer the Bachelor of Science in Psychology and the Master of Science in Interdisciplinary Studies through online delivery.
(2) Southeastern Oklahoma State University. Approval to offer the Bachelor of Arts in English through online delivery.
f. State Authorization Reciprocity Agreement. Ratification of institutional request to renew participation in the State Authorization Reciprocity Agreement.
g. Prior Learning Assessment. Approval of the prior learning assessment matrix for technical education.
h. Operations.
(1) Ratification of purchases in excess of $\$ 25,000$ for FY2019.
(2) Personnel. Ratification of the appointment of the Director of Academic Programs and Innovation.
(3) FY2020 Agreement with the Oklahoma Board of Career and Technology Education.

Voting for the motion were Regents Holloway, Lester, Hickman, Taylor, Stricklin, White, Helm, and Parker. Voting against the motion were none.
25. REPORTS. Regent Helm made a motion, seconded by Regent Lester, to accept the following reports:
a. Programs. Current status report on program requests. (Supplement)
b. Final Report on the Connors State College Accelerate Concurrent Enrollment Pilot Project.
c. Annual Reports.
(1) Annual report of program requests. (Supplement)
(2) Tuition and Fees Rate Book, FY2020. (Supplement)
(3) Student Cost Survey, FY2020. (Supplement)
(4) Cash Reserve Report for FY2020. (Supplement)
(5) Faculty Salary Report FY2019. (Supplement)

Voting for the motion were Regents Lester, Hickman, Taylor, Stricklin, White, Helm, Parker, and Holloway. Voting against the motion were none.

## 26. REPORT OF THE COMMITTEES.

a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
d. Investment Committee. The Investment Committee had no additional items for Regents' action.
27. NEW BUSINESS. No new business was brought before the Board.
28. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Parker announced that the next regular meetings are scheduled to be held Wednesday, October 23, 2019 at 10:30 a.m. and Thursday, October 24, 2019 at 9:00 a.m. at the State Regents Office in Oklahoma City.
29. ADJOURNMENT. With no additional items to address, the meeting was adjourned.

## ATTEST:

Jody Parker, Chairman
Andy Lester, Secretary

# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 

655 Research Parkway, Oklahoma City

MINUTES OF THE<br>COMMITTEE-OF-THE-WHOLE<br>Wednesday, September 4, 2019

1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, September 4, 2019, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on September 18, 2018 and amended on June 12, 2019. A copy of the agenda had been posted as required by the Open Meeting Act.
2. CALL TO ORDER. Participating in the meeting were Regents Jody Parker, Ann Holloway, Andy Lester, Toney Stricklin, Jay Helm, Jeff Hickman, Michael Turpen, Ron White, and Steven Taylor. Regent Parker called the meeting to order.
3. MERCER HAMMOND. Ms. Beth Johnson, Mr. Tim Westrich, and Mr. Anthony Brown from Mercer Hammond were present to discuss the Oklahoma State Regents for Higher Education's (OSRHE) current investments and market environment. Ms. Johnson and Mr. Westrich discussed asset allocation and market performance. Mr. Westrich stated that they were pleased with where they stood with asset allocation relative to long-term targets. He showed the ten-year horizon expected return of $6.1 \%$ and said they hoped they could do better than $6.1 \%$. He also stated that even though valuations were high, they did have some opportunity at market to add some value. Ms. Johnson stated that liquid real assets and liquid private equity are expected to have higher returns and that is why they are adding capital there. They think the OSRHE will be slightly above median and are not making any recommendations for changes at the current moment.

Mr. Brown discussed recent market volatility driven in part by the U.S. escalation in the trade war with China and a slow-down in manufacturing, causing an inverted yield curve, which could mean that a recession may be likely to occur in the next 12 to 18 months. Based on data, they predict that equities will out-perform bonds in the long term by three percent.
4. COLLABORATION WITH K-12 EDUCATION. State Superintendent of Public Instruction Joy Hofmeister gave a presentation on Oklahoma Edge, the Oklahoma State Department of Education's commitment to giving the state's students a competitive edge as they pursue college and careers. She spoke of the state's poor history in reading and math proficiency and Oklahoma Edge's plan to change those statistics.

Mr. Levi Patrick, assistant executive director of Curriculum and Instruction, presented on the College Career Math Ready (CCMR) program, designed for high school seniors who are candidates for remedial math courses when they enter college. CCMR will now provide these candidates additional support in high school so they will not have to take
remedial courses in college. Data has already shown that CCMR students are performing better on standardized tests.

Superintendent Hofmeister also spoke about the Individual Career Academic Planning (ICAP) process. Schools will receive credit for how they are preparing students for life out of secondary school. Superintendent Hofmeister asked that the State Regents help encourage schools to see the value in Oklahoma Edge.

## 5. INSTITUTIONAL UPDATES.

a. University of Oklahoma. Interim President Joe Harroz, University of Oklahoma (OU), began with an update on the University of Oklahoma's initiatives and priorities. Though there were large cuts to the Norman and Health Sciences Center campuses last year, President Harroz reiterated that OU is not in financial crisis. He highlighted that this is the second year in a row that the university has not increased tuition on students, increased the number of dollars to their Crimson Commitment, had a salary program in place (the first in five years), as well as having the largest entering class of freshman and one of the most academically qualified classes to enter.

President Harroz stated that research expenditures were up $25 \%$ while the number of research proposals was up $16 \%$ from last year. There has also been an overall increase in funding for strategic initiatives.

President Harroz finished by stating that OU is committed to outlining their strategic framework by January 17, 2019, particularly focusing on diversity and inclusion, and that their main goal was how to be both excellent and affordable.
b. Rose State College. President Jeanie Webb provided Regents with an update on Rose State College's (RSC) partnership with Metro Technology Centers regarding aerospace and aviation. Capitalizing on the second largest industry in the state, President Webb stated that RSC was expanding their aerospace program to include six pillars: A\&P pathways, additive manufacturing, collaborative robotics, cyber security, drones, and corporate training.

President Webb stated that RSC, in partnership with Metro Tech, is creating aerospace pathways to keep students in the state to take all of their courses. She outlined plans where students receive their FAA A\&P Certificates from local technology centers (Metro Tech in OKC or Tulsa Tech in Tulsa), then go on to attend two-year aerospace programs at RSC or Tulsa Community College, followed by four-year degrees at Southeastern Oklahoma State University or Oklahoma State University. The goal is to then move on to the University of Oklahoma for an MBA in Aerospace and Defense.

President Webb ended by announcing the grand opening of a new student union on RSC's campus in 2020, built to commemorate their upcoming $50^{\text {th }}$ anniversary.
6. EXECUTIVE SESSION. Regent White made a motion, seconded by Regent Stricklin, to enter executive session for confidential communications between the board and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Lester, Hickman, Turpen, and Taylor. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.
7. GEAR UP. This item was not addressed at this time.
8. FISCAL VIABILITY REVIEWS. Sheri Mauck, interim vice chancellor for Budget and Finance, presented two cohorts in process for review.
a. The first cohort, composed of five institutions (CASC, ECU, EOSC, OSU, TCC), have completed all onsite reviews. They expect to present their reports at October's State Regents meeting.
b. The second cohort, composed of five institutions (WOSC, SSC, NWOSU, USAO, MSC), have requested to have all their field work completed by January 2020.

Regent Helm asked if they were looking at institutions with branch campuses to see how viable those branch campuses were. Interim Vice Chancellor Mauck stated that they are looking at the financial statements for the main institutions and that the branch campuses have been folded into the main campus. Regent Helm said that these branch campuses need to be separated to see if they are financially viable. Interim Vice Chancellor Mauck stated she can communicate with the project manager and ask them to specifically include branch campus financials in their report.
9. BUDGET REPORT AND REVENUE UPDATE. Interim Vice Chancellor for Budget and Finance Sheri Mauck presented the budget report and gave a revenue update to the Regents. She stated that the revenue outlook is healthy and achieving the estimates. She stated that July collections did reach 6.6 above the estimate and collections were $\$ 50.5$ million ahead of July 2018. They will get the report for August collections on September 8, 2019. Regarding the budget report, she stated that they are beginning the work for the FY2021 budget request, with meetings scheduled for the end of September to discuss what information will go into the Governor's budget book. Chancellor Johnson added that they have scheduled the first House Budget and Appropriations Education Subcommittee meeting with Representative Mark McBride for September 30, 2019.
10. LEGISLATIVE UPDATE. Vice Chancellor for Governmental Relations LeeAnna McNally provided the legislative update. She stated that her department has been attending interim studies for the House and they are continuing to meet with legislators by phone before and during interim studies to provide any data and information.

Additionally, Chancellor Johnson and Vice Chancellor McNally continue to meet with legislators one-on-one throughout the interim. They are beginning to schedule legislative tours (to take place between November 2019 and January 2020) and will start them after presenting the FY2021 budget request in November.

## 11. TASK FORCE REPORTS.

a. Online Education Task Force. Senior Vice Chancellor for Academic and Student Affairs Debbie Blanke stated that 23 institutions (not including the University of Oklahoma and Eastern Oklahoma State College) now had membership in the Online Consortium of Oklahoma (OCO) and invoices would be sent out soon. She stated that they are currently interviewing three candidates for the Director of Online Learning, who will primarily be responsible for the consortium operation as well as other online education initiatives. They also had a planning retreat in July and created three working committees: policy (which will focus on credit hours, accessibility, and intellectual property and how that plays out in online instruction), professional development (they have already begun working on this by creating a badging process and a full online teaching certification), and resources (working on an open education resource repository).
b. State Regents Campus Safety and Security Task Force. Associate Vice Chancellor for Communications Angela Caddell updated the Regents on the status of the Campus Safety and Security Task Force. She discussed the Campus Emergency Manager consortium and how it would serve as a vehicle for individuals to share best practices. They have divided the state vertically into three regions to ensure everyone has a fair opportunity to attend these meetings, and they will discuss a range of topics, bringing in experts from the weather center at the University of Oklahoma, safe school building assessments, active assailant training, and tabletop exercises to name a few. The next task force meeting is scheduled for Tuesday, September 10, where they will begin planning for the fall 2020 statewide summit.
12. "BEST OF HIGHER EDUCATION." Regents received the September 2019 update on institutional activities via e-mail.
13. CALENDAR OF EVENTS. Vice Chancellor for Administration Kylie Smith distributed the calendar of events in written form to the Regents.
14. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

Jody Parker, Chairman
Andy Lester, Secretary


[^0]:    Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extrainstitutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, April 26, 2018. Revised technology center transfer credit review process, October 24, 2019.

[^1]:    Approved March 12, 1992. Revised June 29, 1994, May 30, 1997, May 25, 2001, April 3, 2003, April 27, 2006, February 8, 2007, September 13, 2007, and December 5, 2019.

[^2]:    The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

