



State of the College

Fall 2003



☐ Introduction

This is the first State of the College report for the Tulsa Graduate College. This report is divided into the following sections: *Vision* statement, *Mission* statement, *Academic Design Principles*, *Innovative Environment* and *Academic Program Implementation*. The report concludes with an appendix giving program summaries.

The Tulsa Graduate College was founded in the fall semester of 1996 as the Tulsa Graduate Office when the current Dean, William Ray, was named as Interim Dean on a part-time basis. In the spring of 1998 the position of Dean was made full-time and the operation was reorganized as the Tulsa Graduate College. Dr. Ray became the founding Dean of the College.

In 1994 there were 390 graduate students enrolled in Tulsa and three resident faculty. In the intervening ten years over 1,000 students have earned their degrees in the programs offered through the Tulsa Graduate College. By the fall semester of 2003 there were 471 students in post-baccalaureate study and another 67 undergraduates enrolled in Tulsa for a total of 538 student students receiving academic support from the College. There were 24 resident faculty and three doctoral programs.

☐ Vision

The vision for OU-Tulsa Graduate programs is founded on **specialized knowledge** in diverse disciplines that are **bound together by shared scholarly values** producing **excellence** in service to our students, community and state.

Specialized Knowledge. The traditional central role of the University has always been to advance basic human understanding of the world around us. The organizing principles of any discipline become more complex as the discipline matures. This organizational complexity requires increasingly *detailed and specialized study* in order to advance the frontiers of knowledge. This specialized knowledge is a lynchpin of graduate and professional programs and of academic research and scholarship.

Shared Values. Traditional comprehensive research universities gather together communities of scholars in highly specialized disciplines with a shared intellectual canon. The model for OU-Tulsa is quite different. Instead of specialized communities we have gathered a single community of scholars representing many specialized disciplines. In Tulsa we have sought *intellectual confluence through shared values and common methodologies* rather than through a specialized canon. Each individual, while highly specialized, finds collaborators by crossing disciplinary boundaries. The research methods and values will be similar but the specialized knowledge may be quite different. Thus faculty engaged in research and academic programming in psychology, knowledge management, engineering, architecture, social work and human relations find ground for shared discourse. This deliberate strategic design will expose synergies not normally seen in more traditional and highly compartmentalized comprehensive campuses. This

design also promotes greater flexibility in responding to rapidly changing community needs.

Excellence. Finally, the goal of The University of Oklahoma Tulsa Graduate College is to ***achieve excellence*** in our ***academic design and delivery***, in our ***research and scholarship*** and in our ***service to our community and state***. At the academic programming level, this means the design and delivery of degree programs that not only meet but anticipate the needs of the local community – in social services, in engineering, in management, and in other diverse areas. New disciplines and faculty are added when they both meet community needs and when they improve the existing synergistic mix of intellectual inquiry already present. In scholarship this means ***applied research and consulting*** that finds new applications of existing knowledge and ***basic research*** that advances the frontiers of human understanding. While the clinical research carried out by our health science colleagues tends to focus on the wellness of the individual, the scholarship of the Graduate College faculty focuses on our ***shared interdependent intellectual heritage and improving the environment in which we live***.

☐ Mission

The mission of the Tulsa Graduate College is

- to provide an environment that encourages and promotes ***excellence and innovation in academic design, instruction, collaboration and research***;
- to promote and support the delivery of ***professional, graduate and applied*** academic programming in Northeastern Oklahoma that meets and anticipates the needs of the private and public sectors;
- to promote and support the ***instructional, research and creative activities*** in Northeastern Oklahoma undertaken by University of Oklahoma faculty.

☐ Academic Design Principles

New academic programming tailored specifically to the University's mission in Tulsa is designed and implemented with a clear vision of the foundational principles of ***Professional Study, Graduate Study and Applied Study***. The application of this vision will continue to result in innovative new degree programs that are at the cutting edge of graduate education in the United States. The experience gained in the design and delivery of programming in Tulsa will benefit the entire University as masters-level programming across the academy evolves to accommodate new populations and emerging disciplines.

Professional Study

Most of our masters programs prepare students to enter ***professional practice*** where they will provide ***services*** to ***clients***. The academic design thus synthesizes academic and vocational elements appropriate to the discipline and the profession. Professional practice is broadly construed to include practitioners in private practice (such as Social Workers)

or technical specialists (such as Professional Engineers) who are structurally integrated into a larger organization.

The design of a professional academic program generally includes

- a *core academic foundation* in the knowledge, methods and ethical standards of the profession;
- *application* in the classroom of the academic core to professional practice, including *classroom simulations*; and
- an *apprenticeship* in a real-world professional setting under the supervision of a credentialed professional.

The apprenticeship requires developing strong relationships with professionals in the community to both assist in supervising students and to assist in the design and continuing assessment of the program.

The professional model is of course standard in Social Work, Architecture and Library and Information Studies. Our programs in Human Relations and Public Administration also employ variations of this model. These programs have been brought to Tulsa with no change in structure or form. However we have several new programs that bring the professional model either to new disciplines or employ it in new ways.

During the 1999-2000 academic year the Tulsa Chamber of Commerce sponsored a number of industry *fora* that identified skills needed by Tulsa industry. The resulting dialog identified broad skills needed by all graduates as well as specific disciplinary gaps in the educational market. The broad skill set included the *ability to work in teams*, *good communication skills*, skills in *change management* and *process improvement*. This set of broad skills at the master's level is not particular to Tulsa but increasingly are being demanded nationally.¹ Among the many disciplinary gaps were *project management*, *organizational change*, *information systems* and *knowledge management*.

In response to these discussions, OU-Tulsa initiated further detailed discussions with industry partners. As a direct result of these discussions, new interdisciplinary degrees in *Organizational Dynamics*, *Knowledge Management* and, at the Bachelor's level, *Information Studies* were created.

A similar set of dialogs with the Architectural and construction community in Tulsa had revealed the same broad-based needs together with particular skills in urban design from the perspective of an architectural studio. The new degree in *Architectural Urban Studies* was created in response to this need.

Dialog with community professionals was a pivotal feature of our design of these new degrees. The new degrees are designed to encourage cross-enrollments and to share courses in basic skill sets. In many cases, especially with respect to Architectural Urban Studies, there are natural synergies with our existing human relations degree – which has

¹ See, for example, the presentation “Trajectories in Professional Master's Education” by Judith Glazer-Raymo given at the 43rd Annual Meeting of the Council of Graduate Schools, December 3-6, 2003. Dr. Glazer-Raymo's data shows national trends in the same directions we have taken in Tulsa.

pioneered and anticipated many of these developments. Thus all of these new degrees take advantage of both courses and the pioneering experience from the Human Relations department.

Our professional programs, especially those in Human Relations, Architectural Urban Studies, Knowledge Management and Organizational Dynamics, are at the leading edge of graduate program design. The basic skills we have built into our degrees match the national needs. Further, our emphasis on team learning and our innovative delivery mechanisms using a mix of traditional, compressed, internet assisted and video instruction places our programs at the forefront of emerging national trends.²

Graduate Study

Jules Lapidus, former President of the Council of Graduate Schools, has characterized graduate study as being ***advanced, focused and scholarly***.³ Expanding on this notion, the Graduate Council of the University of Oklahoma generally uses the following the principles when considering new programs or revisions to existing programs.

Graduate Programs entail:

1) Advanced study

- a) Students must have appropriate **undergraduate training**.
- b) Student performance is **assessed at advanced levels** over those at the undergraduate level.
- c) Student **skills and knowledge should represent current best practice and knowledge** in the field.
- d) The instructional faculty should be **actively engaged in advancing the base of knowledge** upon which the discipline is founded.

2) Focused Study

- a) Students should accumulate a core of **factual, theoretical and historical knowledge**;
- b) Students should learn **core problem solving strategies**;
- c) Students should learn how to **communicate with the public and other scholars** regarding knowledge, outcomes, standards, products, ethics and behaviors.

3) Scholarly Study

- a) Students should learn how to engage **in intellectual discourse** with others in the discipline;
- b) Students should learn how to **identify and to acquire specialized knowledge** needed for particular applications.
- c) Students should learn how to **organize core knowledge, strategies, colleagues and intellectual processes to solve problems**.

² *Ibid.*

³ LaPidus, J.B. (1989). Graduate education -- the next twenty-five years. Paper presented at the 25th anniversary event, faculty of graduate studies, University of Guelph, Ontario, Canada.

Applied Study

Historically academic research, and hence academic program design, has been divided into “basic” or “curiosity driven” research and “applied” or “mission-oriented” research. Generally the ***basic researcher strives to advance the frontiers of human knowledge*** with a view to developing a world picture in which all elements of human knowledge cohere. Generally the ***applied researcher strives for practical, usually rapid, benefits*** and proceeds, where possible, by using existing knowledge rather than by creating new knowledge.

These two approaches are almost always inextricably intertwined, with the pure researcher finding interesting new problems in the applied arena and the applied researcher advancing basic knowledge in pursuit of application. Thus the dichotomy often is not especially useful in the context of scientific or academic policy. However, in the context of designing degree programs, most especially in the context of professional education, the distinction helps inform the focus of the program. Thus our offerings in Tulsa are designed to prepare students more in applied study than in basic study.

In the context of our developing research programs, we anticipate that our faculty will continue to focus upon basic research as has long been the role of university faculty. However, we have created a basic research agenda for Tulsa that is informed by local, state and national needs. Thus the research specializations in Tulsa are selected in areas where solving fundamental scientific problems would also advance progress in solving debilitating social or economic problems.⁴

In some cases we will realize this model through centers. Our Interoperability Lab, designed to address the specific challenges of posed by interoperability at the boundaries of various network layers, is one such example. In other cases individual researchers will coalesce into teams to work on specific problems. A newly emerging team in Social Work, for example, is considering the problem of substance abuse and female incarceration in the state.

☐ Innovative Environment

It is our conviction that a confluence changing circumstances will force significant change in higher education, and especially graduate education, over the next twenty years. Changing circumstances that are evident in today’s headlines include:

- ***Accelerating rates of social and technological change;***
- ***changing demographics*** of the US population;
- significant and apparently permanent ***disruptions in the traditional revenue sources for higher education;***
- ***increasing demand for applied research*** and technology transfer.

⁴ The basis for this model may be found, for example, in “A Vision of Jeffersonian Science” by Gerald Horton and Gerhard Sonnert, **Issues in Science and Technology Online**, Fall 1999, National Academies of Science and Engineering.

OU-Tulsa is uniquely positioned to be a laboratory for responding to these challenges. We have the right mix of public and private partners, the right academic vision, and the intellectual energy to *test new paradigms* in *academic design*, in academic *program delivery*, in *collaboration with public and private partners* and in delivering a *strategically selected mix of basic and applied research*. Once proven in Tulsa, these new paradigms have the potential to *change the character of graduate education* not only at The University of Oklahoma but nationally.

Our graduate programs in Tulsa are attracting a new and different kind of student. As compared to the graduate students on the Norman Campus, Tulsa graduate students are older (36 years old in Tulsa versus 30 years old in Norman) and more diverse (26% of the permanent US residents self-identify as being from minority groups, as opposed to less than 20% in Norman) and 75% female (48% female on the Norman Campus).⁵ These students are demanding academic programming that accommodates work and family schedules and that provides marketable skills founded on practical experience and real-world applications.

Academic Design

As noted above, our academic design expands the notion of *professional* graduate education into new interdisciplinary fields and includes significant collaboration with external partners in the design and delivery of our programs.

Our new degree programs in Architectural Urban Studies, in Knowledge Management, in Organizational Dynamics and in Telecommunications Systems are pioneering this new blending of traditional disciplines and professional education.

Program Delivery

Our programs make extensive use of evening, weekend, and technologically assisted instruction. Students with careers and families cannot follow the conventional academic calendar. The University has over forty years of experience alternative modes of delivery through our contracts with the Department of Defense: OU is the largest provider of graduate education to US service-members world-wide. Bringing this experience to bear in Tulsa assures that we can meet the needs of our students while maintaining core values of academic excellence.

Our foremost goal is to assure academic excellence in all aspects of our instruction and design. Our admission standards are identical to those of the Norman campus. Further, by providing access to education that fits the student's life this innovative mix of delivery methods achieves our second goal: excellence in service to our students.

Collaboration

Collaboration is an essential feature of our strategy in Tulsa. Through collaboration with faculty in Norman we assure *consistent program excellence*. Through collaboration with colleagues at other campuses – in Norman, at the Health Sciences Center, and with sister

⁵ As our programs are focused on students in the Tulsa area, we have far fewer international students in Tulsa than in Norman (less than 4% in Tulsa versus over 20% in Norman).

institutions in the Tulsa region – we *leverage scarce resources* and provide *clear articulation paths* to our graduate programs. Through collaboration with our students and alumni, we develop *positive feed-back loops* to enhance and maintain excellence in program design and delivery. Through collaboration with public and private partners in program design, delivery and assessment we assure our programs are *timely* and *meet community needs*.

Research

Our academic programs are carefully selected to produce graduates who will be in demand in the greater Tulsa region. Because of our strong emphasis on academic excellence our graduates will be the most sought-after in their disciplines. Our researchers are the very faculty teaching in these programs. The same strong emphasis on academic quality assures that our researchers will likewise be the most sought-after research partners in their disciplines.

Among many possible examples, there are two research centers that deserve special mention. First, the Interoperability Lab in the Telecommunications program has been highly successful in developing partnerships locally and nationally. Our initial investment in lab equipment has been leveraged over tenfold through these numerous partnerships; the value of the lab equipment is currently over five million dollars. Researchers associated with the lab have been awarded over \$500,000 in sponsored research grants and contracts during FY03. Our researchers have highly productive collaborations with colleagues in Norman, in the OU-Tulsa College of Medicine and at the University of Tulsa in fiber optics and network security.

A second example, launched in the fall of 2003, is the Applied Research Center. This interdisciplinary center is designed to provide research, consulting and assessment services to social service and other agencies in Tulsa. It is already working closely with several United Way agencies. Not only will this Center fill a badly needed void in the Tulsa region, it will provide critical research and training links for students in our professional programs.

Researchers in the Applied Research Center are currently working on a highly innovative project using Geographical Information Systems (GIS) to help map the availability and demand for various social services. This project brings together Human Relations and Architecture faculty and students. Researchers in the Interoperability Lab are collaborating with colleagues in Obstetrics and Gynecology on using wireless technologies and remote sensing to track patient medical data. These two examples of innovative collaborations, bringing together faculty under one roof from many disciplines, validates our cross-disciplinary synergistic approach to research programming.

Finally, the vast research enterprise in both Norman and Oklahoma City continues to have significant presence in Tulsa. Ranging from the School of Meteorology's contract with the Williams Companies to the School of Music's collaboration with Tulsa Opera, Norman faculty are knitted in fundamental ways into the fabric of our community.

□ Implementation of Academic Initiatives

Roughly speaking our academic programming can be divided into five broad functional clusters: a ***Human Services*** cluster, an ***Organizational and Information Services*** cluster, an ***Engineering*** cluster, an ***Education*** cluster, and a ***Degree Completion*** cluster (see below). In many cases key programs serve as a bridge for students, faculty and researchers between clusters. For example, the Knowledge Management and Organizational Dynamics programs both serve as bridges between Human Services and Engineering. The Human Services cluster bridges academically and professionally to programming delivered by the Health Sciences Center in Tulsa. Similarly, as the Education cluster evolves commonalities and synergies with health-related programming, human services programming and organizational and information services will be developed and exploited.

We anticipate that academic initiatives will be implemented in a variety of ways. First, where we anticipate a sustained local market for the programming and where the related scholarly research expands on existing strengths in Tulsa or meets a particular local need, we will implement programming using a mix of resident faculty and faculty commuting⁶ from Norman and/or Oklahoma City. Second we will deliver programming using primarily commuting faculty supplemented with local adjuncts. Historically the latter method has been successful in delivering degree programs, but less successful in meeting community needs for academic research. Finally, we anticipate identifying areas with “punctuated” demand that can be fulfilled by one-time or periodic cohort offerings on an as-needed basis. These will be implemented using commuting faculty. We will initially implement our Masters programs in Education using this model. We expect to return to such areas as Economics, Journalism and Fine Arts using this model as well.

Following is the rough taxonomy of our current and planned programming.

1. Human Services Cluster

Master of Social Work

Master of Human Relations

Master of Architectural Urban Studies AND Master of Architecture (common studios)

PhD, Organizational Studies, interdisciplinary, in planning stages

2. Organizational and Information Services Cluster

Master of Library and Information Studies

Master of Science in Knowledge Management

Master of Public Administration

Master of Science in Organizational Dynamics

PhD, Organizational Leadership Interdisciplinary PhD

⁶ “Commuting” is broadly construed to include courses delivered by faculty physically commuting to Tulsa to teach as well as courses delivered electronically, both synchronously and asynchronously, or a combination of these methods.

3. *Engineering Cluster*

Master of Science in Telecommunications Systems

PhD, Electrical Engineering

4. *Education Cluster (under development)*

Master of Music Education (partial implementation)

Kodaly Certificate Levels I, II and III (for music educators in primary education)

PhD, Educational Administration

Master of Education, Educational Administration Masters (new cohort Summer 04)

Master of Education, Special Education/Literacy (new cohort Summer 04)

5. *Degree Completion Cluster*

Bachelor of Liberal Studies

Bachelor of Arts in Human Relations

Bachelor of Arts in Information Studies (planned for online implementation, 2004)

APPENDIX ONE PROGRAM SUMMARIES

College of Architecture

Master of Science in Architectural Urban Studies

This degree program is designed for candidates from architectural or related disciplines seeking a career in the dynamics of the urban environment but not desiring to enter one of the licensed professions. The curriculum prepares students for careers in urban research, management, civic administration, public works, and other related areas. The program is also a sound base for those in community service and community design advocacy.

Date implemented in Tulsa: Fall 2000

Fall03 Enrollment: 8

Number of graduates since 1994: 6

Number of faculty Resident in Tulsa: 1 (also in Architecture)

Master of Architecture

This degree program is designed for candidates already holding a professionally accredited degree in architecture and is primarily for those already holding an NAAB accredited professional degree. It is not a viable track for candidates wishing to establish NAAB accredited degree credentials as a prerequisite to architectural licensing as required in most of the U.S. (This track is not available to any candidate already holding a Master of Architecture degree from any institution.)

Date implemented in Tulsa: Fall 1988

Fall03 Enrollment: 3

Number of graduates since 1994: 24

Number of faculty Resident in Tulsa: 1 (also in Architectural Urban Studies)

College of Arts and Sciences

Department of Human Relations

Master of Human Relations

Bachelor of Arts in Human Relations

The Master of Human Relations degree prepares graduates for careers focusing on research and/or resolution of human relations problems. The Department has the following objectives:

- To expose students to the social and philosophical foundations which form the basis for an interdisciplinary approach to human services education. Emphasis is placed on understanding individual, group, and organizational behaviors.
- To provide students with the knowledge and competence necessary to function effectively as professionals in a wide range of human service careers. Emphasis is placed on developing skills related to understanding multicultural group behaviors.
- To prepare students for effective leadership in conflict situations which require data analysis and coordination of individual and group efforts.
- To encourage students to work for the provision of equal opportunities for minority groups and women, and to seek solutions to other community, state, regional, national, and international problems.

Date implemented in Tulsa: Fall 1984 (graduate), Fall 2003 (undergraduate)

Fall03 Enrollment: 166 (graduate), 7 (undergraduate)

Number of graduates since 1994: 565

Number of faculty Resident in Tulsa: 5.5 FTE

School of Library and Information Studies

Master of Library and Information Studies

The School of Library and Information Studies offers the only American Library Association accredited master's degree program in Oklahoma and three adjacent states. The Master of Library and Information Studies (MLIS) degree may be taken as either a thesis or nonthesis option. The primary focus of the degree is on information systems in public and school libraries.

Date implemented in Tulsa:

Fall03 Enrollment: 74

Number of graduates since 1994: 151

Number of faculty Resident in Tulsa: 3 (also in Knowledge Management)

Master of Science in Knowledge Management

Knowledge management is the systematic process of locating, selecting, organizing, representing and presenting information in a manner that contributes to organizational effectiveness. Knowledge management activities help an organization gain insight and understanding from its own experience. Knowledge managers are needed in business, industry, education, government, and public service organizations.

Date implemented in Tulsa: July 2003

Fall03 Enrollment: 2 (approved in July 2003, so no recruiting was done for Fall 03)

Number of graduates since 1990: N/A

Number of faculty Resident in Tulsa: 3 (also in Library Science)

Department of Political Science

Master of Public Administration

The Master of Public Administration (MPA) is the preferred graduate degree for public sector managers and supervisors. Working adults are well aware that career objectives are likely to be improved with advanced education. However, the demands of work, family, and other obligations leave little time for traditional graduate studies. For this reason, we have made the MPA program more flexible and accessible. The MPA provides working students with a variety of choices about the time, format, and location of their classes. This degree design helps us achieve our goal of blending the quality of a superior program with the flexibility necessary to meet the needs of working adults.

Date implemented in Tulsa: Spring 1983

Fall03 Enrollment: 26

Number of graduates since 1994: 48

Number of faculty Resident in Tulsa: 0

Department of Psychology

Master of Arts in Organizational Dynamics

Graduates earning the Master of Arts in Organizational Dynamics will acquire the leadership skills needed to manage people, projects, and technology, with special attention to technology-based industries. The program will develop these skills by bringing together cutting edge research with practical application. The program builds upon a set of core courses, which examine leadership, innovation, teamwork, and analysis. After completing these core courses, students specialize in one of three general tracks: Human Resource Management, Project management, or Knowledge Management. Students work collaboratively with faculty in completing a capstone project where they are expected to develop and lead a new initiative in a “real-world” setting.

Date implemented in Tulsa: Spring 03

Fall03 Enrollment: 12

Number of graduates since 1990: N/A

Number of faculty Resident in Tulsa: 2

School of Social Work

Master of Social Work

Social Work is a profession devoted to the enhancement of human well-being and to the alleviation of poverty and oppression. This is accomplished through the promotion, restoration, maintenance and enhancement of the social functioning of individuals, families, groups, organizations and communities. The expansion of human service programs and areas of practice that utilize social work knowledge and skills has created a demand for professional social workers. Social Work offers a challenging and exciting career for the individual who is motivated to help others and has a personal commitment to the advancement of social justice. The University of Oklahoma School of Social Work graduate program has maintained continuous accreditation by CSWE since 1952.

Date implemented in Tulsa: Fall 1980

Fall03 Enrollment: 83
Number of graduates since 1994: 201
Number of faculty Resident in Tulsa: 5

College of Education

Doctor of Philosophy in Historical, Philosophical and Social Foundations of Education

This doctoral program takes a broad, complex view of teaching, learning, curriculum and the myriad contexts, including gender, age, ethnic and racial makeup, and socioeconomic status within which children and adults learn and teach. This interdisciplinary field brings together historical, philosophical, sociological, anthropological and human relations approaches to understanding and evaluating the means and ends of education, past and present, actual and potential. The electives provide the student with the opportunity to help individually shape the doctoral degree program.

Date implemented in Tulsa: 2000
Fall03 Enrollment: 21
Number of graduates since 1994: N/A
Number of faculty Resident in Tulsa: 0

College of Fine Arts

Master of Music Education

Kodaly Certificate Program

The Master of Music Education program is partially implemented in Tulsa using video technology to broadcast selected core courses. The Kodály concept emphasizes music literacy based on singing and folk music. Musical concepts are taught through a developmental sequence of skills. Techniques include solfege syllables, Curwin handsigns and rhythm syllables.

Date implemented in Tulsa: 2002 (MME), 1999 (Kodaly)
Fall03 Enrollment: 3 (MME), Kodaly 25 anticipated for Summer 04
Number of graduates since 1994: N/A
Number of faculty Resident in Tulsa: 0

College of Engineering

School of Electrical and Computer Engineering

Master of Science in Telecommunications Systems

There is a worldwide need for leaders who can apply advancements in computer and networking technology to the business of telecommunications. Specifically, there are business leaders who are trained in computational processes who have need for deeper knowledge of the technology of telecommunications and networking in order to make technically driven decisions. Similarly, there are engineers trained in the technology of communications who require a broader perspective in business parameters which affect new product and product life decisions. The Master of Science in Telecommunications Systems develops on the synergy of these needs with a leadership program for the state of Oklahoma.

Date implemented in Tulsa: Fall 1995
Fall03 Enrollment: 17
Number of graduates since 1994: 23
Number of faculty Resident in Tulsa: 4

Doctor of Philosophy in Electrical Engineering

The doctoral degree is awarded for excellence in research scholarship. It signifies the attainment of independently acquired and comprehensive learning attesting to general professional competence and an original contribution to human knowledge. The latter is accomplished in the dissertation, which demonstrates the student's ability to address a significant intellectual problem and arrive at a successful conclusion.

The overall objectives of the School of Electrical and Computer Engineering are to produce graduates who:

- have a solid foundation in mathematics and the physical sciences
- have strong engineering problem solving abilities
- are prepared for a research career in the academy or in industry
- can communicate effectively
- can work in teams

Date implemented in Tulsa: 2002

Fall03 Enrollment: 8

Number of graduates since 1994: N/A

Number of faculty Resident in Tulsa: 5 (four also in Telecommunications systems, one in Mathematics)

College of Liberal Studies

Bachelor of Liberal Studies

Programs offered by the College of Liberal Studies are built on the concept of interdisciplinary studies, a broad-based approach to academic studies, distinctly different from the narrow “disciplinary” approaches offered in more traditional degree programs. Rather than specializing in one particular discipline, Liberal Studies students acquire broad general knowledge in a variety of disciplines. In the social sciences area of knowledge, for example, students approach study topics from the multiple, yet inter-related, disciplines of anthropology, economics, geography, political science, psychology, and sociology.

Date implemented in Tulsa: 1997

Fall03 Enrollment: 66, excluding online classes

Number of graduates since 1994: not available

Number of faculty Resident in Tulsa: This program uses faculty from throughout the University including those resident in Tulsa.

Graduate College – Interdisciplinary Studies

Doctor of Philosophy

The Ph.D. degree in Organizational Leadership is an inter-disciplinary approach to the scholarly study of leadership. The foundations of the program are the theories and research concerning the professional success of leaders. Because successful leadership involves the application of both general and contextual principles, the program design encompasses both general theories as well as applications specific to organizational systems. Thus the program design allows students to explore a variety of fields and to apply core principles to a chosen area of concentration. For example, students might focus their research on leadership in public and private organizations; on educational administration; on health administration; on organizational administration; on public administration; on human resource management; or on other areas of personal or professional research interest.

Date implemented in Tulsa: 1999

Fall03 Enrollment: 14

Number of graduates since 1994: not available

Number of faculty Resident in Tulsa: This program uses faculty from throughout the University including those resident in Tulsa.

APPENDIX TWO
Resident Faculty

		Rank	FTE
College of Architecture			
Architecture			
	Schaefer	Assistant Professor	1.0
College of Arts and Sciences			
Human Relations			
	Anderson	Associate Professor	1.0
	Hellman	Assistant Professor	1.0
	Holmes	Associate Professor	1.0
	Lloyd-Jones	Assistant Professor	0.5
	Long	Assistant Professor	1.0
	Moore	Assistant Professor	1.0
	Randle	Professor	1.0
Library and Information Studies			
	Arroyo	Assistant Professor	1.0
	Chang	Assistant Professor	1.0
	Hawamdeh	Professor	
Mathematics			
	Ray	Associate Professor	1.0
Psychology			
	Kisamore	Assistant Professor	1.0
	Steinheider	Assistant Professor	1.0
Social Work			
	Burman	Associate Professor	1.0
	Byers	Assistant Professor	1.0
	Caselman	Assistant Professor	1.0
	Cherry	Professor	1.0
	Stauss	Visiting Assistant Professor	0.5
	Westmoreland	Assistant Professor	0.5
College of Engineering			
Electrical Engineering			
	Kartalopoulos	Associate Professor	1.0
	Refai	Assistant Professor	1.0
	Sluss	Professor	1.0
	Verma	Professor	1.0
Petroleum and Geological Engineering*			
	Rai	Professor	1.0
	Sondergeld	Professor	1.0
Total FTE			23.5

* During the Fall 2003 semester the P&GE faculty and their associated lab were moved to the Norman campus. Funding for these faculty and their lab has never been part of the Tulsa budget, hence this move does not effect Tulsa financial resources.

APPENDIX THREE
Tulsa Graduate College Student Body
Unofficial Preliminary Data, Fall 2003

Schusterman Enrollment--	538	<u>IV. Major College</u>	
Norman Programs		Architecture	11
<u>I. Classification of Students</u>		Arts and Sciences	371
Undergraduate	67	Michael F. Price Col. of Business	0
Freshmen	0	CCE/Aviation	0
Sophomores	2	Education	21
Juniors	21	Engineering	30
Seniors	44	Fine Arts	2
Special	0	Geosciences	0
Graduate	466	Gaylord Col. of Journalism & MC	0
Master's	422	Graduate College	39
Doctoral	44	Law	0
Post-Baccalaureate Special	5	Liberal Studies	58
Law	0	Univ Coll - Undecided/Pre-Hlth	0
		Post Baccalaureate Special	5
		Other	0
<u>II. New and Continuing Students</u>		<u>V. Ethnic Background</u>	
Undergraduate		White	402
New Freshmen	0	Minority Subtotal	110
New Transfers	23	Black	63
Readmissions	1	Hispanic	8
Continuing	43	Asian	6
Graduate		American Indian	33
New and Readmissions	98	International	26
Continuing	368	<u>VI. Resident Status</u>	
Post-Baccalaureate Special		Resident	501
New and Readmissions	0	Nonresident	37
Continuing	5	<u>VII. Gender</u>	
Law		Male	147
New and Readmissions	0	Female	391
Continuing	0	<u>VIII. Age</u>	
<u>III. Full/Part Time</u>		Under 25	59
Full time	210	25 and above	479
Part time	328		

Note that College of Continuing Education enrollments (58 in Liberal Studies and 21 in the Education PhD cohort) are reported under "CCE" rather than "Tulsa" in the official University statistics. However, these students use OU-Tulsa library, computing, enrollment and other services and facilities.

APPENDIX FOUR
Credit Hour Summaries
Unofficial Preliminary Data
Fall 2003

Architecture	ARCH	63
Architecture Total		63
Arts and Sciences	Communication	10
	Economics	4
	Human Relations	1215
	Library and Information Studies	417
	Mathematics	27
	Organizational Dynamics	63
	Political Science	112
	Philosophy	3
	Psychology	2
	Social work	738
Arts and Sciences Total		2591
Education	Curriculum and supervision	126
	Adult and Higher Education	2
	Foundations	66
	Mathematics Education	6
Education Total		200
Engineering	Electrical and Computer Engineering	86
	General Engineering	9
	Telecommunications Systems	86
Engineering Total		181
Fine Arts	Music Education	8
Fine Arts Total		8
Graduate	Interdepartmental Seminar	3
Graduate Total		3
Liberal Studies	Liberal Studies	616
Liberal Studies Total		676
Grand Total		3662

BUDGET⁷
 Excludes HSC programming
 Includes OU-Tulsa central administration

Fiscal Year	Total Allocation	OU-Tulsa Allocation	% of Total Allocation
2003	\$801,772,775 ⁸	\$2,250,953 ⁹	0.281%
2004	\$767,880,403	\$2,154,871	0.281%

Operating Budget

Fiscal Year	Operating Budget
2003	\$4,875,954
2004	\$5,084,248

⁷ Prior to FY03 funding was allocated using a reimbursement matrix. Starting in FY03 the Oklahoma State Regents for Higher Education regularized the funding disbursement to be consistent with those of constituent agencies.

⁸ Reduced by \$49,482,835 (5.81%) from \$851,255,610 in the original allocation.

⁹ Reduced by \$143,168 (5.98%) from \$2,394,121 in the original allocation.