

THE IMAGE OF THE COLLEGE OF ARTS AND SCIENCES  
AT OKLAHOMA STATE UNIVERSITY

By

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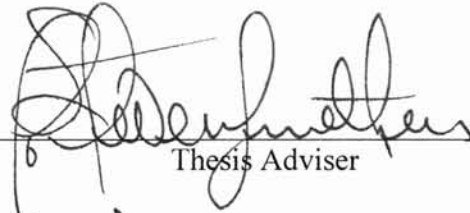
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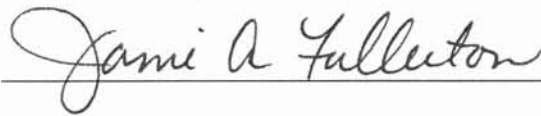


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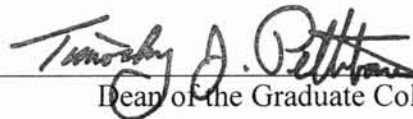
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Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

A special relationship exists in higher education between philanthropy, volunteerism, and an institution. In fact, the virtues of philanthropy and volunteerism have influenced American colleges and universities more than any other sector of education or human services (Lanier, 1993). Since 1638, when John Harvard made his bequest to a struggling college in Massachusetts Bay Colony, that university has developed into a leading institution with worldwide name recognition. Perhaps just as important, Harvard's donation to the institution has set the standards of giving to the extent that a 5 year fundraising campaign concluded in 1999 raising \$2.6 billion for the institution.

Because of that philanthropic embracing of higher education, institutional advancement professionals and alumni relations staffs in the United States have long tried to keep in touch with their alumni. Early efforts were directed toward the founding of alumni associations and organizing alumni events for social reasons. It was a reaction to the economic trauma and uncertainties of the 1930s depression that prompted educational institutions to systematically assess outcomes (Pettit, 1991). These first formal alumni research studies focused on employment after graduation, family and civic activity. Since that time, the field of research in alumni relations has developed. From the 1930s through the 1970s, most of the research continued to focus on assessment and outcomes, ignoring the issue of image. Melchiori (1988a) found that in the 1980s, research began to



focus on alumni attitudes regarding their alma maters and their specific programs, but the findings were generally not channeled back into budget allocation, student services or any other operational service assessments.

Current research is becoming more sophisticated and collaborative, in part due to advancing technologies and the formation of national groups such as the Council for Advancement and Support of Education (CASE), Association of Institutional Research (AIR), and other research oriented organizations. Marketing, research, public relations, and alumni professionals within institutions are working together more in order to construct a coordinated marketing and communication design to better represent their universities.

In recent years, the new impetus for incorporating marketing strategies has come from rapidly changing student demographics, instability of state funding, and reductions in federal aid. Coupled with these changes are rapidly rising costs for faculty, staff and academic support, the need to acquire new equipment, and spiraling building construction and maintenance costs (Bardo, Ross, & Headly, 1990). These factors require institutions to be creative in their funding sources. One solution familiar to private institutions and small colleges (Kotler & Fox, 1985) is to work with alumni in both annual giving campaigns and major donor campaigns.

The challenge, especially for state institutions, comes in that many of the alumni receive communication from the institution only when asked for donations. Pearson (1999) found that institution-donor relationships play a paramount role in their gift-making decisions. Simply put, the stronger the relationship, the more likely they are to be donors or to support the institution in other ways. If no relationship is formed, they

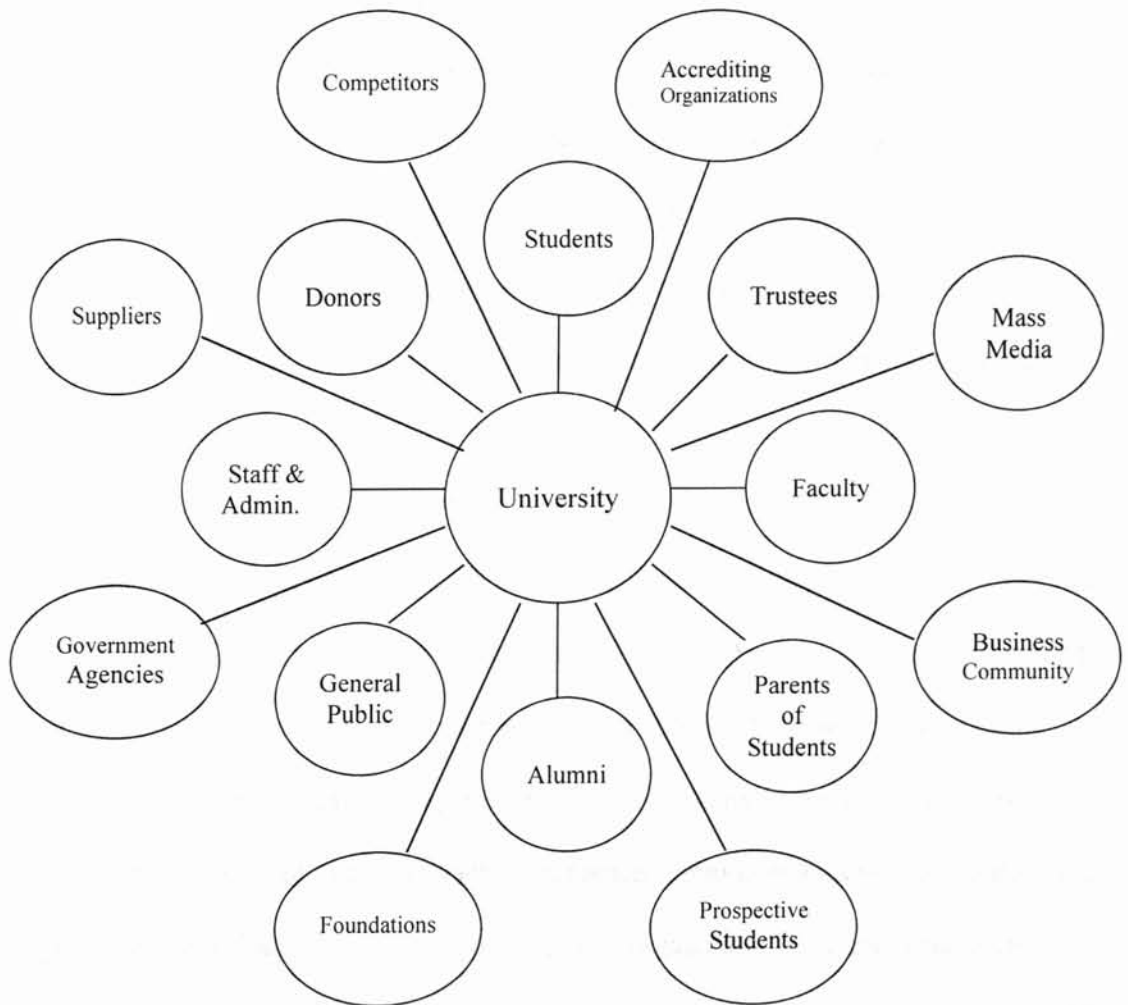
will give to the organizations they perceive need their support. The key to forming these relationships lies in knowing and understanding the perceptions, ideas, feelings, impressions, and beliefs of the institution's internal and external customers.

Harris (1996) discusses two types of customers an institution must serve. Traditionally the customer is thought of as the student. Recently, the definition has been broadened to include any person, group, or organization that uses the services provided by an institution. For example, parents who pay their child's tuition become customers of the bursar or comptroller; other libraries who participate in the interlibrary loan program are customers of the library; and campus staff who utilize the services of the campus nurse or health services are customers of those service areas. Harris defines internal customers as employees (staff, faculty or administration) who utilize the services of another institutional office. External customers are those people, groups or organizations from outside the institution that utilize the services provided. These customers include students, parents, other institutions, the legislature, and the general public.

Perhaps equally as important is the notion of an institution serving many different constituencies or publics. Kotler & Fox (1985) define a public as "a distinct group of people organizations that has an actual or potential interest in and/or effect on an institution" (p. 24). This term broadens the concept from just customers, who remain the key constituents, to the larger perspective of those who are served in any way by the operation of the institution. The concept is particularly important because persons are many times part of more than one public (see figure 1 below). For example, a local news anchor, who is on the board of several local foundations, sends his or her child to the university. This person is a member of three different publics each of which has a

different level of interest in the institution. Each of these publics may also have a different image of the institution.

Figure 1. Sixteen major publics that have a real or possible interest in and/or effect on an institution (Kotler & Fox, 1985, p. 25).



## Background

According to Stein (1990), there are those in academia who would argue that the concept of image and marketing brings to mind everything that is wrong with corporate America. Others, however, would argue that today competition and accountability require institutions to develop affirmative programs that share university success stories and communicate the need for support to continue those good works. This faction contends that colleges and universities must continually develop, refine and communicate their image to gain and keep the support necessary for an institution to survive. Support for this notion can be seen by the change upper administrations have made in the public relations positions on campus. They have been restructured from a clerical or task oriented job to a senior level positions, in many cases reporting directly to the president (Palmer, 1987).

Chewning (1985) proposes that it is only when an institution understands the images held by various publics that the organization can understand what motivates them to participate in the institution. To understand the image, research must be conducted to know what that image is in relation to the various publics. Then the institution must contemplate how those current images correlate to the desired image -or brand- the institution projects. But, there is a lack of agreement among researchers when defining image. Terkla and Pagano (1993) propose that an organization's image is not a clear concise concept, but rather, a set of individual perceptions. Kotler and Fox (1985, p. 38) define image as the sum of beliefs, ideas, and impressions that a person has of an object. Kotler and Fox go on to say that image does not necessarily reflect attitude. For example,

two people may have the same image of Harvard University with its ivy-covered halls and wealthy student body, but they may hold different attitudes toward those images. One person may have the attitude that students overpay to attend an elitist institution of higher education. A second person may see the competitive entrance standards and high tuition as a necessary step in providing the highest quality of education

Topor (1986) argues that image is not just a single snapshot of an institution in the mind of a consumer. He would distinguish the ivy-covered hall and the high tuition rate as part of the entire image. It is the collective picture comprised of all the experiences, perceptions, and feelings a person or group has relative to an organization. Topor summarizes that attitudes are part of the overall image and presents an all-inclusive definition that will be used for the purposes of this study:

An image is the aggregate, or sum, of the feelings, beliefs, attitudes, impressions, thoughts, perceptions, ideas, recollections, conclusions, and mindsets people have of your institution (p. 15).

While researchers do not wholly agree on the definition, they do recognize that there are many different layers of an image. Everything about an institution contributes to the overall image (Topor, 1986; Schultz & Barnes, 1999; Weissman, 1990). The recruiting brochure high school students receive, the landscaping of the grounds, the greeting a prospective student receives in the admissions office and the experience alumni have when they return to campus all reflect back on the university. One person may have thousands of different perceptions that combine to make up one's image of the

institution. If a student has a bad experience every time he/she visits student activities, he/she may have a bad image of that service area, but does not necessarily project those impressions on the institution as a whole.

By definition, the perceived image is not necessarily reality (Braxton & Berger, 2000; Fram, 1982; Kotler & Fox, 1985; Sevier, 1994). In many cases, a perceived image may be more important than reality. Sevier (1994) proposes that if people believe that an institution has poor academic programs, then having the best academic program in the country does not help. Furthermore, it does little good to have outstanding faculty, solid academic programs and technologically advanced facilities if no one knows about them. Many times administrators will say, "We are the best-kept secret west (or east) of the Mississippi" (p. 63). The question is why is this such a secret? An institution cannot survive or flourish if people do not know about the product.

Schultz and Barnes (1999) offer institutions assistance in dealing with the problem of image by suggesting the creation of a brand for the organization or product. If an image is a collection of those perceptions held by the consumer, then brand is the heart of the message sent out by the institution; it is what makes the institution special. "The American Marketing Association defines brand as a name, term, sign, symbol, or any other feature that identifies one seller's goods or services as to distinguish it from those of other sellers" (p. 43). Every institution is unique in some way and the way in which it serves its publics should reflect that uniqueness.

An example of a distinct brand from the private sector is Nike. In 1977, a marketing student was paid \$35 to create a logo for the newly established brand of running shoes - and thus was born the Nike "Swoosh" (Nike, 2002). Every

advertisement, letterhead, product line and packaging material to leave the company since that time has incorporated the Swoosh. According to the founder of the company, the logo represents more than just the product. It represents the company's commitment to making every decision with the mission of the company in mind. The mission is a single sentence that reads, "Through the adoption of sustainable business practices Nike is committed to securing intergenerational quality of life, restoring the environment, and increasing value for our customers, shareholders, and business partners." This brand has succeeded in distinguishing the company from all other athletic wear producers. Nike has made great effort to assure that every message they send out projects the desired image.

Topor (1986) asserts that if messages coming from an institution are not all based on the same values or guiding mission, customers (internal and external) might be getting mixed messages. Because an educational institution is alive and ever changing, an active approach must be taken in controlling the messages sent, and therefore, controlling the image. Great effort may be made to assure all the marketing materials, newsletters and sports brochures have the same focus on a message of superior customer service. However, if that message is not fully understood by the point of service people on staff, such as admission clerks or counseling receptionists, all other efforts at customer service might be invalidated. This is just one example of how a branding concept must be understood and supported by all areas of the institution (p. X).

Even when all the messages are based on the same vision, there seems to be something missing from the process. "One-way communication with a client does not serve either party to the fullest extent" (Chewning, 1985). Without interaction with and

feedback from a customer, companies cannot make meaningful adjustments or improvements to a product or service. Kotler and Fox (1985) go one step further to say that without the exchange of needed resources and needed satisfaction, universities would cease to exist. This concept of exchange will be further discussed in detail in a later section of this chapter.

Topor, in 1983, was one of the first to discuss the focus of an institution shifting from the institution to the customer. This change in focus allows institutions to realize a relationship-based practice of communication rather than a transactional-based practice. Schultz and Barnes (1999) consider the concept of the 21st century marketplace and propose that the goal will be to build ongoing, long-term relationships with customers, not simply to separate them from their money (p. 64). They recognize the need to complete short-term sales goals for the organization to survive, but argue that long-term customer relations are equally important. Institutions that focus on day-to-day operations but fail to recognize the importance of long-term customer relations may not survive.

### Statement of Problem

The College of Arts and Sciences at Oklahoma State University houses and serves 24 different programs ranging from Art to Zoology. It is the perception of the staff of the College that while students and alumni may have strong ties to their program or department, few have any relationship with the College overall. In fact, some key publics may not even realize they are part of the College of Arts and Sciences. The constituents' lack of association with the College might help explain why out of 30,000 alumni, less



than 25% donate to the university and less than 10% donate directly to the College. Without research data to indicate what image of the College key publics hold, the College will continue its hit-and-miss strategy with private sources of communications and solicitation of funds and support (Melchiori, 1988b).

### Purpose of the Study

This study attempts to understand ideas, perceptions, and attitudes held by alumni, faculty, and students in regard to the College of Arts and Science. The findings of this research will be presented to the College development office for their use as a tool in connecting with and engaging the college community. The first step to building these relationships is understanding the images held by those served. The development office would also like to create a “home” of sorts for its constituents, much like the College of Veterinary Medicine has created for its alumni. The College not only has a building designated for their use, but they also have a strong program in place where former Veterinary Medicine students participate in mentoring, intern sponsorships, alumni events and serve on advisory boards. All of these activities create a bond between the groups and instill a sense of pride in the College and its programs.

All students must pass through the College Arts and Science since the courses provide the foundation for every degree at Oklahoma State University (College of Arts and Sciences, 2001). The study will research the perceptions of students, alumni and faculty regarding the value of life-long learning and the benefits of a liberal arts education. They will be asked to discuss how their general education courses and

program specific courses have helped in their careers or in other areas of their life.

Finally, this research will assess attitudes of all three groups (students, faculty, and alumni) with regard to the College's sharing information about the needs of the College and other news about the success of students, faculty and alumni. This study will ask for input from all groups on related items such as how best to share this type of information and what other types of information would be of value in creating this level of community spirit that the College of Arts and Science is striving to attain.

### Research Objectives

The focus groups participating in this study addressed the following research questions: Does the College of Arts and Sciences have an image with key publics? What image does each public possess? What value do these publics put on a liberal arts education from the College? How might the College better meet the informational needs of the key publics? Do alumni have a propensity to donate money and/or time?

### Methodology

Rahilly (1992) reported that marketers have long used focus group interviews to explore the attitudes and perceptions of their customers, and to understand their behavior. These same techniques can be used to examine and improve program quality and explore the image of the College. With focus group participants a researcher has the ability to view body language and facial expressions, listen to tone of voice and observe interaction

with other members of the group. The fluid nature of the research technique also allows reactions and perceptions to be explored on the spot.

In conjunction with the College of Arts and Sciences, a series of four focus groups was conducted to delve into those perceptions, attitudes and images held by alumni, students and faculty. The focus groups were preceded by a series of one-on-one interviews with college administration, faculty, students and alumni to determine the issues most pressing to each group in relation to their perceptions of the College. Participants were selected at random and from varying departments within the College. Alumni were divided into two groups, those who donate to the College and those who do not donate. The student groups were limited to current junior or senior level and second-year graduate students. Faculty members selected had been at OSU for at least two years, which helped ensure a more comprehensive view of the institution. Incoming freshman, first year graduate students, and first year faculty might not possess enough information to have formed a solid image of the institution.

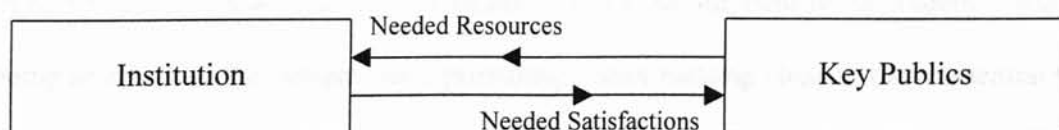
### Rationale and Theoretical Framework

Perceptions provide only a partial answer to the question of why people commit money, time, energy, their name or any other asset to an institution. The second part of the equation relies on the value system of both parties. It is these values that help people determine their attitude and mindset toward a person, product, or, in this case, a college. A perspective faculty member may choose to accept a position with institution A over institution B because they value the research opportunities offered by A more than the

perquisites offered by B. A family may decide to enroll their student in college A rather than college B because college A is closer to home and the family values the ability to see each other once a week more than the scholarship offered by college B. People make such value-based decisions daily, which is the foundation of the relationship-based theory in social psychology, known as the exchange theory.

Kotler and Fox (1985) describe exchange as “the act of obtaining a desired product or benefit from someone by offering something in return” (p 21). An institution offers satisfactions - goods, services or benefits - to its publics. In return the institution receives needed goods, services, students, volunteers, money, time and energy. Each institution must answer the question, "What does this university have of value to offer to its publics?" The answer, which can be different for every organization, will assist the organization in creating its brand. Kotler and Fox offer an example of a college which is recruiting outstanding students with little need for financial aid and a student with exceptional test scores applying to several colleges and universities. The question becomes what is this student looking for and can the College meet those needs. For example, if the student wants to attend a university with strong intercollegiate athletic programs and this college does not offer an athletic program, there is a very small probability of exchange. However, if the student is focusing on a mathematics degree from a small liberal arts college and this college is known for their impressive mathematics faculty, then there would be a better possibility of exchange.

Figure 2. Institutional survival through exchange (Kotler & Fox, 1985, p. 21).



Exchange relationships also are present between institutions and their alumni, according to Diamond and Kashyap (1997). During focus groups, these authors found that some of the participants indicated that they would donate to the College if they would benefit from the school's improved reputation. Others in the group wished to repay the institution for their success in life. Still others expressed that they would donate if improved alumni networking would help their career prospects. All three of these are examples of a type of exchange between the College and their alumni.

Brittingham and Pelluzo (1990) utilize the theory of exchange rather than pure altruism to explain the behavior of an institution's donors. The authors believe that for the alumni the "goods" of the exchange are the "perquisites, tokens or honors" bestowed upon donors in return for a gift to the institution. They go on to project that the presentation of these gestures of gratitude causes disequilibrium, leaving the donor with a need to respond with more gifts. Without the recognition or acknowledgement, most donors feel unappreciated and as though their gift was not really needed. It is the value that a donor places on receiving acknowledgement that distinguishes this relationship as one of exchange, not altruism. Collins and Strange (1999) also believed that a token of recognition would effect the level of giving, so they asked donors. The researchers were somewhat surprised when alumni said it would not. The institution decided to offer these perquisites anyway and the evidence showed a big difference in the levels of giving.

While an institution cannot easily alter the values held by its publics, a university can understand those values and communicate how the institution shares or supports those values. For example, if the institution knows that the families of students value being able to visit the campus, then providing visitor parking close to the residential halls

may be an opportunity to support that value. Two-way communication plays a large role in this process because if parents do not know where the parking is available, they may perceive that the institution does not welcome families on campus. Also, if the institution does not know what a public wants, the university can not provide it.

### Importance of the Study

Attitudes, perceptions and images have a powerful impact on every service or product on the market. The College of Arts and Sciences has a notion of how their constituents see the institution, but little research has been conducted to confirm these assumptions. This study will attempt to give the College some insight into their key publics' images so that services and products can better meet the consumers' needs. If as Kotler and Fox (1985) suggest, institutional survival is dependent upon the concept of exchange then the institution must provide the users with a product or service they perceive they want or need. If the needs and wants are not identified, then they cannot be provided.

This study will also provide information on the attitudes of students and faculty. The images they hold now not only shed light on their future as a donor, but also share information about the perceptions they are sharing with and influencing others. The College has for the past two years set fund-raising goals and participation goals without really asking the donors and participants what their needs and desires may be.

### Scope, Limitations, and Assumptions

Due to resource and time limitations, the design of this study was limited to four groups. With 12 people in each group there was a maximum of 48 possible people participating. However, with some difficulty in recruiting and attendance, 30 people actually participated. With four divisions of population (student, faculty, alumni donors and alumni non-donors) the comparisons that can be made between groups is small. A possible bias may also be caused by low turnout for two of the groups or by the method used to select the student participants. Other limitations are inherent in the nature of conducting focus groups. The participants may not share their honest opinion if it deviates from the opinions of the rest of the group. In a focus group, the researcher has less control and without proper moderation, it is easy for a group to get off the main research focus. Finally, the data of a focus group is difficult to analyze and it is common for inexperienced researchers to lift comments out of context or reach a non-intended conclusion.

### Outline of the Remainder of the Study

In this study, Chapter II consists of background information and a topical review of literature in the field of institutional research and institutional advancement. The review will also look more deeply at the need for understanding constituents' attitudes. Finally, studies conducted by other colleges and institutions will be reviewed. Chapter III outlines the structure of the focus group methodology used in this study. Data

collection plans and methods of analysis are included. Chapter IV reports the information gathered in the research process and analyzes the data. Chapter V includes a brief summary of the research, recommendations for further study and a conclusion to this project.



## CHAPTER II

### REVIEW OF LITERATURE

#### Overview of the Chapter

Throughout this section, a topical review of the literature on the image of an institution will be presented. Chapter II will include a historical look at alumni research with respect to their differing opinions regarding their alma mater. Relevant research conducted in the past 20 years will be analyzed and reported. In addition, the need for this study will be discussed.

#### Historical Background

How to assess attitudes and images has only recently become a widely studied topic. In reviewing studies from 1930 - 1980, Pettit (1991) found there had been many surveys of college alumni. Initially, the research focused on assessment and outcomes of the overall educational experience. However, over the years, the questions became more sophisticated, looking at the community involvement of alumni and job satisfaction. Pace's 1969 study (as cited in Pettit, 1991) appears to be one of the first to measure the graduate's general attitudes toward their alma maters by asking, "What is your present feeling about your college?" The interest in studying alumni feelings or perceptions of their respective institutions did not last long. Pace (1979) reported only two significant alumni studies were conducted during the 1970s, and both were limited to investigating outcomes and employment status.

It is also important to note that a most of the research through the early 1980s was conducted focusing on the alumni of private institutions. Pettit (1991) questions whether that was due to the fact that private donations have historically been a vital source of funding for private institutions or whether it was because the private institutions had the money to conduct this type of research. By the end of the 1980s, public universities and colleges seemed to be joining the trend. The American Council on Education Campus Trends estimated that outcomes of graduates was being assessed by one quarter of all colleges and universities and that such assessment was being planned by an additional 44% of campuses.

In 1988, Alfred and Weissman wrote that colleges and universities are resource-acquiring institutions; the product they produce is intangible (Levitt, 1981). Since their products are elusive, many researchers argue that the universities' main product is their image. They must understand that alumni and community attitudes about higher education are important “because they affect their financial stability and support of their academic programs” (Alfred & Weissman, 1988, p. 2). Institutions have no choice but to be cognizant of their stature with important constituencies in order to survive.

This practice of “caring” about alumni as a means to an end was, and continues to be, the driving force behind researching image and attitudes at many universities (Melchiori, 1988a). However, in 1983, the Council for Advancement and Support of Education (CASE) honored one researcher for his ideas in regard to alumni relations. Robert Forman, executive director of the University of Michigan Alumni Association, voiced the organization's primary objective as developing programs to enable alumni to better serve their alma mater in a general sense. “That is not exclusively in terms of their

funds - and I really mean that” (Forman, 1984, 26). Perhaps this philosophy of investing in alumni is the reason UM had over 40,000 paid members of the alumni association in 1984.

In 1983, Topor became a pioneer in the field of marketing research by suggesting changes in marketing strategies from one-way communication to creating dialogues between the seller and the consumer. A year later, in the field of public relations, Ferguson (as cited by Ledingham & Brunig, 2000) was calling for increased attention to relationships within the field of public relations. Both of these authors propose that it is only through open, two-way communication that an organization can truly define and meet its mission. The idea that relationships and interaction are a vital part of survival has continued to develop in both professions.

The belief that relationships are at the core of communication in university-alumni settings seems to have instigated a shift in alumni research in the 1990s that continues to dominate the literature of the field. Such scholarship has, to some extent, progressed from the assessment and outcomes evaluation to focusing on alumni and their needs. Melchiori, in 1988, set the tone for the coming decade by defining alumni research as that which:

... focuses on the role of alumni as providers of services to their alma maters in such areas as volunteering, donating, networking, lobbying, and mentoring. It can be defined as a process of following alumni through their lives and focusing on lifelong demographics, attitudinal issues, and career data in order to understand more fully the underlying motivational forces of alumni as providers (p. 10)

Alumni research is much more than occasional surveys to fulfill accreditation requirements. It demands on-going research and dialogues. To fully research alumni attitudes and perceptions as defined by Melchiori, Shoemaker (1998) suggests an institution must bring its institutional research staff together with alumni practitioners. This happened on a national level for the first time in 1998. The Association for Institutional Research (AIR) was joined by CASE in order to generate ideas on how to increase useful and relevant alumni research and how this research can be used to better serve alumni.

Joining these two forces combats one of the greatest challenges alumni research and alumni assessment has faced: the tracking and use of information acquired in the studies (Melchiori, 1988b; Pearson, 1999). While alumni relations practitioners may have once known what alumni wanted or needed to make a difference in the institution, they did not have the attention of the upper administration of the university. Therefore, many times during the last decade, quality research has been conducted, but the higher levels of institutional administrators had not been educated about how profoundly such research can influence operations (Melchiori, 1988a). With the help of institutional researchers, alumni information can be communicated to those same administrators with remarkable results. These results will be explored later in this section with the report of studies conducted by Pearson (1999).

Fellers (1982) presents an additional challenge facing the development of sophisticated image-assessment in higher education. The first is the scarcity of published image-assessment studies. The author asserts that institutions are concerned about publishing data from image studies that might be used to rank an institution without

presenting the full picture of the institution. Accordingly, college and university researchers have a difficult time learning from each other and frequently duplicate each other's mistakes. This is seen in many of the published reports that do not include any information in regard to the specifics of the study. For example, Conklin's (1993) report compares a current study of alumni perceptions to a study five years earlier. The report talks about how the image has made a "significant" positive increase, but gives no data from the original report on statistics, questions asked or information on participants sampled.

#### Recent Alumni Research

Alumni research has evolved over the last 20 years. In the early and mid 1980s, much of the research hinted at the need for forming relationships between institutions and their key publics; however, the research questions did not reflect this goal. Leslie (1986) writes "each donor must interact with the recipient institution, and it is the nature of the relationship that determines an institutions success in eliciting charitable funds." In this example, the author puts the burden of creating the interaction on the graduate.

Taylor and Martin (1993) used a 32-item survey to categorize alumni into donor or non-donor groups. The survey asked alumni questions regarding their attitudes, demographics, involvement and philanthropic views. By using discriminant function analysis, researchers were able to predict whether the respondent was a donor or non-donor with a moderate to high level of success. The authors found that three of the characteristics were most useful in predicting donor status: the perceived need for

financial support, subsequent enrollment for graduate work, and involvement with the university as an alumnus/a. While using alumni involvement after graduation as a successful predictor to donor status, it does not address the root of the question which is why alumni are involved. Development offices may be able to decrease expenditures by knowing which alumni to target with solicitations. On the other hand, it limits them to only reacting to alumni participation rather than taking a proactive stance to create new participation.

Diamond and Kashyap (1997) also investigated the questions surrounding why alumni donate. They surveyed 875 University of Massachusetts alumni who graduated from the School of Management between 1980 and 1988. Using path analysis to examine the summed results of multi-item Likert scales, researchers were able to identify several predictors of university involvement. The emotional attachment alumni had to the university, the perceived needs of the institution and the perceived effect their contribution would have on the school were all strong indicators of alumni involvement over time. The authors recognized that their research could not be generalized to other departments within the university or alumni at other institutions. They noted the income levels and school connection would be different internally and alumni perceptions would be different at other institutions.

Some researchers have recognized the importance of exploring the image held by internal customers, such as faculty and administrators, either prior to, or in conjunction with, studies with students and alumni. The authors of these studies contend that the internal image must be determined and built before an external image campaign can be conducted (Dietrich, 1996; Lyons, 1989; Terkla, 1993). In 1989, Lyons conducted a self-

study of the institutional environment at Jersey City State College. Using a 4-point scale modeled after a national survey by the Carnegie Foundation, instructors were asked to rate the college in each of 40 areas. The results were shared with a faculty committee to identify areas that could inexpensively be improved. The rationale was that if the faculty were more satisfied with conditions and services, their morale would improve and the attitude changes would be partially reflected in the classroom. Researchers also presented the results to the faculty with comparisons against the national survey. The presentation highlighted areas where the faculty were above the national standards, which also helped improve morale.

Todd (1993) contends that "developing a lifelong relationship with alumni can't be magically turned on as your graduating seniors cross the bridge between their lives as students and their lives as alumni" (p. iii). Current studies are increasingly looking to ascertain graduates' relationships to their universities as students and how those associations impact alumni willingness to participate in, and donate to, the institution after graduation. Lanier (1993) suggests a Student Ambassador Program to get students involved with the alumni. These students assist at different levels in different institutions; they serve as greeters during homecoming and other campus events; they conduct call-a-thons to alumni during fundraising drives; and they serve on alumni boards and college relations task forces. By exposing students to the institution's financial and volunteer needs, they are more prepared to give after graduation.

Nayman, Gianneschi, and Mandel (1993) surveyed 545 student personnel administrators and institutional advancement professionals. Researchers asked respondents if they had a student ambassador program in place. Of the 327 who

responded, about 48% participated in such programs to some degree. The researchers determined that those who had student development programs in place received 37% more revenue from private donations than their counterparts who do not conduct these programs. Private institutions were 23% more likely to have a program in place than a state institution, which may account for some of the revenue increase.

### Need for Research

Volkwein and Parmley (1999) conducted research with 7 different universities to determine if donor responses were unique to an institution or if there were similarities among all universities. They used the same survey design for alumni of both public and private institutions, and found that some basic issues remained constant, but the majority of responses were specific to the institution. They determined that the difference in mission statements and image were the main reason for the lack of consistency. This means that the image studies and reasons for participation cannot be translated from one university to the next, except in broad, general terms.

### Studies Reviewed

A second reason to conduct empirical research for the College of Arts and Sciences was the lack of literature regarding the image of a college within a university. Most of the available research focuses on the image of the institution as a whole. While



several studies have been conducted on liberal arts colleges, those colleges were stand-alone institutions, not part of a university setting.

Several studies used a semantic differential in their survey of alumni to measure the image of an institution ( Bardo, 1990; Hoey, 1999; Terkla,1993). These studies identified 27 to 34 areas of interest for the institution and asked participants to rate each characteristic between two extremes. The characteristics included urban/rural, traditional/innovative, faculty teaching/graduate teaching, book learning/practical experience, meets community needs/does not meet community needs, etc. In all three studies, researcher had difficulty deriving standard definitions of terms, a problem affecting the external validity of each study.

Terkla and Pagano (1993) applied the semantic differential to identify differences between perceptions of a university's current and the desired image. Researchers surveyed faculty and administrators asking them to complete the survey in terms of their desired image of the institution. Then researchers identified five key publics associated with the university: accepted applicants, current students, graduating seniors, faculty and administration, and alumni. Then they asked all five groups to rate their perceptions of the institution in terms of atmosphere, academics, teaching styles and cost. The most significant differences in overall image were between the accepted applicants and all the other groups. The accepted applicants held a more idealistic view than the others. This was of concern because if image does not match reality, students are more likely to matriculate to other institutions or drop out completely ( Ghosh, Wipple, & Bryan, 2001). A surprise in the study was how closely alumni and current student responses correlated.

These findings agree with earlier studies by Johnson and Hutchison (1985) which found that the alumni's image of one institution changed very little over time.

In 1992, Virginia Wesleyan College, a liberal arts college in Norfolk, Virginia, conducted a research project with recent graduates to meet a requirement in the accreditation process (Kelley, 1999). The institution surveyed the college's graduates from the spring semester and received a 60% response rate. While most students were satisfied overall, about 30% of respondents were unhappy about some component of the institution. Six months after the initial survey, the college was able to report back to the graduates about changes made or planned based on their suggestions. In the same mailer, alumni were also solicited for a donation or commitment to volunteer on campus. First year giving increased by 23% over the previous 10-year average. The process was so successful, the college has made the research an annual project.

Dietrich (1996), concerned about the image of Mercer Community College, conducted a research project to evaluate the opinions of faculty members and students within the college. Using interviews to gather data, 15 faculty and 4 students were the subjects for this study. Some of the researcher's questions were unique in context. For example, participants were asked, "If you were an artist commissioned to paint your image of the community college, what would your painting be like?" Other questions were more traditional: "What one thing does the community college do the best?" One of the concerns expressed by most of the participants was the lack of alumni interaction. Perhaps this is due to the perception that the community college is a starting point for many who transfer to larger institutions or because the terminal degree holders are in lesser paid positions in the community. In either situation, the faculty voiced the need for

a strong alumni association. One instructor suggested that faculty members nominate former students who valued the community college experience to serve on an alumni exploratory committee. Dietrich finds this a key point because many times faculty members have the strongest ties to the alumni, not the institution. The author also notes that those who have had positive experiences in the institution can become the best spokesperson for the institution.

While some colleges and universities strive to start alumni relationships, others have a long and successful history with their graduates. At the end its 5-year centennial campaign, Stanford University exceeded its fundraising goal of \$1.1 billion. Nevertheless, the development staff and the university's new president, were disappointed in the minimal amount of unrestricted funds and at the lack of a strong annual giving tradition (Pearson, 1999). The vice-president of development understood that philanthropic behavior depends, to a large extent, on the relationship an institution has with its prospects, and that research was needed to examine those relationships. Consequently, a full-time position was created to conduct this research on an ongoing basis. This possibly explains why Stanford has one of the most comprehensive bodies of research found in higher education that focuses on alumni relationships (Shoemaker, 1999).

One of the first studies conducted by Stanford's full-time researcher explored the reasons why most alumni, about 75%, do not make gifts. "The research was designed around the hypothesis that the decision to give is like a purchase decision: just as a consumer makes an active decision to buy a product for specific reasons, so too does the consumer make an active decision not to buy a different product for specific reasons

(even if those reasons are emotional or based on misperceptions)" (Pearson, 1999, p. 7). With this objective in mind, six focus groups were conducted with undergraduate alumni followed by a telephone survey of 642 randomly sampled undergraduate degree holders. The study confirmed the vice-president's notion that the relationship alumni have with the university plays a paramount role in their gift making decision. It also demonstrated that there is an interdependence of the components: "alumni who are most satisfied with their student experience are the most likely to remain engaged with the university; alumni who are most engaged are most likely to read communications from the university; and those most informed about the university are most likely to remain engaged" (p. 7). The correlation in data indicates that fundraising efforts can be more successful when student affairs, alumni relations, university communications and development are interrelated and work together toward fulfilling a common mission.

The research indicated that alumni overall had a very positive image of the university. They valued the quality of education received from the institution. The alumni gave very high marks in terms of their satisfaction with their undergraduate experience: 80% said they were very satisfied and 97% said they were satisfied to very satisfied (p. 7). Those reporting they were very satisfied also gave the university high marks for advising, structure of the class schedule, and for being academically and intellectually challenging. "Most of the alumni reported trusting the administration to spend funds wisely" (p. 10). In many other studies trust is the single greatest deterrent to making annual gifts (Ghosh, 2001).

Pearson (1999) shares that not all the information obtained was positive. Alumni in the focus groups expressed frustration with communications from the university.

They felt messages were random in delivery, not written from the alumni perspective, and not pertinent to their interests. They also expressed their perceptions that Stanford did not need their gifts as much as other organizations. The alumni did not understand how an annual gift would benefit the university. The solicitations for specific campaigns were very detailed about where their money was being spent. The yearly solicitations did not engage the readers, and, therefore, the donations were not being made. The answer was a comprehensive and coordinated communications strategy that would articulate consistent messages and allow for strategic timing of the publication. The undergraduate alumni study was the first in a series of image studies for the institution. Understanding that each body of alumni will have different perceptions and experiences, Pearson (1999) conducted similar research for most of Stanford's graduate schools; the School of Law, the School of Education, the School of Medicine, and the School of Engineering.

While Pearson's research gives great insight to the image and funding challenges faced by an undergraduate college, it does not answer the need for research to be conducted at Oklahoma State University. As Pearson states, each institution is different, having a unique issues and missions (p. 10). A second distinction between the two institutions is that Stanford is a private university with a long, rich history of donations. Finally, Pearson limited this study to the perceptions of alumni. The current study finds the addition of the student and faculty perceptions not only relevant, but also necessary.

## CHAPTER III

### METHODOLOGY

#### Overview of the Chapter

The following section discusses the methodology used in this study. The research design is presented, detailing how each constituency was selected. In addition, data collection is discussed. Finally, the limitations of this type of research and a summary of the method completes the chapter.

#### Description of Research Methodology

Over the past 40 years, focus groups have been widely used as a tool in marketing research. Manufacturers and product development professionals, well aware of the financial risk in introducing a new product, have found this method to be the sensible approach for ascertaining consumer attitudes and perceptions. Focus group interviews are a valuable tool in this process because the method allows producers, manufacturers and sellers to understand the thinking of buyers (Krueger, 1994).

Focus groups, one form of qualitative research, are essentially group interviews that rely interaction within the group based on topics supplied by the moderator (Morgan, 1988). People are a product of their environment and are influenced by people around them (Krueger, 1994). Because of the nature of group discussion, one person's idea might spark a memory or reaction for another group member. The format allows participants to explore their own attitudes and perceptions about a concept without having to reach a group consensus. Contemporary group interviews generally involve between

6-10 participants, but can have as few as 4 and as many as 12 subjects (Krueger, 1994; Stewart & Shamdasani, 1990). The main objective when deciding how many to include in a focus group is to make certain there are enough people to present diversity of perceptions, but few enough that everyone can share their insight on the topic (Krueger, 1994).

This study sought to discover opinions and attitudes among constituencies of the College of Arts and Sciences. Focus groups are used here because the use of the group interaction can produce data and insights that would be less apparent or accessible with individual opinion (Morgan, 1988). In addition, for this research project, it was important that participants not only be able to answer the questions, but to qualify their responses or identify important contingencies associated with their answers (Stewart & Shamdasani, 1990).

While the main purview of this study was conducted using focus groups, it was also necessary to conduct 4 interviews with the College Development Officer and staff members of Arts and Sciences. The interviews were used to collect background information and fine-tune the questions to be asked in the focus groups themselves.

### Research Design

This study focused on four constituencies for the College of Arts and Sciences: alumni who donate to the college, alumni who do not donate to the college, students of the college and faculty of the college.

### Alumni Focus Groups

Starting with college alumni seemed a natural decision when looking at the image of an institution. Forman (1984) believes that alumni are the most important constituency:

In the long haul, [alumni] are also the trustees of the university. Faculty come and go, administrators come and go, presidents come and go. But alumni will always maintain an interest in their institution because, in part, the value of their degree obtained back in 1948 is measured by how good the institution is today (p. 27).

Alumni were separated into two groups: those who donate to the college of Arts and Sciences and those who do not donate to the College. This distinction was necessary because it was assumed that the alumni who donate would be more connected to the College in terms of information they receive and their attitude toward their own department or the College as a whole. The distinction between groups also allowed questions regarding giving to the university to be asked without making any one individual feel awkward about their donor status. The alumni base of donors and/or non-donors was larger in the Tulsa area than in Stillwater. Therefore, in an effort to access more members of this group of potential respondents and for the sake of convenience for these participants, the decision was made to conduct the alumni focus groups on the OSU-Tulsa campus.



### Student & Faculty Focus Groups

Students' perceptions and images of an institution are as important - if not more so - than those held by alumni for two reasons. First, "developing a lifelong relationship with alumni can't be magically turned on as your graduating seniors cross the bridge between their lives as students and their lives as alumni" (Todd, 1993, p. iii). Because private institutions have long relied on the donations made by individuals, donor behavior is modeled from the time a student first enters the university. Public institutions have not cultivated the same expectations in their students; therefore, many times, the student first learns about private support as a graduate.

Second, because images are attitudinal, and not merely opinion-based, they tend to be enduring and difficult to change (Bardo, Ross & Headly, 1990). If students do not have a good image of their institution, or, more specifically, how that institution handles its finances, the student will not be inclined to donate or help once they have graduated. On the other hand, if students are shown how contributions are utilized by the institution and how those donations benefit them as students, they will be more inclined to give back (Earle, 1993). For these reasons, the opinions and experiences of students enrolled in the College were necessary to include in this study.

The fourth and final group included in this study was faculty in the College of Arts and Sciences. Ghosh, Wipple, and Bryan (2001) found that faculty members were particularly influential in the way students perceived the institution. If faculty bring alumni into the classroom as special guest lecturers or panelists, students are more inclined to come back after graduation to share their expertise in a similar capacity. If

faculty communicate that research projects are funded in part by donations or that trips are made possible by donations from alumni, students are more likely to donate not only as alumni after graduation, but also in nominal amounts while still a student.

Terkla and Pagano (1993) found that faculty also had strong ties to students and many times maintained a relationship long after graduation. When departments solicit money or support, such requests can be more powerful coming from a faculty member the graduate knows and trusts. On the other hand, if faculty do not understand or support the need for fundraising or fostering support of the institution, graduates are much less inclined to help. With these findings in mind, this study used the fourth focus group to determine the perceptions of the College of Arts and Sciences faculty on these issues.

### Use of Interviews

As was mentioned earlier in this chapter, four interviews were also used to fill in the information needed to conduct the focus groups. Two members of the college's development office, a member of the counseling staff, and a representative of the college's student services office were interviewed to gain background and history on the services the college provides to the students and alumni. The interviews examined the goals of the college are in terms of establishing relationships between the college and its constituencies. Finally, each person was asked what changes they thought could be implemented with very little cost and yet impact the goals of the college. These interviews were conducted to assist in fine-tuning the questions to be presented to the focus groups (Seidman, 1991). Also, the personal contact with each interviewee allowed

the researcher to understand the experience each person had and the meaning they put on their experience. This helped gain insight as to why people might have certain images or perceptions of the college.

### Questions and General Topics of Discussion

The focus groups participating in this study were conducted to provide feedback pertaining to the main research questions guiding this study: Does the College of Arts and Sciences have an image with key publics? What image does each public possess? What value do these publics put on a liberal arts education from the college? How might the college better meet the informational needs of the key publics? Do alumni have a propensity to donate money and/or time? For specific questions used in the discussions, refer to appendix E, the moderator's outline for alumni or appendix F, the moderator's outline for faculty and students.

### Schedule for Conducting Research

During the first ten days of February, interviews were conducted with college staff members to set a foundation for the questions that were included in the discussion guide. The alumni focus groups were conducted on February 12, 2002 on the OSU-Tulsa campus. The faculty and student groups were held the following week, February 18, in Stillwater on campus.

## Sampling Plan

For each of the four focus groups, the College of Arts and Sciences provided a list of names, phone numbers and e-mail addresses. With each list, a number between 1 and 10 was selected. The researcher began at the end of the list and counted up the corresponding number of names. If that person was unavailable or did not answer the phone, the researcher moved up the list the same number of names to the next subject. For donors to the college, a list of 235 names was used to select 12 participants. One out of every two donors solicited to participate, agreed to assist in the research. For non-donors a list of 847 names of donors to the university, but not the college and names of alumni who do not donate was used to select 12 participants. Approximately 1 out of every 9 non-donors solicited agreed to help. A copy of the outline used to recruit participants can be found in appendix A. A confirmation letter was sent to each participant 7 days prior to the meeting and a reminder call was placed the day prior to the group discussion. Twenty-one of the 24 people scheduled actually participated in the focus group discussions.

A slightly different approach was used with faculty and students. Because the schedules of these two groups vary so greatly, the decision was made to request participation by electronic mail. The invitation to participate was sent to 120 faculty members with a positive response rate of 5%. A confirmation e-mail and then a reminder e-mail followed the initial e-mail the day prior to the group discussion. An e-mail was sent to 230 honor students who had been in the college for three or more semesters with a response rate of about 4%. A confirmation e-mail was sent the day of response followed

by a phone call three days prior and a reminder e-mail the day before the meeting. Of the 9 scheduled to participate, 5 took part in the group.

### Data Collection Plan and Recording

The key to focus group research is the comments generated among participants. This discussion must be carefully and subtly guided to meet the research objectives (Krueger, 1994). "Few people involved in qualitative research today would not agree that the most important element in the focus group process is the moderator" (Greenbaum, 1998, p. 73). This level of importance is placed on the moderator because such individuals establish the tone for the session and direct the discussion so that each member has the opportunity to share ideas and feedback.

Edmunds (1999) suggests that a professional moderator be hired to prevent potential bias that can be present if conducted by a member of the research team. Marketers and researchers inevitably have preconceived notions of the outcome. If a person is not trained and experienced at moderating, he or she can unintentionally give subtle cues to gain the desired answer. An independent moderator can and must strike a balance between what is important to the group and what is important to researchers. By striking this balance, a moderator can maintain the research focus while allowing participants to express their attitudes and feelings. To assure a non-biased point of view a professional moderator was selected and hired for this study. The role of this moderator was limited to assisting with the design of the moderator's guide and conducting the groups.

The moderator's guide, sometimes called an interview guide or moderator's

outline, was prepared using five sections recommended by Greenbaum (1998), who proposes procedures for raising issues for discussion enhancing participation by group members. Initially, the moderator introduces her/himself to the group and to the concept of a focus group. Participants are also asked to introduce themselves. The second section is used as a warm-up. Participants are then asked to discuss very general topics such as - in this case - when they graduated from the university or what role they play in the college. Eventually, the moderator encourages discussion on a broad, but related, topic, looking at the image of the university as a whole. Then the moderator leads the discussion to the heart of the research, focusing on the image of the College of Arts and Sciences and the ways in which those images were formed. Finally, the group summarizes the discussion using this time to share information they may have forgotten in earlier dialogue. (Complete copies of the guide used for alumni and the guide used for faculty and students can be found in appendixes E and F respectively.)

Each of the focus groups were brought together in a conference room setting so that each participant and the moderator had an assigned position around the table. To help make participants more relaxed and comfortable, the groups were offered snacks and beverages appropriate for the time of day the focus group took place. To capture the responses of each group, two recording devices were used. First, a tape recorder was placed in the middle of the table with several microphones running to each end of the table. This allowed respondents to be heard with little background noise or obstructions. Stewart and Shamdasani (1998) note there is a great deal of communication that takes place in a focus group discussion that is nonverbal and is not captured in the written transcript. To examine these nonverbal cues, all groups were recorded by video. A video

camera was placed discretely in each room and allowed to run for the entirety of the session. For the alumni groups, a feed was drawn off the camera and the signal was sent to a connecting room where the researcher was able to view the entire process. A feed was not possible in the setting with faculty and students. In accordance with Oklahoma State University's Institutional Research Board, all copies of the recordings were destroyed at the end of this project.

### Data Processing and Analysis Anticipated

Each focus group discussion has been transcribed and used as the primary data for this study. Common themes and differences between the groups were analyzed and discussed as they related to the research questions. Comments made within the group have been added to the report when appropriate to add depth and clarification to the analysis. (Transcripts of each group discussion are contained in appendices G – J.)

### Limitations

There are several weaknesses inherent in qualitative research that have added to the limitations of this study. First, the small number of participants used do not allow for generalizations to be made to larger populations. Because of the interest in the student and faculty perceptions and due to time and financial limitations, only one group represented each public. While concerted efforts were made to include a variety of departments, not all fields of study were represented. This does not allow for much cross comparison except on the general terms. A second limitation is the difficulty in the

analysis of the groups. Finally, the number of faculty and student participants in relation to the number of alumni participants was lower than anticipated. However, the literature indicates that while 5-6 people is a low number for a group, it is sufficient for reporting and in some cases even desirable.

The nature of sampling may have also limited the type of participants in the groups. While the alumni were solicited by phone, the faculty and students were solicited by e-mail. The electronic communication may have drawn different types of individuals with more modern views of the institution.

Many times group dynamics are such that one or two people can become self-appointed leaders and redirect the discussion. Another common challenge is that these outspoken members will suppress the comments and interests of less assertive members. The researcher has attempted to lessen these limitations found within the characteristics of focus groups themselves by the addition of a professional moderator.

### Summary

The research approach outlined above allowed the researcher to investigate the attitudes and perceptions held by multiple key publics for the OSU College of Arts and Sciences. Whereas these results cannot be generalized to the total population, they can be used to identify areas of future research and give administrators a more holistic view of the issues perceived to be important for the various constituencies. Additionally, the four focus groups can provide valuable information for the future development of the image of the College of Arts and Sciences.



## CHAPTER IV

### FINDINGS

#### Overview of the Chapter

Chapter IV provides feedback from students, alumni and faculty regarding the image of the College of Arts and Sciences. The main purview of the research examined the image of the College held by these key publics, the value each public puts on a liberal arts education, and how to build stronger relationships specifically with the alumni.

#### The Focus Groups

Two focus groups were conducted in Tulsa on Tuesday, February 12, 2002 with alumni of the College of Arts and Sciences. The first group was composed of 10 alumni who donate to the College of Arts and Sciences. For simplification, this group will be referred to in the following text as "donors." The second group was composed of 9 alumni who do not donate to the College of Arts and Sciences. Some of the participants donate to the university as a whole; others do not donate monetarily to any OSU organization. For clarification purposes this group will be referred to as "non-donors" for the remainder of this report.

Of the 19 alumni participating in these two groups, 10 were men and 9 were women. Graduation dates from OSU ranged from 1948 to 1997. Six of the participants work as faculty or administration in institutions of higher education around the state

including Tulsa Community College, Rogers State University and the University of Oklahoma. Additionally, 3 members of these groups worked in higher education institutions in staff positions. Four members of the groups worked for large companies in the Tulsa area and 3 of the members were attorneys. Of the 3 remaining participants, one was self-employed, one was a stay at home mother and one was retired. Eleven of the 19 participants had received graduate degrees. There were 10 different departments represented. Two additional focus groups were conducted in Stillwater on Monday, February 18, 2002. The first group consisted of 6 faculty each representing a different department. The second group was composed of 5 students each with majors in different departments.

The groups were each asked the same set of basic questions (see appendices G - J). The sessions each began with introductions and background information to serve as an icebreaker of sorts for the participants. The focus then shifted to the image of the institution as a whole. This allowed participants to focus on the university and the perceived strengths and weaknesses and communications received. Discussants were then asked to comment on the strengths and weaknesses of the College and the positives and negatives of a liberal arts education. Participants were also asked to comment on the best ways to communicate the highlights of the College to alumni and then to incoming students. Finally, each group was asked to look forward 10 years and think about where OSU and the College should be in terms of education.

For reporting purposes, the responses of all four groups are combined below, and responses are delineated as to which group the speaker participated. For reasons of anonymity, the subjects were numbered within their respective group. A complete

transcript has been provided in appendices G - J.

### The Question of Image

Perhaps the major finding of this research study was the fact that the College of Arts and Sciences does not have a clearly defined image with any of the key publics participating in the focus groups. Each group acknowledged that the College was the most diverse among the university's divisions in terms of housing a variety of departments. When asked about whether the College of Arts and Sciences was there to pull the various departments together more to instill a sense of pride within the College, several participants expressed the idea that people were in Arts and Sciences only because they were not part of another college. They also expressed their belief that the stature of the College of Arts and Sciences was not as strong as that of the Colleges of Business or Engineering.

And (the College of Arts and Sciences) doesn't seem as prestigious. You know, (as if) you're in the Business College or something... (in) Arts and Sciences, you can be in this college no matter what (student group, participant 2).

(Other colleges) have T-shirts and stuff like that because it is almost an honor to be in their college. Whereas, Arts and Sciences... You are there because you don't know what you want to do (student group, participant 1).

Only in the sense that you *weren't* one of *them*. You knew you weren't in Ag. You knew you weren't in Business (donor group, participant 1).

The fact that Arts and Sciences, as you had said, we are so diverse. We have everything from the hard sciences to theater, which is all over the place. How do you bring so many different things together when you do so much (faculty group, participant 1)?

The donor and the faculty group shared some of their thoughts and perceptions on how the image of the College compares to the image of the College of Arts and Sciences at the University of Oklahoma.

Somehow or another, and this is one of the problems image wise, put the College of Arts and Sciences Stillwater up against OU. Boy, you got a problem. That is actually their strength, undergraduate wise, in my opinion (donor group, participant 4).

I can give you lots of examples of people who have gone through the A&S program in Stillwater and have gone to 1, 2, or 3 in the United States in whatever they were doing and kicked butt. So you gotta say, it works. Somehow or another, though, the image is still we're the poor brother (donor group, participant 1).

And from what I understand from some students that advisors in schools like Jenks and Broken Arrow often discourage people from coming here because there is no way that you can learn anything from the Arts and Sciences with OSU. If you are interested in the Arts and Sciences, you should go to OU (faculty group, participant 2).

The College's lack of image was also apparent in the mixing of terminologies. For example, questions were often specifically addressed to matters pertaining to the college, but respondents often answered in terms of the university in general or their department without acknowledging the role of the college.

If the College of Arts and Sciences sent out a list and said, here is 15 things we need someone to speak about in the schools. Would you be offended or would you be pleased that you got that (moderator)?

Depends on how the word it. My personal opinion is that everybody wants to feel like that have something to offer. That they are special in some way. To me, that would make me feel good. If OSU sent me a letter saying I want you to... (donor group, participant 4).

What about communicating with you? Has the Arts and Sciences College done a good or poor job in terms of communicating and keeping in contact with you (moderator)?

I feel like they have done a mediocre kind of job as far as communicating with me, other than having OSU beg for my money and then sending me a quarterly or monthly magazine every once in a while (non-donor group, participant 7).

Well, again, the giving is very important not even thinking about that part. What other ways would make you feel a more a part of the College? What should they

be doing better (moderator)?

What about Department newsletters? I don't think I have ever gotten one from the English Department and I would much rather know what is going on in the English Department (non-donor group, participant 3).

The faculty and students were asked about the strengths of the College of Arts and Sciences and they responded with items such as providing a liberal arts education, smaller classes and stronger relationships.

The pitch I always make to my students is that I don't care what you major in or what kind of job you have after you graduate, you are going to have to be able to read and think and write and present your ideas to other people. And I think the more of that kind of training is obviously what the College of Arts and Sciences has to offer (faculty group, participant 2).

When you go out and work in my field, you work with everyone from the guy who raises pigs to an accountant. And you can't truly be effective if you don't have broad sense of people and their occupations and the things that they are interested in or their cultures, etc. I think you get that from Arts and Sciences. I would really fight us being outside of Arts and Sciences because I think that really broad spectrum give our students what they need (faculty group, participant 4).

(Economics) was just (an) interest. Yeah, I don't really have a reason for taking that. I have got these upper-level electives that I have got to take, so I'm taking economics to fill that requirement (student group, participant 3).

I think that is it, about Arts and Sciences, that in so many of the other colleges you don't get to do that. So it is real hard to get a double major or a major and a strong minor. You can't take something just because it interests you, you have to be more focused (student group, participant 1).

For me, it is because I can do anything with my degree... how many Engineering students can say that? I think having a degree is most important and where you have a degree from is important, but not as much as having the piece of paper (student group, participant 4).

My classes are smaller than like those that are in Engineering or Business because, they don't have... You will have seven or eight or nine or ten or more sections of one class versus the one section that business has. And so, they all have to take it at that one time and so they have more scheduling conflicts and classes are 100% full (student group, participant 1).

I haven't taken too many classes outside the Arts and Sciences, but it seems like Arts and Sciences is easier to build that professor / student relationship than in most other classes (student group, participant 2).

Participants in the alumni and student groups lacked a focused perception of the role of the College of Arts and Sciences in their education. This can be seen in the comments and questions each group provided during the sessions when specifically asked

about whether each felt any connection to the College.

I don't remember having any interaction at all. I really don't, now that I think about it. I mean after I graduated, yes. But I don't remember one time going to the College besides talking to my advisor (donor group, participant 2).

I have only been to the Arts and Sciences' office two or three times. I never have really had a need to go over there (student group, participant3).

People didn't even talk about the College. There is almost no distinction. You were either political science, theatre, botany... And, you went to OSU... (donor group, participant 4).

There never seemed to be much emphasis on being in the College of Arts and Sciences... while you were there (non-donor, participant 2).

In the non-donor group, there was a conversation about whether or not people knew, as students, whether they were part of the College.

But you never developed a relationship (with the College of Arts and Sciences) because there wasn't a reason... (participant 2).

If it didn't say so on my diploma, I wouldn't know otherwise (participant 7).

Right, that is how they herded you (through the lines) at graduation (participant



1).

Yeah, that is probably the only time you were affiliated with the College  
(participant 8).

Questions regarding the physical location of the College of Arts and Sciences also arose. People seemed to think the College had a building as does the College of Business and the School of Veterinary Medicine.

I really don't even know where they are located on campus (non-donor group,  
participant 7).

I have been trying to figure out where they were on campus when I was there. I was in the math department and in business and I knew where those were. The whole business school was together. But, there was an Arts and Sciences building, but was the Arts and Sciences College inside it? I just have a real problem placing the Arts and Sciences department (donor group, participant 9).

Where is the college? I don't think I have been in the college (student group,  
participant 5).

During the discussion, the moderator asked student and alumni participants if they felt more connected to the university, the College or their department. About 50% said the university as a whole and about 50% said their department. No one in any of the groups felt more connected to the College. When participants discussed why they felt more connected to one or the other, the answer generally revolved around relationships,

people and activities.

I'd say both the department and the university as a whole, because I am involved in a lot of clubs and stuff and a lot of different groups on campus. But, at the same time, my department, especially the Political Science Department and... I know all of the advisors and my advisor is really neat (student group, participant 1).

My department for sure. Like, I spend so much time over there, sometimes I feel like I should just move in or something. But that's cool because everybody else in the department hangs out there too (student group, participant 4).

I would say OSU as a whole. I missed my first home game since 1988 last year (donor group, participant 4).

... I'm on the Arts and Sciences student council and so I know all the authorities or whatever and, like, the president of Arts and Sciences and, you know... I know everyone in it and so I feel connected to it. At the same time, even though that is the Arts and Science group, I feel more... a connection with the university because I know most of the people in Arts and Science student council from other clubs and organizations (student group, participant 2).

I would say my department, because in theatre we are pretty much one of those... well for me anyway, we lived, ate, breathed, and slept in the building. So you

didn't have a lot of time to get out and do a lot of those other activities that are on the campus. We pretty much were our own little family (donor group, participant 6).

When asked why participants did not feel close to the College, one person's answer also revolved around people.

I never met anybody in the Arts and Sciences. If you asked me who somebody would be, I would have no idea (non-donor group, participant 7).

It is kind of a broad area. I remember in the years I was there not really relating to the broader arts and sciences (donor group, participant 5).

Later in the session, participants were asked what the College of Arts and Sciences should be like in ten years. Participant 8 in the non-donor group summed up the feelings of the group by responding, "I don't know what it is like now." The group gave a tentative laugh and nodded their heads in agreement. The moderator prompted the group for more information by asking, "You don't have an opinion?" The group shook their heads that indeed they had no opinion.

### Communication Needs

Each of the groups was asked about what information they needed to be more effective as an alumnus/a, a student, or a faculty member. To be more effective in their

"role," each group identified several places where they need additional information from the College or, in some instances, the university.

The donor and non-donor groups had several suggestions for contents of an alumni magazine or department newsletter. All of the participants agreed that one of the best marketing tools the College and university has is the alumni. Like any organization, word of mouth from the key publics can deliver new customers and create strong bonds. Both groups pointed out that everyone wants to hear something positive about their institution.

We all want to be associated with a winner. That is why OU does so well. The whole thing is it was so quiet when OU wasn't winning. And then, all of the sudden, people want to be associated with a winner, whether it is football or the top Engineering School in the country (donor group, participant 6).

I think the alumni need to know what we can be hugely proud of... What is the niche? Where are we the best at? Because there is something in all of us that wants to be the best at... be affiliated with something that is the best. I think those niches need to be pretty well defined and publicized (non-donor group, participant 8).

The groups felt sure there were positive things happening within the College with student and faculty awards, alumni achievements, research or other academic areas. They felt that knowing about these success stories would help create a bond to the institution and an understanding of the College's impact.

... I was very impressed by the staff or some of the faculty, some of the graduates, the Rhodes Scholars. I had no idea that we had as many Rhodes Scholars as OSU does. In fact, anytime you can read anything good about the school you attended, positive things, future plans... (donor group, participant 6).

May give a synopsis of areas that we are growing in. 'Cause we need to keep updating. No matter how long you have been away from OSU. I love reading about the developments in laser technology. It has nothing to do with my career, but it is just a point of pride to see what OSU is doing in those areas (donor group, participant 5).

Doesn't matter to me if the information is just in (my degree field) or not. I want to know the things of which we should be proud. It could be Microbiology. It gives me ammunition to fire at OU people (donor group, participant 4).

I like those things in the big one that shows if you graduated between here and here, this is what is happening to who. So you scan it real quick to see if you know anybody in that section (non-donor, participant 8).

What has been done with the money that the alumni have donated. Actually see, in a concrete way, where it goes (non-donor, participant 4).

The groups discussed whether they were more interested in a department

newsletter or a publication from the College. Both alumni groups concluded that having the highlights of the other departments combined with detailed, practical information from their department would best serve their needs.

The participants also considered the various ways in which they prefer to receive their alumni information. Most agreed that they wanted a hard copy publication or newsletter once or twice a year. They suggested that the electronic mail be used for the more regular communications.

Generally, not just OSU, just generally, I always prefer e-mail over (monthly magazines), 'cause I have so much cluttering my house up (non-donor group, participant 3).

Exactly. And the expense, when you think about oh, how many people are throwing (monthly magazines) away (non-donor group, participant 8)?

I think email for the event-oriented information, I would prefer to get an e-mail. But more feature type stuff, is more... I would rather sit down and read. I would rather have it in hard copy format in a newsletter or magazine type format (non-donor group, participant 1).

The student group was also asked about what, if any, information they would like to receive from the College on a regular basis. They agreed that the most pressing need was for a listing of scholarships available and a schedule of deadlines for the College. They feel they are missing out on opportunities to apply.

Scholarships. That is one thing that I wish they would let us know like when deadlines are for scholarships. Instead, I've been lucky that my departmental advisors tell me, but otherwise I wouldn't know and I would have to just keep going in there to check and see if scholarships are available. Whereas if they would just put it in a newsletter or something. It would be so much easier for me than having to walk all the way over to see what scholarships are coming out. Especially just arts and sciences general ones (participant 1).

The students were divided on the method of delivery for this type of information. There were two participants who preferred to receive something in the mail that they could post. The other three preferred electronic mail to save paper and receive messages sooner.

The faculty mentioned several areas where they felt better communication would improve their ability to function more efficiently in the College. The first was in respect to the goals and priorities of the College especially in relation to the development office.

I went up to the Arts and Sciences development office for funding, I was told to do that. So I went in there ... and they came back about a week later, a month later, something like that, and said that it didn't fit within the College's priorities. I said oh, okay, what are the College's priorities? And she said, well, we don't have them yet. We will get back to you. I think that speaks volumes. the College does not have any priorities. Period.

...I don't mind being told no. I think all of us realize it is a crapshoot. Just let me know what to shoot for before I spend a ton of time and energy putting

together a proposal that doesn't fit in your priorities. But I have a sense that they don't know what they are doing. They don't know what they want us to be doing. That's it (participant 6).

With respect to the development office. The developing development office. We have a lot of horror stories with them too. That is a very weak link. Being completely mistreated by them and then they are expecting the world from us. Whenever anything is initiated by us, like this, we are basically told that's not interesting. And then when they come to us and say how can you get money from colleagues in your field. Basically it is a self-serving entity. They are putting new people in the development office all the time. And so what do they do with their money? Anyway, I don't want to get into the specifics, but we really spent a lot of legwork on something that really would have made our university strong and we weren't very politely treated (faculty group, participant 5).

My impression is that they are truly here for money and only money.

... Because when we had a person who wanted to give money, we did great. And went for feedback - appointment is set-up, and things like that. So I truly don't know what their mission is beyond almost a foundation (faculty group, participant 4).

The second area where the faculty suggested improvements was in terms of communicating opportunities faculty have to use new technology. The faculty spent



almost five minutes arguing about the availability of laptop computers for use by faculty. Two of the faculty had not been informed of the purchase and implementation of these tools.

The final issue of communication for the faculty was the need for better and more frequent discussions between disciplines to find ways to connect to each other.

I don't have an answer for that. But, one of the things I talked about before is talk. Whether we are faculty or administrators, I think there is a shortage on talk. So, I think what you have to do is make a reason to stop and to assess.

Every, I guess, ten years, we have this accreditation program, I think we are up again in 2005. And the university... At some level, the university has to get ready for that. But I think often that has become kind of a mechanical exercise rather than a really involving a lot of faculty. So I am not so sure that really is of value. But, I think that is the only way to get it done. You have got to force the issue and you basically have to force everybody to stop for awhile and really sit down and talk (faculty group, participant 2).

Coming up with a central focus is difficult to do. And that is part of the problem. To solve the problem, you have to communicate and talk. And that is probably one way around it. I have just been in a lot more meetings where I talked to people in Journalism and Broadcasting and said how can we get Sciences and Journalism connected? Is it possible? We have discussions in our own department about it. And then it is going to come the distance to where I hear from faculty council on it and we all get together and discuss issues. I think that

is the only way (participant 3).

### Cultivating A Philanthropic Relationship

Communication and donations were integrally linked for the alumni. They discussed at length the ways which donations had been solicited by the College. The groups broke general philanthropy down into two sub-groups: donation of money and the donation of time. The alumni felt that too much emphasis was being put on the money issue and not enough opportunities were being given to donate time or services.

When the groups were asked about communication, several stated that they did not receive any newsletters, publications or general information from the College or the university until they donated money. Participant 6 of the donor group said, "I never heard from them until I gave money." Several others agreed that they had the same experience.

The moderator posed the question, "What was the best way to ask for money" to each of the alumni groups. Both groups said that solicitations should be made for a specific reason and to support a specific cause.

For me it is cause driven. When the chair of my department died, I was much more inclined to give than when some Tele-marketer calls me at 8:55 at night (donor group, participant 7).

If I had any idea where the money went. If I thought that a donation would help a struggling graduate student (by) increasing the stipend or upgrading the computer equipment... Something I can relate to other than just going into some anonymous

pool of money that I have no idea where it goes. That would help. I would be more motivated (non-donor group, participant 6).

The people who raise money for the boy scouts or Salvation Army or whatever, will all tell you it is so much easier to raise money for a specific thing than general operations. This is what we are trying to do, we need so much money and here is what we are going to do with it (donor group, participant 9).

I think that if they gave you some purpose or idea, we are trying to raise funds for this or we are trying to do this. That might be a little more helpful rather than just saying you can donate to the general fund. It is like the Tall Grass Prairie. Adopt a buffalo. You want to know what you are doing. If 25 alumni gave X amount of dollars, then this is what you are doing for one individual (non-donor group, participant 9).

Yeah, our own version, adopt a grad student (non-donor group, participant 4).

The alumni offered other suggestions to be more effective in the fundraising efforts by being more strategic and in the solicitations.

I give every year. I give so much now that... But I get no less than literally 50-75 mailers. They go right in the trash. I see something from a school and boom, it is gone, because I can't give four times a month. And if they were a little more selective in what they were asking for money for, then I think I would be more

willing to give (donor group, participant 4).

Making it more personal. I work in an arts organization and you know they are always asking for money. ... It is the attitude that you don't hold out your hand, you don't get peanuts. You have to ask, but I think if you want to achieve it, it has gotta be more specific and you have gotta make it more personal. And the mass mailing and things like that, I'm with you - in the trash (donor group, participant 6).

The alumni were asked if there were other ways they could connect with the College or their departments besides giving money. They indicated that alumni have a need to give back and not all can give financially. The groups presented opportunities for involvement with students, the college and the university.

The first time OSU had a law day for those students who wanted to go to law school. Notre Dame asked me (as a graduate of Notre Dame Law School) to represent them at OSU. I tell you what, that made me feel very much a part of Notre Dame. Them asking me to do that, I felt like a dignitary. I was able to share with students why they should go there. ... That type of feel, being asked by the school to go and speak on a subject that you know about. Which I feel good about. Really endeared me to the school (donor group, participant 4).

Something we sort of broached earlier, the fact that when they call you and are asking for donations when you first get out of college or you are in an area where you just have so much money. And you feel bad because you can't give back.

This would be a way that you could give back. You could give back to the school in your time what you can't give in dollars. That I think will come back to the school in dollars and in enrollment and then you can get more people in. It makes you feel more connected to the school. It makes you feel that you are giving something back to the school (donor group, participant 6).

I would be more apt for me to see programs that I can volunteer my time and services for that help the arts and sciences. Either to help draft and recruit students, take OSU to the high schools and to the kids and say this is what OSU has to offer. Or whatever kinds of programs they might come up with. I would be more apt to do something like that than I would necessarily being able to give financially, even though I try to. I think that would help. And along that line you would bring people together number one because you have your best people out there representing you. I think trying to do that would force the issue of knowing what is happening, because the communication has to be there in order to represent the College (non-donor group, participant 7).

And maybe that could be a role of the alumni like you had suggested. You know, people could volunteer their names to help students who are struggling to with or wondering if this is what they really want to do, because there is really no way as a student to know (non-donor group, participant 4).

The faculty and student were also asked about ways in which alumni currently

take part in education in the College of Arts and Sciences. The most significant role both groups saw was the ability for alumni to communicate what their professions are really like after graduation.

If we can, we are bringing in people from Tulsa or Oklahoma City or even small towns. And, in some cases we go for more established professionals. But in other cases we'll take the students who graduated just a couple of years ago. And they have been out there for a year or two and they know what it is like. And so, we can stand up in front of our students and tell them exactly what it is like, but once they can hear it from somebody who is more their age, and has that experience, it seems to me they are more open to what they have to say (faculty group, participant 1).

My freshman year, the very first semester, in one of my classes, we had... It was a political science class that we had with lawyers and judges and stuff. And it just seems like it made more sense when they would tell us exactly how it really applies. In other words, sometimes you kind of wonder how what you are learning applies to what you will be doing (student group, participant 1)

### The Value of a Liberal Arts Education

All of the groups were asked about the value of a liberal arts education. The participants agreed that the liberal arts education is the greatest asset of the College of Arts and Sciences. The participants offered ways in which a broad education prepares

people for life.

It is kind of scary. Everybody seems to want to emphasize the technology. And people are much more like, I only want to do this and this and this and basically I want to get back to it and get out there. But I think there is a solid need for decent people to know how to think, not just run friggin' computer programs. These kids now a days, I think they have just as much need to hone their brain cells. A true liberal arts education is not about giving them skills it is about teaching them the value of it so they become life-long learners, not just life-long earners (donor group, participant 4).

You gain such a diverse background and you are taught to think and analyze the world. Not take the world at face value, but to take what the world has to offer you and process it yourself and make it your own. I see life as you get out of it what you put into it. If you don't have the background to make the right kinds of choices, to learn from your mistakes, to analyze the situation properly then I think you fall short of taking that opportunity to its full potential (non-donor group, participant 7).

And the College is not only... I mean it is ... people skills too. It is not only the things you can learn from a book. ... Well, you have to have social skill, because, I mean, most people will be interviewed for their job. And you can't just go in there and not know how to talk or carry on a conversation, you know (student group, participant 2).

It has to be about people. The interaction between people. And as long as we still have a society where we have to deal with people, unfortunately we get further and further away from that sometimes with technology. It still has to be about people. And the Arts and Sciences promotes that (donor group, participant 6).

I think the other thing too is... that value would be ... is that life generally, is long and careers are long. And it is impossible to know really what you want to do or what you want to be or what your opportunities are going to be. And that with a liberal arts background you are more prepared for whatever varieties of opportunities you might have, instead of thinking I know exactly what I want to do and this is the training I need and I'm going to do this for the rest of my life. And it is very short sighted to think that you are ever that much in control (non-donor group, participant 3).

The groups also discussed how a liberal arts education better prepares a student for the workplace and professional careers.

The last few years I have got a chance to know several people who have actually own .com businesses, with web sites and all that stuff. I talk to them and say, okay, so who do you hire? We hire three types of people. We hire people to handle the marketing, we have the computer science side, and we hire Artists. How would you evaluate them? We like Artists the best. Really, how come? Because I can teach an artist how to do programs and to think about marketing. I



have a darn hard time teaching somebody who is a computer programmer to think about design and art and I sure can't teach somebody how to make art (donor group, participant 1).

We could do a little more comment and mention that with a liberal arts degree some people go into medicine, some people go into law, that really is in a lot of ways leaves a lot of options open. You don't have to go into pre-med. ... I think there are some real advantages to basically going to liberal arts (donor group, participant 5).

Actually, med. schools would rather take people with a liberal arts education as long as they are strong in the sciences (donor group, participant 10).

I want to go to law school and then work in public policy. I kinda thought that actually being in political science versus a business degree or engineering degree would be more helpful. The program was more diverse so you could take other classes. It wasn't so structured so that I couldn't take... It is also easier to do a double major. I can take other classes that aren't exactly major classes and still graduate on time (student group, participant 1).

But if you are going to be a lawyer, then a liberal arts education is exactly what you need. Fact what I understand is English and French and those types of degrees better prepare you for law school than political science or something you

might ordinarily associate with law school (donor group, participant 4).

You prepare yourself for law school and for practicing law (with a liberal arts education). I am just a big advocate of a liberal arts education (non-donor group, participant 3).

It is usually transferable in terms of any sort of profession that you go into (non-donor, participant 8).

More well rounded (non-donor group, participant 2).

I think it is more ... the kinds of education versus the training and I think that (in) liberal arts you are educated and you learn to think and that you have a different view of life. And it seems like if you have an accounting degree that you are learning just how to be an accountant (non-donor group, participant 3).

Maybe things like ENRON wouldn't happen if everyone were required to take some courses in philosophy and some ethics, and not just (Economics) and Accounting (non-donor group, participant 4).

The four groups also recognized that there are some challenges to a liberal arts education. Some discussed the time restraints in a four-year program and others mentioned that Arts and Sciences degree holders might not make as much money in their careers as those graduates coming out of a professional school.

Now in our society it seems like we are getting farther away from the Liberal Arts approach because we are not giving our kids time for it. I mean, we are cranking out professionals. You have got to get in, you got four years, get started, get right into it. Because technology is changing so fast, these kids in 4 years their whole area of study has changed in 4 years so there isn't time for the liberal arts approach. Crank them out and get them into the business school (donor group, participant 6).

I agree and typically a degree in liberal arts is not as lucrative professionally. I have a degree in French. I did what I loved, but I got nowhere with it (donor group, participant 2).

I am thinking if you contrast the College of Arts and Sciences and the College of Business. The College of Business is really strategic about going after certain people because their graduates make more money than Arts and Sciences folk do (non-donor group, participant 8).

I would like to get away from the stigma, too. People think, ho, you have a liberal arts degree. You didn't know what you wanted to do. I think that is a very unfair assessment. (donor group, participant 6).

I think a high school senior needs to see how that translates into a career a life. I think it is very difficult to communicate that to a high school senior. What a

liberal arts degree can do for you. I think they would want to see someone who has a real job, making real money, and that sort of thing. To talk about it could be someone who is in business. Talk about how the liberal arts training and background and education got them where they are. Then on the other end of it you need to see, they need to see free-thinking and you know, all that touchy feely sort of thing too. Because you are appealing to almost anyone in an audience with a liberal arts degree because there are so many different ways to take it (non-donor group, participant 8).

The alumni and faculty were also concerned that students, as they are going through a program, do not recognize the value of a liberal arts education.

There are so many kids that complain about those two years where you do spend your time getting those core classes. I think most kids truly don't have a sense of why that is worthwhile. We are such a society of getting immediate satisfaction and having difficulty delaying that gratification, that I do think it is important to understand how it can benefit you through your life and ... (non-donor group, participant 4).

Perhaps it is like in the way we don't sell the university to the state or to the country, we are not selling the students on this idea of a broad base education. But when I think back, when I first went to college, right out of high school, I flunked out. Flunked out the first time around, dropped out a year later when I went back and then it was 12 years before I went back to finish my freshman year.

And then, I began to see the interaction of the different classes I was taking. Same ideas popping up in different fields, or whatever. I was better able to integrate what I was doing. It wasn't the process of the professors, by any means that was doing it. I think that it was just my age and experience at that point and finding a measure of some maturity. I don't know that it is our responsibility as teachers to try and instill that in our students or not. But I think we should certainly try to give them the opportunity (faculty group, participant 1).

First of all, we all assume the model of a liberal arts education. I don't think a lot of us realize that we are alone in the world with that concept. The parents don't believe that, the students don't believe it, just us (faculty group, participant 6).

In the student group, participants did express their concern about taking classes that may not help them in their career path.

Yeah, like there are some gen. ed. classes that you have to take that are never really going to apply to you, you know (student group, participant 2)?

Yeah, I would agree, some of the gen. ed. classes that you have to take. For instance, I had to take one for gen. ed. and then I had to take one for my major that was basically the same thing, but has a different number. So I kind of feel like, I doubled up. I mean I did really well, but I feel like my time was totally wasted (student group, participant 1).

It is a waste of money to pay for a class that you know you are not really going to

use (student group, participant 2).

One faculty member shared that students may be correct in their feeling that the program they are in was not tailored to meet their needs.

At this university, to my experience there is absolutely no thought whatsoever as to what constitutes a liberal arts education. James Marks wrote a book about this after having been doing research on this for the last 20 years saying that the College curriculum was put together to meet the needs of the faculty and administrators. In other words, when you put together a package, what should constitute the make-up of that package. Let's make sure statistics gets in there. Let's make sure math gets in there. There is no thought whatsoever reasoning backward from the student, at all (faculty group, participant 6).

### Product of the College

The groups spent some time discussing ways in which the College should be promoting the successes within both to internal and external customers. One of the ideas discussed was that perhaps the product that is being promoted has not clearly been identified or developed.

I think we have to think about top-notch professors. I just... and you have to pay them well. I just think you have to focus on that and then once you have them you let the world know that you have them. You have to promote it right. But you have to have the product to promote. You have to tell the truth (donor group, participant 9).

And I think what we have to do to confront the next 50 years is offer a product.

And I think that is what OU has done. And other universities, they will try to not be the bargain school. They will try to be the school that offers a product, and that is a good education, good experiences, faculty, teachers that will go back home and talk about it, read about it, write about it in the papers. Stuff like that. We are not doing that and that is a mistake (faculty group, participant 6).

I think if we can be strong where we are strong, and not pretend to be strong where we can't possibly be strong. And hire big names in disciplines and people that we can afford to bring. You know, we have a very strong program and we could sell it to anybody. Say, build ourselves up, wisely and then that is the marketing (faculty group, participant 5).

Build the product (faculty group, participant 3).

Exactly, build the product. Not pretending to deliver on things we can't possibly ever deliver on (faculty group, participant 5).

### The Heart of OSU?

Two phrases or slogans, used in connection with the College of Arts and Sciences, were presented to all four groups for reaction. The phrases were "The Heart of OSU" and "The Beginning of Life-Long Learning." Presentation occurred in the same

order for each group and the moderator asked if either one of the phrases resonated with participants. The faculty did not connect to either one, but instead, chose to debate whether a slogan or marketing in general was even necessary. Both alumni groups and the student group mentioned "The Beginning of Life-Long Learning" as an immediate draw.

The beginning of life long learning. That is to me what the College is all about. My high school football coach used a similar thing as his motto which was, never stop learning (donor group, participant 4).

That is a good slogan. Perhaps we should be doing more for our alumni to help them in their life-long learning. What is going on the field... in the disciplines what are some of the things that the faculty are working on. Just some brief things that we've been working on, that we can learn (donor group, participant 5).

I think that phrase is reflective of what we talked about earlier. I think the life long learning phrase is what we were talking about in terms of what is good about a liberal arts education (non-donor, participant 10).

It is almost cliché. If you are in education, it is almost cliché. And on the heart one, I think, okay, then prove it. Why is the College of Arts and Sciences the heart as opposed to something else (non-donor group, participant 8).

But, life-long learning also makes it sound like you are not just going to be



learning what this mathematical equation is, but like actual other things that are going to apply to your whole life. Not just in the classroom, but your entire college experiences (student group, participant 1).

### Technology and the Future

One of the questions that evolved during the sessions relates to the use of technology in the classroom. All the participants agreed technology was necessary and would be a part of education in the future. However, they stressed the need for continued emphasis on personal contact. The most adamant group about having an instructor in the same room was the students.

I just hope that we don't get to a point there aren't professors in the room. And I know that there are a lot now, but it is still more professors. Because, it is just sometimes, I don't think... I mean I would rather sit and actually have the person actually in the room than on a TV screen going out to thousands of people and have no idea who I am (student group, participant 4).

I would like to see the OSU main campus not become so embroiled in distance learning. Distance learning has its uses, but there is nothing that can take the place of classroom interaction. I am very much against the boxes... Cause I went to some of them too. That is not education. That dumping. We need to... Arts and Sciences classes should never be that way.(donor group, participant 5).

First of all, one of the things I really like is the actual human interaction. Just being in a room with people, helps you learn the names and things, but that is part of going back and forth on issues, why I can't come to class and so on. I think that is going to be lost. It is going to be lost by them. It is going to be lost by me. I don't get much satisfaction by talking to a television. And I certainly don't meet people on the other end (faculty group, participant 6).

I met some of my best friends because they were sitting next to me and they had no idea what the professor was talking about either. I mean, if I was in my room, doing it on my own time, then I think I would miss a big part of college, which is meeting people. I couldn't handle that. I am a big people person. It would really, really, really bother me. PLC was one of my favorite classes and with all two hundred people and I think if you were to sit and watch it on a screen, it wouldn't be the same at all. I would feel I hadn't learned some of the life lessons that I probably should have (student group, participant 1).

This all speaks to "What is college?" It is not just them coming to sit in the classroom several hours a week. It is, whether you like it or not, it is the strip. It's the stadium, the arena. It is the frat houses. It is all of that. So, I don't think this is ever going to totally go away. I think it is going to get more cyber, more interactive and those things. But, I am like you, I like to see those faces out in front of me - to be able to reach out and touch. And as wonderful as cyber space is, it is limiting too (faculty group, participant 1).

## The Image of OSU

This research revealed several topics not directly related to the research questions, but that help bring into focus that some of the challenges faced by the OSU's College of Arts and Sciences are not unique to the College. Feedback from the key publics shares some of the strengths and weaknesses of the university as a whole. First the participants were asked about the strengths of OSU.

I would say the family like atmosphere. Just because, like, you can come here from a small town or a big town, either one, you still feel that it's just a big family (student group, participant 2).

I know, I came from Ponca City and it seemed very similar. I ultimately went to Central State and OU. (OSU) was friendlier, it felt more comfortable. I liked the town kind of isolated from the big cities (non-donor group, participant 4).

I was comfortable sending my kids to school there (donor group, participant 9).

Well, I don't think we have to leave the administration out of it totally. I think since Halligan has been here, that the university has done a much better job in terms of its relationship with students. And the atmosphere that is has established for students and parents. Some people think that maybe we have gone to far, but clearly we do a better job with that than other institutions (faculty group,

participant 2).

No, I think the faculty are extremely competent. The breadth and depth of education this university offers. As surveys have told us, it is an excellent value (faculty group, participant 1).

Excellent faculty is the reason I am staying here (faculty group, participant 5).

I think you get some top-notch faculty in some of the areas. One of the outstanding things for me was the atmosphere. And I think you alluded to it, continuously some of the nicest people in the world. Non-pretentious, non-stuck on themselves. A sense of real people. With not a lot of airs I find that very enjoyable. I've always enjoyed what I have considered to be the OSU family (donor group, participant 5).

Yeah, I think the people are nice, but also the campus is beautiful. I looked at other places before I decided on OSU (student group, participant 4).

Landscaping, keeping the buildings up, floors clean, fresh paint, planting flowers... (faculty group, participant 6).

Stillwater. Compare Stillwater to Norman. To me I, in going back to what we talked about earlier, the physical layout of OSU I found to be more comforting. To me it never felt like any large university. What OU is sort of interspersed

throughout the town. Sections of the campus here. Whereas OSU has kept it a true campus. Everything is sort of interrelated and you can pretty much walk... I think that is helpful. Created more of a family sense (donor group, participant 6).

The buildings all looked like they actually went together where Norman is you know... it just seemed like that everything was just sort of planted there (non-donor group, participant 10).

I think they have a really renowned accounting program (donor group, participant 2).

We do have some very strong colleges in some of the areas. I know vet med. I know is just one of the nationally known areas (donor group, participant 6).

I think it is kind of neat how freshman can get into research. Cause I was able to do that and continued on. And I got all that experience (student group, participant 3).

I guess I look at OSU as a more accessible sort of institution from... I guess visually accessible. I think there are a lot of students that look at a student population look at a campus and just the visual pieces of it. It looks more accessible. in terms of probably because of the absence of the law schools and professional schools..... Many students who aren't .... that way feel it is a more accessible campus. Accessible is that students don't feel intimidated. It is more

perhaps more welcoming. I mean it's a Land Grant institution. All of the things that go on with that (non-donor group, participant 8).

The groups were each asked to discuss the negatives or the weaknesses of the University. Surprisingly, some of the negatives also appeared as positives in the above section.

I think that part of the best parts of it are also its worst. Because although the appeal is to... I feel like part of the appeal is to the rural small town person, I think OSU may lose out on the other part of it. The other part of the community that it could draw. If it weren't as focused on the rural small town, but I understand the niche that they intend to carve out for themselves (non-donor group, participant 8).

I would say the biggest is location and there is nothing we can do about that. Trying to attract all the faculty to a small town in the middle of Oklahoma can be real difficult. Some departments because of the nature of the major they have a problem with getting people from the Ivy League schools or the rated institutions around the country. Some departments, ours being one, we frequently have a tough time attracting good people. If they are younger and have a family, it is not so difficult. People established in their profession, it is pretty difficult (faculty group, participant 1).

I would agree with that. In our department we have constant vacancies and they are increasing probably as we speak. But, one of the issues for us, since some of

us need medical facilities, in order to do our research for patient populations, that is a real problem in Stillwater. We have not really been able to establish the relationships with (community partners). Plus that doesn't really offer us what we need either. So, we are having a tough time with it (faculty group, participant 4).

... whereas OSU tends to be a place for a bunch of local kids (non-donor group, participant 3).

It seems that one of the things we talk about sense of family and everything, it almost prevents getting the word out. It never makes a lot of sense sometimes, but it's that we come away from with what we want go and just brag about it (donor group, participant 6).

It is an Ag school (donor group, participant 2).

Or that is how it is perceived. Land grant, A&M, Aggie Center (donor group, participant 7).

We are sort of the blue-collar college. And OU is the rich kids. It is a professional oriented school. I don't know how that affects alumni and giving. If you look at the paycheck of the alums they produce, they are doctors and lawyers (donor group, participant 6).

I think diversification of the student body is a big problem. I am not exactly sure why it is that we can't do better in... Well, not only in terms of race and ethnicity, but also in terms of geographical distribution. The students... The Oklahoma students who come to OSU would benefit from being exposed to, not only international students as they are, but also American Students that are more highly diversified. The other thing I don't think we do a particularly good job at, and some of you may disagree. I don't think we do a particularly good job at selling OSU within the state. I think we do a good job of selling OSU within the state as kind of a comfortable place to go. But I don't think the familiarity is any kind of benefit that OSU has. For some people it is obviously still the Aggie school (faculty group, participant 2).

I would like to comment on that. I agree with you. And having been at OU and here. When you are at OU there is certainly a positive self-image, that I don't get around here. There is almost sometimes an apology for who we are. You know in that we are second best and I think that image hurts us lots of times. From the students and from the faculty point of view (faculty group, participant 4).

I don't hear enough people talking about programs that OSU offers. I think you hear a lot about David Boren and OU in the press a lot (donor group, participant 4).



## Graduate Teaching Assistants

Three of the groups also talked about graduate teaching assistants.

I was just thinking about my freshman year, you know. Here I come off the farm. Chemistry there was some guy from Greece was my lab instructor and I could barely understand his English. And the next semester for American History, the guy who ran the discussion group was from South Korea and I couldn't understand his English (donor group, participant 1).

Is it still like that (moderator)?

I don't know (donor group, participant 1).

I think it was my freshman year, Freshman English, comp this lady from India, full garb and everything. I think by Wednesday 1/2 the class had dropped and by Thursday, I had dropped. Next semester I picked one up, she was Korean. Same thing happened. That was... There was a few years there that there was a little bit of a scandal. And it created some problems (donor group, participant 3).

Not hire so many TAs to teach the classes because they don't really know. Some of them don't know any more than you. Some of them are okay, but some of them are not (student group, participant 1).

I have a TA this year who actually has already been in the workforce, like doing public relations and broadcast stuff. And like, it is so obvious how much more she knows as opposed to someone who just graduated. Really, they may know more about the subject, but they don't really know about applying it or using it in the future (student group, participant 2).

I learned statistics from a guy who hadn't even graduated yet. And so he wasn't really a TA, he just hadn't graduated yet. And so it made it hard. I mean, he knew a lot, but it was really hard for him because he was only like a year older than us. So it was hard for him. And he had no real world experience, whereas at least the professors and a few of the TAs who have actually taught... It just seems a lot more what we are paying for instead of, oh, I could teach this course (student group, participant 1).

I think, as I recall, Halligan's statement at the time was that was one of the issues that as he was traveling the state. The complaint that he was getting from the public was complaints about graduate students teaching freshman level classes. And so that was his response to it, right or wrong. You say it was a political response, but it was more of a reaction to a situation. I don't know that anyone talked about our students in those entry-level classes getting less of an education because they have T.A.s instead of professors teaching them. I don't know that that was even considered (faculty group, participant 1).

Related to that, the xenophobia that sort of resulted saying... It is just such hurdles for international students to pass in order to be our graduate students. The are just set so high and then higher and now, when somebody very promising with GRE scores out the roof comes through, I have to warn them, "You know it is not going to be easy for you to get accepted here. There are just so many things you have to do to be able to enroll in our program, both financially and legalistically." Because of the stories of Halligan going through, everyone is complaining to him, "Well I had a Chinese person teaching me in this." When in reality, this is something we can offer to our people of the state. Saying, this is the world. This is the *university* (faculty group, participant 5).

#### The Daily O'Collegian

Finally, the alumni talked about using the Daily O'Collegian as a communication tool.

If they are going to build a program that competes at a national level whether it be political science or something, I would like to celebrate that. I rarely get a chance to read the O'Colly and I saw an article in there about... (donor group, participant 4).

It doesn't look anything like the old ones, I mean... I saw one on my parents' coffee table and I thought, which small town newspaper is this? It looked like a

real newspaper (donor group, participant 6).

That's the kind of stuff that I miss. I would like to see when they do something to compete (donor group, participant 4).

If they sent you the O'Colly every once in awhile, would that do anything (moderator)?

Oh yeah.

Definitely. (Group agrees.)

My mother says the same thing. My mother and father both like it. I was over there a couple of weekends ago. My mother reads 4 or 5 different newspapers. And she had one. And she said this is the first time I have read this in a long time. She used to work for the O'Colly when she went to school. So for her it was even more thrilling. I don't even remember how she got it, but she enjoyed it (donor group, participant 6).

Maybe a special addition to highlight what's going on campus (donor group, participant 4).

Yeah. That would be great (donor group, participant 7).

An idea that somebody threw out in the last group, I will just throw it out.

Somebody was saying that they came across the O'Colly once in awhile and kind of enjoy reading it. They brought up the idea of what if once in a while they sent you a special addition O'Colly (moderator)?

Yeah.

That would be neat.

Just to pursue that... What would you have in it if you had a special addition O'Colly? Quarterly or something (moderator)?

Well, I like your idea about things that have changed on campus. No you still have a vision in your mind of what was there when you were there and... (non-donor group, participant 4).

I would like to know just things like that are going on. You know, like, I don't know if it is still called Campus chats. Just all the things that are going on throughout the year (non-donor group, participant 3).

Or maybe just a news summary, from their archives over the past year, or whatever period of time. Just give a summary of some of the major events that have gone on, on campus (non-donor group, participant 1).

That is a good idea (non-donor group, participant 3).

(Nods from around the table)

But I like just the regular paper, that has like the little ads in the back. Just that total student focus. Things that really weren't that important. I used to love picking that up when I was here on this campus (non-donor group, participant 8).

Just a total feel of what is going on (non-donor group, participant 5).

Yeah (non-donor group, participant 5).

These ideas are the basis for the conclusions drawn and recommendations made in Chapter V. For a complete transcription of the focus groups, refer to appendices G - J.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

A special relationship exists in higher education between philanthropy, volunteerism, and an institution. Many colleges and universities rely on the support of their key publics to assist in recruiting students, strengthening the institution's financial base and advising the institution on key policies. The interaction with these key publics provides the feedback necessary for any organization to grow and flourish. The first step to analyzing and building these relationships is knowing what perceptions, attitudes, feelings and beliefs each public holds in relation to the university.

In February of 2002, focus groups were used in this study to examine the relationship between Oklahoma State University's College of Arts and Sciences and its key publics in relation to image, philanthropy and volunteerism. Participants in the study were selected on the basis of belonging to 1 or 4 key publics examined: students in the College of Arts and Sciences, alumni donors to the College, alumni who do not donate to the College and faculty of the College. The groups were asked about the image of the College and the value of a liberal arts education. The alumni were asked about their inclination to donate their time and/or money to the College. The faculty and students were asked how alumni's contribution of time is or would be helpful to the College.

## Research Objectives and Responses

The study addresses 5 research questions and the results are discussed.

### 1. Does the College of Arts and Sciences have an image with key publics?

Focus group discussions revealed key publics feel very little connection to the College of Arts and Sciences. These groups have minimal understanding of the role the college plays in the education of its students. In fact, some of the alumni mentioned that they did not realize that they were students in the College until they received their diplomas. The faculty was unable to agree as to the purpose of the College or how the College benefited them.

The perception of the groups was that the College is not as prestigious or select as the other colleges in the university. The students indicated that there was nothing special about being part of the College, because everyone was admitted until they declared a different major. The alumni expressed the same feeling in that the other colleges within the university had better reputations both locally and nationally. The alumni compared OSU's College of Arts and Sciences to OU's and expressed that there was a significant difference. They felt the Arts and Sciences was one of OU's strongest points while OSU was more acclaimed for the College of Agriculture and the College of Engineering.

### 2. What image does each public possess?

All three of the constituencies, alumni, students, and faculty, recognized the value of the broad based education received in the College of Arts and Sciences and suggested that was the College's strongest asset.



The donor group seemed more upbeat and had a slightly better grasp on the vision of the College than the non-donor group. Overall, however, both alumni groups lacked a clear image of the College and this was denoted in their dialogues. They used OSU and the College interchangeably as if there was no distinction between the two especially in regard to the issue of donating time and money. The alumni did not remember having any interaction with the College specifically and, therefore, felt as though no relationship had been established.

The faculty members were the most negative in their discussion and did not perceive that the College was doing much to create connections between the departments. All of the faculty participants acknowledged that the communication between departments was negligible and needed to be improved. They also related the College specifically to the Development Office, with which some had unfavorable experiences. The faculty also mixed their terms between OSU and the College. At least one faculty member perceives the College as carrying out the command and the mission of the university in general, not as an innovator in its own right.

The students had a more positive outlook, crediting the College for smaller classes than those in the Business College. They also viewed the faculty in the College as more student focused and easier to approach than the faculty of other colleges within the university. Finally, they felt being in the College gave them more options in terms of exploring other interests through enrolling in elective courses. However, they did mention that there were few opportunities to build a relationship with the College directly as there were in other colleges. They cited the perceived lack of involvement of the College in homecoming events and the less visible career fair opportunities compared to

the College of Business or the College of Engineering.

3. What value do these publics place on a liberal arts education from the college?

Great value was placed on the notion of a liberal arts education. All 4 constituencies conveyed their appreciation for the broad knowledge foundation. The groups agreed that a liberal arts education teaches a student how to think and analyze as opposed to just teaching skills. One alumni participant summed up his thoughts with, "A true liberal arts education is not about giving them skills it is about teaching them the value of it so they become life-long learners, not just life-long earners."

None of the groups perceived that the College was providing any benefit by design, but more by necessity. There was very little connection made that it is the College that provides the liberal arts education each participant valued.

4. What, if any, information do the key publics need to receive and how might the college better meet these needs?

Many of the alumni reported feeling that they were only looked upon as a money source by the College. They commented about how they only hear from the College when they are being solicited for donations. Some indicated that they had been receiving occasional informational materials from the College, but wanted to hear more about the successes of the College and how they could be part of that spirit. The faculty were very discouraged about the communication received. They did not perceive there was a guiding vision for the College and expressed that they were trying to make those interdepartmental connections on their own as time permitted. The only need students

could see for communication from the College was learning about scholarship opportunities offered by the College.

5. Do alumni have a propensity to donate money and/or time?

The alumni indicated that they would be more inclined to donate if they know where their money was going. They also wanted to feel as if their donation of either time or money was making a difference to the individual departments and ultimately to the students. They a means of follow-up to share with them where their money went and how it helped. The alumni also admitted phone calls, placed by students were likely to get them to donate in modest amounts, but nevertheless, donate. They mentioned that many times donation requests come to them in the form of bulk or mass mailings. The alumni felt that a more personal request or more directed request was appropriate.

The alumni had a strong desire to feel needed by their departments or the College overall. They expressed that they would very much like to volunteer in order to make a difference in a student's experience at OSU. They suggested several different ways they felt they could be of help from being a guest lecturer to sharing their success with students looking for a career in their field.

### Conclusions

The author of this study realized that the results can not be generalized to the entire population of each key public. The non-probability sampling technique used to compile the groups and the size of the sample makes generalization of the findings

impractical. However, the propulsive sampling technique employed allowed participants to be selected who, because of their level of involvement with the college, might have a more in depth knowledge of the College. This is especially true with the students, who were solicited for participation from a list of honor students, and the alumni donors, who were solicited from a relatively small list of donors to the college.

A second weakness of this study was the size of groups and the number of groups. One of the alumni groups had 10 in the discussion. This was perhaps a little bigger than really was manageable. There were times that not all participants had the opportunity to answer a specific question. The faculty and student groups, on the other hand, were a slightly smaller than optimal. With 6 and 5 participants respectively, there were sometimes not enough different opinions around the table to spark a diverse conversation. Also, if this study were to be conducted again, the researcher suggests using more than one group for each key public. For purposes of the information desired, the 4 groups worked well. But it would have been advantageous to obtain comments from two donor groups, two non-donor groups, and so on. For purposes of this study, time or financial reasons did not permit additional groups.

One of the key strengths to this study is the employment of a professional moderator. The skills he brought to the sessions were invaluable. He presented the questions to each group as though they were the experts in the topic. Participants were allowed to discuss the topic at hand freely while being guided to stay on focus. They also saw no connection between the moderator and the College so they were not concerned with how their comments would impact him as they might be with a student guided group.

Finally, the research supports the theoretical framework discussed in Chapter I. All the groups discussed their lack of connection to the College and how they felt as though they were getting very little in exchange for their contributions to the College. The alumni and students mentioned that they did not have a relationship with the College, but said they would be interested in establishing a two-way communication with the College in order to support student needs. This can be seen in the comments alumni made regarding their need to know more about the College and the successes it has and by the students' discussion about the lack of a career fair or involvement in homecoming activities.

## Recommendations

### Future Development of OSU's College of Arts and Sciences

A. The College is in need of a vision that can be not only shared with, but also embraced by its constituencies. The lack of image is partially due to the lack of a current mission statement for the College. The creation of this mission statement gives the College an opportunity to involve key publics in the future of the College and form lasting relationships with those publics by involving them in the process. It will also help all parties focus on what is truly most important to the College, the education and betterment of students.

B. The absence of a clearly defined product for each public enables the perception by each constituency that they do not receive a benefit from a relationship with the college. The College should determine what is its unique mission and what

product can be offered to alumni, students, faculty and other publics. What does the college provide to these constituencies that other departments in university do not already address? The fact that this question has not yet been answered to the satisfaction of the participants puts the College in a unique position. The College needs to look at creating a unique brand and image for itself. Perhaps a change name to the College of Liberal Arts and Sciences would allow the College the opportunity to repackage some of the elements already in place and improve on the elements seen as negatives by the key publics.

C. As several of the participants said, "We all want to be associated with a winner." If those victories or successes are not communicated with each public, then the constituencies are unsure of what they are supporting. The College has established a communication plan for the next several years. All of the interested parties need to be involved in creating and monitoring those types of communications through continued assessment and revisions of the plan.

D. As all the groups commented, the College does not have a visual presence on campus. After defining its mission, the College of Arts and Sciences must find ways to be more visible within the university. The College needs to identify a high traffic area that could support the relocation of some of the key offices in the College. If faculty and students walk past the advising office and the Dean's office on a regular basis, they are much more likely to use those services and feel comfortable interacting with those areas. The College can also raise its visibility by promoting sponsorship of more activities for all of the key publics, such as a homecoming float or a career fair.

E. The College needs to find ways to create relationships with current students, as well as alumni. Whether this is through awards, volunteer opportunities or other

strategies, the foundation of the future donors is built while they are on campus. If individuals do not have a bond with the College while they are students, that tie becomes much more difficult to create with alumni.

### Opportunities for Further Research

Since the results of this research can not be generalized, a survey should be sent to constituencies in each of the key publics. This would allow the College to find out if the thoughts and perceptions held by those participating in these focus groups are widely held within each public. This research provides the basis for several survey questions and the foundation for asking those questions. This research should be conducted before the College puts more money into publications that may not meet the needs of the alumni or group that is targeted.

This research looked only at the users of the College. Perhaps it would be just as enlightening to find out why the constituents of other OSU colleges did not focus on an Arts and Sciences type of education. Also, look at what the faculty and administration of the other colleges think about the College of Arts and Sciences. An outsider's view could give a unique perspective for what works elsewhere in the university and how those successes could be applied in the College of Arts and Sciences.

This investigation only looked at the image of the College of Arts and Sciences at Oklahoma State University. The College of Arts and Sciences at some of the other institutions around the country have well defined mission statements and procedures that involve faculty, staff and students. Researching their structure and development could prove invaluable to the College at OSU. Research related to the image of similar units at

peer institutions colleges would also be useful to determine what challenges OSU's College of Arts and Sciences face that are unique and what problems are generally faced by liberal arts educators.

The College of Arts and Sciences needs to create an ongoing system to evaluate the perceptions, needs, and attitudes of its key publics. A benchmark can be established and then research should be conducted on a regular schedule to identify changing needs. This is one type of two-way communication that will also make the key publics understand their role in the College and the value the College places on their opinions.

The image of the College is influenced by the image of the university in general. Further research is needed to determine what OSU's image is, and how that image impacts the perceptions of the College's key publics. For example, does the College have a different type of student because of the location of the university? Does the strength of the College of Agriculture give prospective students the impression that all OSU students are interested in agriculture? There are many more ways the College's recruiting and retention are impacted by the image of the university.

The image of an institution is influenced by an infinite number of factors. Some of those factors can be controlled by the institution, and some cannot. The College of Arts and Sciences must make every effort to control its image with key publics in order to survive. Managing an image requires knowing what image is held, what image is desired and how to reconcile the difference between the two. It must focus on the goals of the College and all decisions must be based on that mission. But most of all, managing an image requires that the College be willing to listen openly to feedback given and make changes as necessary.



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APPENDICES

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## APPENDIX A

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Contact with participant prior to the convening of the focus groups

- I. Initial contact
  - A. Identify myself as a graduate student from CAS.
  - B. Explain to them that I am not selling anything and assure them this is not a telemarketing call.
  - C. Ask for their help in research being conducted and then explain a bit about the research goals and objectives.
  - D. Tell them the date and time of the focus group and ask for their participation.
  
- II. Second contact will be an email or letter confirming their participation at the designated date and time.
  
- III. Third contact will be a phone call day of or day before the focus group to remind participants of their commitment

APPENDIX B

Dear Professor,

I am a graduate student working on my thesis in Mass Communication. My topic explores the image of the College of Arts and Sciences at OSU. I will be conducting focus groups to discuss the perceptions and attitudes held by faculty, students and alumni toward the college.

I need faculty participants who been with the University for at least two semesters and your name has been randomly selected. I apologize if you do not fit in this category, but the college was unable to print a list of faculty who have met this criteria.

The faculty focus group will be held on Monday, February 18 in 105 Paul Miller. It will begin at 1:30 and last approximately 90 minutes.

Would you please help? You can e-mail a response to the above address or call me directly at (918) 955-7332.

The favor of a reply is requested so I might enlarge my pool and/or confirm participants as soon as possible.

Thank you for your time,  
Kelly Clark

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APPENDIX C

February 6, 2001

Name  
Address  
City, State Zip

Dear XXXXX,

Thank you for agreeing to participate in this research study focusing on the image of Oklahoma State University and the College of Arts and Sciences. Below are the details of where and when the group will convene.

Time: 6:00 PM  
Date: Tuesday, February 12, 2002  
Location: 208 North Hall, OSU-Tulsa Campus

I am enclosing a map of the campus and have been told the best place to park at that hour is in the east lot.

If you have any questions, please do not hesitate to call me at 955-7332 or e-mail me at [kclark@tulsa.cc.ok.us](mailto:kclark@tulsa.cc.ok.us).

Again, I appreciate your willingness to take time out of your busy schedule to participate in this research project.  
Sincerely,

Kelly Clark  
OSU Graduate Student  
4229 E 77<sup>TH</sup> ST  
Tulsa, OK 74136  
(918) 955-7332

APPENDIX D

## INFORMED CONSENT

### A. Authorization

I, \_\_\_\_\_, hereby authorize Kelly Clark Fonkalsrud to perform the following procedure.

### B. Description of Research and Associated Risks/Benefits

This constituent study involves research being conducted through Oklahoma State University by Kelly Clark Fonkalsrud, graduate student and project coordinator, on behalf of the College of Arts and Sciences. This study will attempt to understand perceptions and perceived images held by alumni, faculty and students in regard to the College as a whole.

The College of Arts and Sciences Development Office has been in place for less than seven years and little research has been done on this topic at OSU. Four focus groups, each hosting a different level of constituent, are being utilized to gather verbal comments and opinions from 6-10 participants in each group. It is an important goal of this study to then use the focus groups opinions as an important contribution toward assisting the College in identifying ways to enhance the image and spirit of the College.

As a volunteer participates in a 60-90 minute focus group, each volunteer will be asked to contribute their impressions and ideas regarding the image of the College of Arts and Science. Their responses will be recorded and transcribed as an important part of the resulting report. However, any personal identification, name, exact age, home address or other highly personal information is not intended to be included in the resulting summary. This is to provide minimal risk or discomfort to each volunteer and to encourage candid responses. This study will be concluded by May 19, 2002, at which time any recordings will be erased.

If there are any questions regarding the purpose, participation or risks related to this study, contact Kelly Clark, project coordinator, at (918) 595-7752 or by email at [kclark@tulsa.cc.ok.us](mailto:kclark@tulsa.cc.ok.us). For additional information contact: Dr. Steven J. Smethers, Associate Professor of Mass Communications, Oklahoma State University, Paul Miller Building, Stillwater, OK 74078. Phone: (405) 744-8267. If you would like to contact the Institutional Research Board for Oklahoma State University, you may contact Sharon Bacher, Executive Secretary Institutional Review Board, 203 Whitehurst, Stillwater OK 74078. Phone: (405) 744-5700.

### C. Voluntary Participation

I understand that participation is voluntary and that I will not be penalized if I choose not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty after I notify the project coordinator, Kelly Clark, at (918) 595-7754 or by email at [kclark@tulsa.cc.ok.us](mailto:kclark@tulsa.cc.ok.us).

### D. Consent Documentation for Written Informed Consent

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: \_\_\_\_\_ Time: \_\_\_\_\_(a.m./p.m.)

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature of participant

Signed: \_\_\_\_\_  
Kelly Clark Fonkalsrud, project coordinator

APPENDIX E



## MODERATOR OUTLINE

### INTRODUCTION:

- A. Hello! Thank you for coming tonight and participating in this group discussion.
- B. First, I'd like to introduce myself. I'm Mike Render and I'm with Render, Vanderslice & Associates, a market research firm.
- C. Regarding how we will participate today, this is a form of market research known as a group discussion or focus group research. The purpose is to learn your attitudes and opinions toward higher education. There are no right or wrong answers, and I encourage you to be as frank as possible. In fact, if your viewpoint is different from someone else who has spoken, please speak out.

I would like to ask one very important thing—since I do record this session so I can review it later, I would ask that only one person speak at a time and please speak as clearly as possible. Also, could everyone please turn off their cell phones and pagers. Each of your comments and opinions are very important, and I want to hear everything you say. I think you will also enjoy hearing what the others have to say.

First, I'd like for you to go around the room, introduce yourselves, and tell a little about yourselves. I'll start. As I said before, my name is Mike Render and I work for Render, Vanderslice & Associates. I am married and have three daughters. What about you, \_\_\_\_\_?

1. (ASK EVERYONE) First, tell me what your degree is in and when you graduated from OSU. Did you receive any other degrees?
  
2. What is your image of OSU versus other colleges and universities? What strengths does OSU have? What are its weaknesses?
  
3. What, if anything, do you value about being an OSU graduate? Would you recommend OSU to your own children?
  
4. Do you have a favorite experience at OSU?

5. How well has OSU done in communicating with you – in telling you what is going on? In soliciting your thoughts, input, and involvement, in making you feel a part of the university? Have they made you feel like a lifelong part of the OSU team or a forgotten former player?
  
6.
  - a. Now, I would like to hand out a survey. (DISTRIBUTE SURVEYS) On a scale of 1 to 5, how much a part of OSU do you currently feel you are, with “5” being very much a part and “1” being not at all a part. (ALLOW TIME TO RATE)
  
  - b. Now, rate the same based on the College of Arts & Sciences. (ALLOW TIME TO RATE)
  
  - c. Finally, rate the same based on your specific degree department at OSU. (ALLOW TIME TO RATE)
  
7. (NOW, ASK FOR SPECIFIC RESPONSES AND PROBE REGARDING REASONS FOR RESPONSES.) Why do you feel/not feel connected with the College of Arts & Sciences? What are the barriers to group identity (I.E. PHYSICAL SEPARATION ON CAMPUS, NO CLEAR MISSION, NO CLEAR COMMUNICATION AS TO HOW VARIOUS DEGREE PROGRAMS RELATE TO THE COLLEGE OF ARTS & SCIENCES, LACK OF PRIDE IN MISSION)?
  
8. Do you value your A&S education? Why? Why not?
  
9. What makes a CAS graduate different than a graduate from another school (i.e. business, education, etc.)? What is the value of an Arts & Sciences degree? Should the college create a unique identity? Why? Why not? How should the college promote the value of arts & science core programs to those that pass through the college – such as business majors?

10. What does the College of Arts & Sciences do better than other colleges? What does it not do as well?
  
11. What could be done to increase the visibility of the College of Arts & Sciences among alumni?
  
12. Do you feel informed about what is happening in the college? Why do you say this?
  
13. a. Would you be interested in hearing more about the college's success? Why? Why not? What about the successes of your department? Why? Why not?  
  
b. Would you be interested in hearing about the success of students, faculty, and alumni? Why? Why not?
  
14. How would you like to hear more about the college (PROBE REGARDING NEWSLETTERS, INTERNET, ETC.)?
  
15. Was there a faculty or staff member who had an influence on your college career? (IF YES) In what way?

16. Do you feel you have a connection with the College of Arts & Sciences or any of the current faculty, staff, or students? Why do you say this?
17. If the college develops a student alumni program, would you be willing to participate? (IF NO) Why not?
18. Do you think alumni returning to the classroom to participate in panel discussions or serving as guest lecturers would make a difference in student/alumni relationships? Why? Why not?
19. What other ways could or should alumni be involved in the university?
20. In what ways have you been approached for donations to a university or college?  
Were these methods effective? Why? Why not? What would make you more interested in donating?
21. (TEST AWARENESS AND IMAGE OF SLOGANS: "THE HEART OF OSU" AND "THE BEGINNING OF LIFELONG LEARNING.")

- 22. Now, I would like for you to “think outside of the box.” What should OSU look like in ten years? What about the CAS?
  
  
  
  
  
  
  
  
  
- 23. If you were a member of the OSU Alumni Relations team, what would you change to make OSU Alumni Relations the best in the country? What if you were a member of the CAS Alumni Relations team?

**CONCLUSION:**

Thank you very much for coming tonight. As you leave, there will be someone to give you a token of our appreciation. Again, thank you for sharing your comments and opinions.

APPENDIX F

## MODERATOR OUTLINE

### INTRODUCTION:

- A. Hello! Thank you for coming tonight and participating in this group discussion.
- B. First, I'd like to introduce myself. I'm Mike Render and I'm with Render, Vanderslice & Associates, a market research firm.
- C. Regarding how we will participate today, this is a form of market research known as a group discussion or focus group research. The purpose is to learn your attitudes and opinions toward higher education. There are no right or wrong answers, and I encourage you to be as frank as possible. In fact, if your viewpoint is different from someone else who has spoken, please speak out.

I would like to ask one very important thing—since I do record this session so I can review it later, I would ask that only one person speak at a time and please speak as clearly as possible. Also, could everyone please turn off their cell phones and pagers. Each of your comments and opinions are very important, and I want to hear everything you say. I think you will also enjoy hearing what the others have to say.

First, I'd like for you to go around the room, introduce yourselves, and tell a little about yourselves. I'll start. As I said before, my name is Mike Render and I work for Render, Vanderslice & Associates. I am married and have three daughters. What about you, \_\_\_\_\_?

1. (ASK EVERYONE) First, tell me what department you are in and how long you have been at OSU.
  
2. What is your image of OSU versus other colleges and universities? What strengths does OSU have? What are its weaknesses?
  
3. What, if anything, do you value about a liberal arts education?
  
4. Do you have a favorite experience at OSU? (STUDENTS ONLY)

5. How well has OSU done in communicating with you – in telling you what is going on? In soliciting your thoughts, input, and involvement, in making you feel a part of the university? Have they made you feel like a lifelong part of the OSU team or a forgotten a valuable player?
  
6.
  - a. Now, I would like to hand out a survey. (DISTRIBUTE SURVEYS) On a scale of 1 to 5, how much a part of OSU do you currently feel you are, with “5” being very much a part and “1” being not at all a part. (ALLOW TIME TO RATE)
  
  - b. Now, rate the same based on the College of Arts & Sciences. (ALLOW TIME TO RATE)
  
  - c. Finally, rate the same based on your specific degree department at OSU. (ALLOW TIME TO RATE)
  
7. (NOW, ASK FOR SPECIFIC RESPONSES AND PROBE REGARDING REASONS FOR RESPONSES.) Why do you feel/not feel connected with the College of Arts & Sciences? What are the barriers to group identity (I.E. PHYSICAL SEPARATION ON CAMPUS, NO CLEAR MISSION, NO CLEAR COMMUNICATION AS TO HOW VARIOUS DEGREE PROGRAMS RELATE TO THE COLLEGE OF ARTS & SCIENCES, LACK OF PRIDE IN MISSION)?
  
8. Do you value your A&S education? Why? Why not?
  
9. What makes a CAS graduate different than a graduate from another school (i.e. business, education, etc.)? What is the value of an Arts & Sciences degree? Should the college create a unique identity? Why? Why not? How should the college promote the value of arts & science core programs to those that pass through the college – such as business majors?



10. What does the College of Arts & Sciences do better than other colleges? What does it not do as well?
  
11. What could be done to increase the visibility of the College of Arts & Sciences?
  
12. Do you feel informed about what is happening in the college? Why do you say this?
  
13. a. Do you know about the services the college provides to students in terms of career counseling and advisement?
  
- b. What other services should the college be offering to better serve the students' needs?
  
14. Do you see a value in alumni participating in classroom activities? Campus activities? In what other ways might the alumni be valuable to the students and or faculty?
  
15. Do you think alumni returning to the classroom to participate in panel discussions or serving as guest lecturers would make a difference in student/alumni relationships? Why? Why not?

16. What other ways could or should alumni be involved in the university?
17. (TEST AWARENESS AND IMAGE OF SLOGANS: "THE HEART OF OSU" AND "THE BEGINNING OF LIFELONG LEARNING.")
18. Now, I would like for you to "think outside of the box." What should OSU look like in ten years? What about the CAS?
19. If you were a member of the OSU Faculty or Student Relations team, what would you change to make OSU Faculty or Student Relations the best in the country? What if you were a member of the CAS Faculty or Student Relations team?

**CONCLUSION:**

Thank you very much for coming tonight. As you leave, there will be someone to give you a token of our appreciation. Again, thank you for sharing your comments and opinions.

APPENDIX G

Donor Group

Introductions were made. This group had 10 participants. There were 5 female and 5 male participants in this group. One attorney, three work in positions for large companies, three were either faculty or administrators from higher education, one is on staff with an educational institution, one was retired and one was a stay-at-home mother. Graduation dates ranged from 1948 to 1997. Degrees from OSU included: Two in Sociology, one French, one Geology, One Political Science, one Theatre, one Mass Communications, one Psychology, one Math and one English. Five had degrees beyond their Bachelors.

I have four children, all of whom have gone to school there. People have asked how you get them to go to school there. I say, "Well you can ride the bus to Norman or you can take a car to Stillwater."

(Group Laughs)

M - Tell me a little bit about just your image of OSU. Let's talk just talk about OSU in general for a minute. What do you think OSU's strengths are and then we will talk about its weakness a little bit? What do you see OSU's strengths are? (Pause) Any come to mind?

P 2 - I think they have a really renowned accounting program.

P 6 - When I was in school in 73-76 \*\*\* stronger in the nation than the theatre faculty.

(Person enters late) Are you here for the group?

P 10 - Yes.

M - Okay, great. Join us.

P 9 - From a parent's point of view I think this little catch phrase "Oklahoma straight"... I was comfortable sending my kids to school there. I had been there, of course. I even worked at the for some years after... Or I thought I knew it pretty well and I was comfortable.

P 6 - Same here.

M - So when you say "Oklahoma Straight," in terms of... what was their...

P 9 - That may not be true, but that was the impression I had. All the time I was there, the most serious crime that I think was really committed was that there was a guy in Cordell Hall who grew pot.

(Group laughs)

P 9 - He didn't have much business. He really didn't. I don't think there was but one in the dorm that gave him any business. So, no it was a pretty straight arrow school a long time ago.

M - Ah we have all introduced ourselves, so you can go ahead and tell us who you are and what you do.

P 10 - I'm (P 10). I graduated from Oklahoma State in (the 1970s). Went back to school at OU and am on the faculty at OU.

(Group chatters about OU)

P 6 - I think... Wasn't there just recently... I can't remember the magazine... OSU was ranked top school for giving the best education for the dollar? I can't remember what the magazine was that it came out in, but it came out ... I've always felt very strongly about that. I come from a liberal arts background mostly, but... Because of where I was at the time, I integrated into several of the other colleges and took additional

classes to support the degree I was working on. I've always felt it wasn't given the attention that it was supposed to get. A good solid education. It is not known for a lot of bells and whistles or anything like that. Now I know that certain areas and I'm not just talking about football either... Okay, I said the word football and get it out of the way... We do have some very strong colleges in some of the areas. I know vet med. I know is just one of the nationally known areas. It is a school that a lot of people don't know about cause you don't... I don't think they blow their own horn enough.

P 10 - That's probably the best things about it.

P 5 - Yeah.

M - Why?

P 10 - You're noticed, but you don't have to be the best in the world.

P 4 - Engineering, Home Economics, Business, Architecture, Veterinary Medicine... I don't know that we're top our field, but from my understanding across the board... I know Political Science Department never got rave reviews, which is where I basically studied, but honestly I went on to Notre Dame Law School and to be honest with you I thought OSU provided an excellent education and an excellent preparation for Notre Dame Law School. I did real well. So maybe we weren't rated across the country, but I got what I needed. I thought it was a pretty good program. Dr. Lawler, Dr. \*\*\*\* and some top-notch faculty.

P 5 - I think you get some top-notch faculty in some of the areas. One of the outstanding things for me was the atmosphere. And I think you alluded to it, continuously some of the nicest people in the world. Non-pretentious, non-stuck on themselves. A sense of real people. With not a lot of airs I find that very enjoyable. I've always enjoyed what I have considered to be the OSU family.

P 3 - And you didn't realize it while you were there. You noticed it after you left. And held that attitude.

M - So, the attitude... non-pretentious? How would you define it?

P 8 - I thought, honestly I only went there about a year. And then went to Fort Lewis in Durango Colorado for three years before. There is a big change in a smaller school to a bigger school. And all my cousin's family goes to OSU and they're in fraternities or sororities, that kind of thing. And I never... That is one thing I didn't get really involved in, when you are there for only one year, you don't have that time. Going back to the veterinary medicine... I did know... One of my best friends, worked there and now she teaches there.

P 7 - I think OSU does a pretty good job of seeing the needs of communities say out of the telecommunications programs and the corporate MBA program. I think they do a pretty good job.

M - Any concerns? Any negatives?

P 4 - You know I don't hear enough people talking about programs that OSU offers. I think you hear a lot about David Boren and OU in the press a lot. I think he is a fine president. But most OSU grads that I talk to are proud of their university, not all of them. But I really wish you had heard more about... You are watching a football game and then they do a short clip about the academic programs. Somebody mentioned, I think, there was something about best bang for the buck, but you don't hear it nearly enough. Obviously OSU Tulsa got a lot of attention and I really enjoyed reading about the coo to get OSU Tulsa. I would sure like to hear more about all the programs.

M - What do the rest of you think?

P 6 - It seems that one of the things we talk about sense of family and everything, it almost prevents getting the word out. It never makes a lot of sense sometimes, but it's that we come away from with what we

want go and just brag about it. Somebody would ask me where would be a good place. I taught for a couple of years and I always... no matter what the area I would recommend it to one of my students, going into you know OSU. But to just talk it up a lot. You know, where did you go to school? That kind of thing. I think a lot of it is the nature of people that go there.

P 2 - It is an Ag school.

P 7 - Or that is how it is perceived. Land grant, A&M, Aggie Center.

P 6 - Yeah.

P 9 - That's because... We have the pastureland and the cattle and they have the oil.

P 10 - It is ironic though, because Oklahoma's first Rhodes Scholar came out of OSU.

M - Are people not as proud of... A little more cautious because they don't appreciate...

(Several respond at one time. Cannot distinguish voices.)

P 8 - It is what people acknowledge... a institution

P 10 - Put things on an even keel. Everything comes to money when you are talking about OU/OSU. Bottom line is the same for OSU, money - they are going advertise whatever they have to do to bring in more money, more students. Perpetuate that they have a great football team, talk up a good football team, pride and everything else, but it just comes down to it that it is not the bulk of it, athletic sports. I think that some people do that, that's fine. I hate to say it does come down to one thing.

P 9 - I have heard that...

P 3 - Right north of here there is a research center. I was there when they moved the whole geologist department into the center. And that in itself caused some ...

P 6 - But doesn't the fact that... We are sort of the blue-collar college. And OU is the rich kids. It is a professional oriented school. I don't know how that affects alumni and giving. If you look at the paycheck of the alums they produce, they are doctors and lawyers.

P 10 - Yes

M - What should OSU advertise?

P 6 - As a teacher, I'm going to say faculty. I think the faculty is going to be every school's strongest selling point because. That and your library, your research areas.

P 7 - I think, making a connection to our Rhodes Scholars and whatever we have.

P 4 - As much as, in my opinion, you can push that all day long and it is not going to overcome Boren and the football team. It is just not. And the only way, obviously, we could push Sutton, he is a big thing, at least a couple more years... The reality of it is, right or wrong, is to some people out there, sports are as important than academics. No matter where you go, to graduates, sports are as important. And the president of OU tells a story, a rumor, he proposed a budget to the legislature that they cut. He went to speak to request support for this larger budget. And the House said why do you want this money? Literally, and his quote was, as a joke, although it went down in history as something that really defines the university, I would like to build an academic program that the football team can be proud of. And the fact of the matter is that is the truth of it and we have to accept that.

P 5 - You know, I am glad for some of the things that happed along with OU's success. Nothing against

David Boren cause I think he is an exceptional leader and I think he is a unique American, very talented because he had to pull together a pretty big mess down there. A mess in which the alumni and the football program involved the school. I think he has done a pretty good job. I am not sure I would want the kind of program if it came with the attitude often from OU and OU alumni. What I think is best about Oklahoma State is that we don't seem to have this sense that holding it anybody that we are better than anybody. We're just good people getting a good education. We're not trying to rub anybody's nose in it. And I... If we had successful programs that turned us into OU, I think we would lose a great thing over it. Something more worthwhile than a winning football program.

M - I'm gonna change gears a little bit here. How well has the university done in communicating with you?

P 9 - I will start. My 50th year anniversary was in 1998. I didn't hear from them. I'm a member of the alumni group. There was program for 50-year alumnus. I certainly didn't hear about it. Now how could that be? I get information about all their programs. I looked and I looked.

P 3 - We tend to have a yearly gathering in geology through the individual college. It feels like high school where you know all the people you graduated with. We use it as an opportunity to discuss research, job changes, changes in the field and so forth.

M - What about the rest of you? In terms of OSU?

P 6 - I didn't hear from them until I gave money.

P 7 - That's exactly what happened to me.

Yea, me too.

P 6 - One of my teacher's in the theatre department died so they set up a fund. This close friend of mine, he was working on his doctorate here. So he let me know and told me I might want to give them a call. Since that time I have heard on a pretty regular basis, but up until that time, nothing. It hadn't been that many years ago.

P 3 - I have to say one thing here. When I got out I was working in Fort Worth. I kept my mail here. When I would come back... there would always be something in the mail. I always found something from them. Whether requests or alumni news or something...

P 5 - Repay your student loans...

(Group laughs & chatters.)

P 9 - Over the years I have received communications from them.

M - What should they be sending in addition to asking for money?

P 10 - Advertising. This is their most receptive public. Like anything else they are advertising a product. They have a nice program and how to advertise it and that is what we would be talking about right now. Or during a football game halftime show. You know, the commercials you see for the institution.

P 4 - If they are going to build a program that competes at a national level whether it be political science or something, I would like to celebrate that. I rarely get a chance to read the O'Colly and I saw an article in there about...

P 6 - It doesn't look anything like the old ones, I mean... I saw one on my parents' coffee table and I thought, which small town newspaper is this? It looked like a real newspaper.

P 4 - That's the kind of stuff that I miss. I would like to see when they do something to compete.

M - If they sent you the O'Colly every once in awhile, would that do anything?

Oh yeah.

Definitely. (Group agrees.)

P 6 - My mother says the same thing. My mother and father both like it. I was over there a couple of weekends ago. My mother reads 4 or 5 different newspapers. And she had one. And she said this is the first time I have read this in a long time. She used to work for the O'Colly when she went to school. So for her it was even more thrilling. I don't even remember how she got it, but she enjoyed it.

P 4 - Maybe a special addition to highlight what's going on campus.

P 7 - Yeah. That would be great.

P 1 - One of my earlier degrees was taking me into the seminary. And I was getting information from Harvard and Yale and places like that. After about three days of reading I decided it was serious stuff. I thought well sociology it would be really cool, if the soc. department could say once every spring or so, get everybody together to talk about what you are doing and what you are doing and etc. That kind of coming back and sharing. Think about the fact that people like us encourage students to go to school somewhere. And if we could tighten up those relationships, that would help.

P 6 - I don't know how many of the departments really send out newsletters. I know in the theatre department I've been getting a newsletter for three or four years. They just recently started doing that, that I know of. Now they may have been doing this when I wasn't on the list. To me it really keeps you tied to the school. They have a section where they go through and the list grads and what they are doing now. They want to keep track of what you are doing. And they actively go out and inquire what are you doing now? Where are you working? So its really fun to go through and go back and find the times you were there and see if you see any names that are familiar and what they are doing. You know it just keeps you tied to the school.

P 7 - I get one of those from my undergraduate college of arts and sciences, A quarterly newsletter.

P 4 - Newsweek puts out a publication where they rank schools. And when I go through the Law Schools and I see Notre Dame ranked in the top 25, it give me a real sense of pride to see that. And I go through all the engineering and everything else looking for nothing other than OSU. And I can never find OSU on one of those lists. I would love to see OSU promote itself, as meaningless as those lists are, those are the kinds of things people look at when they are getting ready to enroll. Is this one of the top school?

P 6 - We all want to be associated with a winner. That is why OU does so well. The whole thing is it was so quite here for so long when OU wasn't winning. And then all of the sudden people want to be associated with a winner. Whether it is in football or the top engineering school in the country.

M - We talked about this a little bit, but do you feel more connected to OSU in total? The Arts and Sciences college? Your particular degree departments?

P 2 - I would say in total. (Three others agree.)

P 6 - I would say my department because in theatre we are pretty much one of those... well for me anyway, we lived, ate, breathed and slept in the building. So you didn't have a lot of time to get out and do a lot of those other activities that are on the campus. We pretty much were our own little family.

P 4 - I would say OSU as a whole. I missed my first home game since 1988 last year. I went to Michigan to watch us get beat. To Ohio State, K-State... All over the country to watch us get beat. I bleed orange.



(Group laughs)

P 5 - This is the difference in attitude I like. You know, we go to games and sometimes we enjoy them whether we lost or not. You lose at OU and they want to hang somebody. We can still enjoy it.

P 4 - You know what I'm saying is that it is so hard being an OSU fan. But I am so proud because, I remember sitting in the stands when we were 0-10 & 1, we're loosing to Texas Tech, 35-0. It is raining, it is freezing there was 150 people left in the stands and I was one of them saying "I'm not leaving boys until it is over."

P 6 - Lincoln, Nebraska - sleeting rain. That was not fun.

(Group starts to chatter.)

M - Now, hold on here a second. Let me pull it in here a little bit. How many would say of those 3 choices, your department, the college and the university in general, who thinks they are most associated with OSU in general? Let me just get a show of hands. 5

P 3 - OSU and the department. Leave the College of Arts and Sciences out there by itself.

M - The department - 5. The college? No one?

P 8 - It is hard for me to connect to any of them. I went to two other smaller schools. And seem to have more contact.

P 10 - I have had more contact from the school of Arts and Sciences. So I have a sense of pride about that. I get absolutely nothing from my department. Arts and sciences has done a good job with... But I still wouldn't say that I felt connected to the college. More to the department.

P 6 - Aren't they the largest as far as departments and enrollment? It seems to me for graduation they have the larger, you know, they have more people. Yeah, the largest college.

M - Well, nobody said you are most connected to the arts and sciences. In general do you feel connected to the arts and sciences? Could you say you feel least connected to the arts and sciences. (Group nods) Why is that?

P 2 - I don't remember having any interaction at all. I really don't, now that I think about it. I mean, after I graduated, yes. I found the Arts and Sciences Alumni functions. But I don't remember one time going to college besides talking to my advisor. I really don't.

P 9 - I have been trying to figure out physically where they were on campus when I was there. I was in the math department and in business and I knew where those were. The whole business school was together. But there was an arts and sciences building, but was the Arts and Sciences College inside it? I just have a real problem placing the Arts and Sciences department.

P 5 - It is kind of a broad area. I remember in the years I was there not really relating to the broader arts and sciences.

P 1 - The reason I thought about it, I've gotten some things from Oklahoma State in general. They are like, Hi, you are alumni, you need to give money. And then the soc. departments its like, Hey a donor is going to cough up some dough to try to endow something a rather, give money. And then Edmond Lowe library, okay, give money. How many times can they segment this market? That's what I want to know.

P 6 - For me it was just a long way from theatre to say geology or a long way from theatre to biology. It was almost like a shotgun. Just a broad variety. Where as the college of business the studies are more

related.

P 10 - Right, it was the most diverse college out there.

M - You didn't see how the relationship fit in?

P 6 - If I think about it, maybe. But when you are in the midst of it, it is not something you are going to relate to another department.

P 5 - The more you specialize, the more you stay in one place.

Yeah. (group members agree.)

M - It doesn't sound like anyone when you were there got any communication or feeling that, hey we are part of the College of Arts and Sciences.

No.

P 9 - Only on the grade report.

Not at all. (members shake their heads.)

P 1 - Only in the sense that you weren't one of them. You knew you weren't in Ag. You knew you weren't business.

P 4 - People didn't even talk about the college. There is almost no distinction. You were either Political Science, Botany, Theatre... And you went to OSU...

P 9 - I spent some time in engineering, and there you were definitely in the school of engineering. The rest of the school could have been dismissed as far as they were concerned. I also minored in business. It seemed to be a little more cohesive than arts and sciences, but not much.

P 1 - Did arts and sciences have a separate convocation?

P 7 - Together.

M - Typically... an effort to create pride in the college, would it be something you are interested in? The Arts and Sciences as a whole.

P 4 - Personally, I associate with the university as a whole. I want to see us succeed as a whole. I don't feel competitive toward the other colleges in any way what so ever.

P 9 - I would think whatever you can do to spread the good word about the school as a whole you would be more successful.

P 10 - I was too curious as to why this focus group was formed? Are there problems with the identity of the College of Arts and Sciences?

M - I don't know exactly, I think they just want to investigate is there an identity or not?

P 10 - One reason to emphasize or focus on promoting Arts and Science helps us get away from OSU is engineering and agricultural school. I think there are kids out of high school who are interested in theatre or area and they think of a more cultured institution like OU.

P 6 - Stillwater. Compare Stillwater to Norman. To me I, in going back to what we talked about earlier, the physical layout of OSU I found to be more comforting. To me it never felt like any large university.

What OU is sort of interspersed throughout the town. Sections of the campus here. Whereas OSU has kept it a true campus. Everything is sort of interrelated and you can pretty much walk... I think that is helpful. Created more of a family sense.

P 1 - It kept you within physical contact of a centralized location.

P 6 - It wasn't a cultural mecca by any means, Stillwater is not... But a...

M - Getting back to the Arts and Sciences idea. The idea of a liberal arts education, for example, is that something that is important? Is there any value there?

P4 - You are where you are in life. There are times that you think, Oh, God, what if... I wish... There are often times I think, wow, I wish I would have gone into something that would have forced me to learn a classical language or a modern language. Especially could have done that in Stillwater. Somehow another, and this is one of the problems image wise, put the CAS Stillwater against up OU, boy you got a problem. That is actually their strength undergraduate wise in my opinion.

M - Who is that?

P 1 - OU. And ours is probably been engineering, Ag, and business. I don't know how you overcome that. I can give you lots of examples of people who gone through the A& S program in Stillwater and have gone to 1, 2, or 3 in the United State in whatever they were doing and kicked butt. So you gotta say, it works. Somehow or another though, the image is the poor brother.

P 6 - I think as far as the value of Liberal Arts coming from a fine art area, we are the stepsister of educational system. You know, what good is theatre, what good is music, what good is ... you know , that sort of thing that validates you. Now in our society it seems like we are getting farther away from the Liberal Arts approach because we are not giving our kids time for it. I mean, we are cranking out professionals. You have got to get in, you got four years, get started, get right into it. Because technology is changing so fast, these kids in 4 years their whole area of study has changed in 4 years so there isn't time for the liberal arts approach. Crank them out and get them into the business school.

P 2 - I agree and typically a degree in liberal arts is not as lucrative professionally. I have a degree in French. I did what I loved, but I got nowhere with it.

P 8 - Have you ever gotten to France?

P 2 - Oh, yeah, I studied there.

(Group laughs)

M - So what does the rest of the group think? Is it not as lucrative?

P 6 - It is your perception of it.

Yeah.

P 6 - The science side is a little more ...

P 9 - The science side is where the national press is - particularly with business partners. But, Dr. Hausem said something... send your kid to a state supported school. and then on the money you save send them to a really first class in the "A" program, a top-notch school. It is the last degree you hold that counts anyway and that is where you are going to earn your spurs or whatever you are going to do in life. It probably makes a lot of sense to that - get a real good arts and science foundation and then go somewhere special for your professional degree.

P 4 - I have never heard that, but I... well said.

P 9 - You are a case right here.

P 4 - I felt like I got an excellent education at OSU. I used to tell people at Notre Dame they can't tell me any more in one hour, in a one-hour class at Notre Dame than they told me in a one-hour class at OSU. It is the same amount of information.

P 5 - I think one of the differences at OSU is the atmosphere. I felt like I wanted to learn. I wasn't fighting the system or the faculty. I also am concerned about the liberal arts important thing. It is kinda scary everybody seems to want to emphasize the technology. And people are much more like I only want to do this and this and this and basically I want to get back to it and get out there. But I think there is a solid need for decent people to know how to think, not just run friggin computer programs. These kids now a days, I think they have just as much need to hone their brain cells. A true liberal arts education is not about giving them skills it is about teaching them the value of it so they become life long learners, not just life-long earners.

M - What do the rest of you think? Do you agree or disagree with that?

Absolutely.

Yes.

Totally.

P 9 - It is interesting to read about what Lawrence Summers is trying to do at Harvard. Big press on this. He is trying to get a survey among students at Harvard that said, "How many of you have spent as much as 30 minutes outside of the courses?" He was trying to emphasize teaching. I think if you can relate the student to the professional on a personal basis, and teach them to think, you really are preparing them for life.

P 6 - I was doing things as an undergraduate in the Theater department at OSU, you know, OSU has a school, that kid's working on their master's from other universities weren't even able to do. And I was able to design and direct as an undergraduate. As a teaching tool, it is better to do it than only hear about it.

M - So, there is value to the A& S program in addition to the Business and Engineering. How would you promote that difference or that college?

P 8 - Let it be more known to your younger crowds that are going to be going to school and things like that. I have a cousin that is ten years old and she is already to go to OSU. I don't know if that has anything to do with it.

P 6 - It has to be about people. The interaction between people. And as long as we still have a society where we have to deal with people, unfortunately we get further and further away from that sometimes with technology. It still has to be about people. And the Arts and Sciences promotes that.

P 4 - How do we compete... How do we make OSU the place you think of to get a degree in theatre? in political science? Obviously, it is going to take a commitment from the university. I don't know what it is about the department. I don't work for academia. This is what it takes to have a political science department that the rest of the nation looks at competitively.

P 10 - It translates into money. Emory University was a piece of garbage small school in Atlanta, Georgia. Coca-Cola dumped a ton of money on them. Everybody knows about Emory University, right?

P 6 - - But why did each of us choose OSU. Was it because our parents went there? Was it because of the degree we were seeking? You have to ask that question.

P 4 - A lot of it is an inherited attitude. My mother went there. My brother went there.

P 9 - Do professors ever call on High Schools? Excuse me... other than the athletic department?

(Group laughs - then chatters - I don't know, I don't think we ever..., That's a good idea.)

P 9 - I think it would do a lot of good if you work with counselors in high schools.

P 6 - Cause that is where the high school kids are getting their information.

Oh, that's right.

Absolutely.

P 6 - That is where it should be other than their parents.

P 4 - I don't like it when I see kids have a reputation of OSU that is where I have to go because that was the only place I could get in. I don't like that at all. I would love to see some recruiting of top-notch students.

P 9 - I am very familiar with the girls and boys club that operates in town. Joe Berody runs the north Maybee center. Has a new program which helps kids prepare for taking the ACT test and SAT test. Now she mainly focuses on athletes to get them ready to get into these programs. But, it works for all of them. She has had to help our school districts here in Tulsa. It has been a marvelous recruiting tool for the athletes who would like to go to the ... schools who are aware. There are just a lot of things I think we could do to get folks to the counter, so to speak.

M - You know, you talked about recruiting... (change tape)

P 5 - .... this would be a good step for this town. I would like to see OSU come in greater strength to Tulsa. My main reason is because Tulsa deserves a quality institution like OSU. I had an experience, the best of experience of my life, I got to teach a interim course for OSU this spring. The qualitative difference versus some of the others is amazing. And Tulsa deserves that quality. And excuse me, but what has been here has not been high quality. Some of my students from Langston have never written a paper, and these are juniors and seniors. The kind of crap they call college courses is pathetic. They have just been basically, they have not been teaching college level program. OSU needs to come here because it could serve top notch and OSU is high quality.

M - Some of you said that Liberal arts really is a valuable area in arts in sciences. How would you promote that to the kids who are getting hit with you ought to come to Business College, you ought to come to engineering college?

P 1 - To me stories are always useful. One of my favorite groups to work with is the art class. It is always kind of fun and they work on interesting things. But you normally think of art as a tool of life and no one can make a living out of that. The last few years I have got a chance to know several people who have actually own .com businesses, with web sites and all that stuff. I talk to them and say, okay, so who do you hire? We hire three types of people. We hire people to handle the marketing, we have the computer science side, and we hire Artists. How would you evaluate them? We like Artists the best. Really, how come? Because I can teach an artist how to do programs and to think about marketing. I have a darn hard time teaching somebody who is a computer programmer to think about design and art and I sure can't teach somebody how to create art. You know what? A... He has one programmer working for him now getting his BFA in the Art department here in Tulsa. Man there is an opportunity for anybody involved in that business to actually have an art background .....

P 5 - One of the things that I do in my freshman class that I teach, is I quote the president of AT&T in a speech given at the University of Virginia. AT&T studies indicated that those were the liberal arts

education managers basically out performed those who had a business or engineering education in terms of advancement throughout their years in AT&T which is backed up by other non-bell studies. I think Liberal Arts does do a wonderful job of preparing people even better than some of the tech programs. It does lead to success in their careers. And I think one of the reasons for that is Liberal Arts ... to let people who are concerned about people not certain techniques to make it work. They are more likely to listen to their people. There is a dynamic there.

M - What about anybody else. What would you sell if you were going to sell the arts and sciences program to prospective students.

P 6 - We don't live in a vacuum and the more things that you can bring to your world in our own world. The more parts to that the more you can learn from these things. I love history. And I see history in everything in the world. Patterns and patterns that effect people. I think a lot of these different areas can interrelate. When I taught stagecraft a lot of people thought it was just building and stuff. We taught problem solving, we taught team working together, creativity. There was so much more that came into it than the basics. In fact, technology students tend to be more focused. It probably is just my background, my father was in the Army, so I had a lot of input in my life. I have had a lot of experiences, I had a lot of different things coming into me, and I just feel that I am a more well rounded person. I can take what is thrown at me easier. I'm more flexible. Whereas my.... to work within the box then you shatter easier. You don't react as well.

P 4 - He said earlier that the important degree is the secondary degree. I think if you focus on being goal oriented. I was very goal oriented. I knew in high school that I wanted to be a lawyer. So I went and got a political science degree, which obviously you don't see very many political scientists out there. It wasn't going to get me anywhere. But if you are goal oriented, you know what you want. If you are going to be an engineer, .... If you are going to be an accountant then you need an accounting degree. But if you are going to be a lawyer, then a liberal arts education is exactly what you need. Fact what I understand is English and French and those types of degrees better prepare you for law school than political science or something you might ordinarily associate with law school. And I heard that a lot. I think that if you focus on goals and having people have a goal, choose a goal and follow that goal, then you can push liberal arts to those people that it best suits their goal

P 6 - I would like to get away from the stigma, too. People think, oh, you have a liberal arts degree. You didn't know what you wanted to do. I think that is a very unfair assessment. Then maybe it is step to a bigger goal. That strong foundation that leads you to a more specific goal. Plus, too, how many of us around this table knew exactly what we wanted to do when we started college?

P 8 - I just took classes, the regular college classes. It took me a couple of years to really decide on what I wanted to do. And I still didn't know exactly what I wanted to do after I graduated.

P 4 - And I think that is, I would still say whether goal oriented earlier and you know what you want to do, great, but if not then a liberal arts education is exactly where you need to be headed. Until you figure it out. Like (he) was saying, it teaches you to think. And if you don't know where it is that you are going to end up, that is the one school you want to be in.

P 5 - We could do a little more comment and mention that with a liberal arts degree some people go into medicine, some people go into law, that really, in a lot of ways, leaves a lot of options open. You don't have to go into pre-med. ... I think there are some real advantages to basically going to liberal arts.

P 10 - Actually, med. schools would rather take people with a liberal arts education as long as they are strong in the sciences.

P 9 - There is really great ideas around this table. They are the what. You asked how to promote it, that is a special skill for some people that know. I was not in the Ag school, but I was pretty close to most of them. The Ag school over there has done a pretty good drawing on professionals. They have public speakers... Every faculty member I think is a public speaker for the Ag school in every high school or any

other place that will have them. There is a lot of ways to reach people and I don't know if OSU has a public speakers bureau of faculty members that give commencement speeches and so forth. Some how they have to reach parents and they have to reach students. Mailings might work, but I actually think that what we heard right here, communicating through people who represent the school.

P 5 - I am not a marketer, but it seems to me that the best advertisement has always been the word of mouth. It is what we tell other people. You see all the ads for product. But if my neighbor says to me, you know, I used this and it was a great product... That's what I think OSU has going for it in a very strong way. I recommend OSU to people all the time, because I think it is a great place to go. My wife went to OU - got her master's at OU. She doesn't feel connected to OU at all. And she asked me why I feel so connected to OSU. It is part of me. It is a great place and I recommend it all the time as a place to go, the people... I think the emphasis people started many years ago and I forget the president who did it, set a perfect tone for this group - EMPHASIS - PEOPLE.

M - Was that a slogan?

P 5 - I think it was a main goal of the University.

P 1 - I grew up in the panhandle, in a rural area. Being an agricultural school, I knew a lot of people who went to OU. So here is my chronological impression, oh yea, they went down there and they partied themselves into the ground. Oh yea they went down there and they got sloshed. Who went to OSU? Those people work like dogs and got something accomplished. Now somehow, that impression, was enough to me. I have two nephews who I rescued and sent through TCC until they got their heads on and then sent them to OSU. I'm talking about rescuing them from OU.

P 8 - I think the only reason I chose OSU was it was closer to Tulsa.

M - Let's take the thesis that word of mouth is good. We want to communicate to alumni now, not just to get money, but to promote what we have talked about here, pride in OSU and pride in the Arts and Sciences. How would you communicate? What do you want?

P 6 - Does the alumni program have any type of in-school mentoring program? We talked about high school, but we all know that if you have children, you have to get them earlier these days. It seems we need to get the word out when they are much younger so they don't grow up associating us with the football team. I don't know if the alumni association has people like us to go into the schools and talk about why they went to OSU and what they got out of it. And I mean starting at the elementary school level so that the word OSU is in their vocabulary.

M - Would you all do that if somebody said we are looking for speakers for this or that. (several um-huhs and nods) Anybody not do it? (no comment) Okay. Backing up a bit, as far as being communicated to, keeping in contact with you better. We said OSU does a less than perfect job in keeping in touch with you. How would you like to be communicated with?

E-mail.

E-mail.

P 2 - I found if you are proactive and go out to the alumni web site and the college web site and you sign-up for stuff that you get a response back.

P 4 - The first time OSU had a law day for those students who wanted to go to law school. Notre Dame asked me to represent them at OSU. I tell you what, that made me feel very much a part of Notre Dame. Them asking me to do that, I felt like a dignitary. I was able to share with student why they should go there. I would want to select an area that I was familiar with to talk about rather than not knowing what you are speaking about but,... That type of feel, being asked by the school to go speak on a subject that you know about which I feel good about really endeared me to the school.

P 6 - Something we sort of broached earlier, the fact that when they call you and are asking for donations when you first get out of college or you are in an area where you just have so much money. And you feel bad because you can't give back. This would be a way that you could give back. You could give back to the school in your time what you can't give in dollars. That I think will come back to the school in dollars and in enrollment and then you can get more people in. It makes you feel more connected to the school. It makes you feel that you are giving something back to the school. It just seems that it would be a good way to...

M - If the College of Arts and Sciences sent out a list and said, here is 15 things we need someone to speak about in the schools. Would you be offended or would you be pleased that you got that.

P 4 - Depends on how the word it. My personal opinion is that everybody wants to feel like that have something to offer. That they are special in some way. To me, that would make me feel good. If OSU sent me a letter saying I want you to... I don't know how you would know who to send it to or how you would know who would be the most capable to represent the university. That presents another problem there and...

P 8 - I would probably rather do that then donate money to a fund. I would like to help in that way.

P 6 - It doesn't have to be just to children, either. I mean to groups because these people have kids and as parents we influence our children the most. It wouldn't have to be just children.

P 9 - One of the things that colleges do, I think is host conferences on important topics. You could draw in alums and non-alums. And there then might be the place to recruit people to go out and spread the word. Boren's rural contacts are what he uses to attract top notch. He then gets a big spread in the paper. And so it is easy to get people to go to them. But, the people who go to them are alums. I think conferences on various topics would really work to help the school's identity. I know they do some, but I couldn't tell you what they have done.

M - Have any of you seen this publication (holds up the fall A&S magazine). How many of people say they have. (3 indicate they have) It is a publication from the Arts and Sciences College the fall of 2001. So, most of you don't recall... If you got this would you read this.

P 2 - I would scan it very briefly.

Maybe.

M - What should be in it? What would catch your attention? Or what should it be about?

P 6 - I think in one of these that I got that I did read through, I was very impressed by the staff or some of the faculty, some of the graduates, the Rhodes scholars. I had no idea that we as many Rhodes scholars as OSU does. In fact, anytime you can read anything good about the school you attended, positive things, future plans.

P 4 - When we have a program that competes with Michigan, University of California Berkley, and we have in a lot of areas, I want to know it.

M - So competitive programs, people that are successful.

P 7 - Student organizations who do well.

P 4 - Faculty backgrounds. Dr. Wall went to Harvard Law School. One of the former teachers in the political science department, Dr. Sylvester is a Harvard graduate who taught history at OSU. Both of them brilliant men. .... I was thinking here are quality instructors with Harvard educations teaching here at OSU and nobody knows about it.



P 5 - May give good synopsis of areas that we are growing in. Cause we need to keep updating. No matter how long you have been away from OSU. I love reading about the developments in laser technology. It has nothing to do with my career, but it is just a point of pride to see what OSU is doing in those areas.

P 4 - Doesn't matter to me if the information is just in the political science area or not. I want to know the things of which we should be proud. It could be microbiology. It gives me ammunition to fire at OU people.

P 9 - I been getting a lot of feedback from the vet medicine school, since my daughter is 40 years old and mature and a good student. I tell you the quality of the professors and the quality of instruction. They enroll 74 students and apparently their goal is to graduate 4 years later 74 students. It is impressive. I understand it ranks very high. But I tell you there is a story in there that the rest of us need to hear.

P 3 - Seems like we could latch on to those OSU graduates who have done well. Really instills a sense of pride.

P 6 - Is there a program, this is something that came up, on working to integrate the kids when they first get there. I think once we get them there, we want to keep them there. I know that some of the schools, different schools have mentors or people who are there to help them get through that first year. Especially in our state where a lot of kids come in from small towns, rural towns. Even a town of Stillwater, a campus the size of Stillwater, I had kids that I was teaching in Broken Arrow that were just absolutely dumb-founded. They felt so lost when they got to campus. They didn't know about the support systems that were there. This is a way to make it that family that we all know is there. I don't know if they are doing anything like that at OSU.

P 2 - We do have that. They had started it before I went there. It is called the Student Academic Rehab (?) Program. Every student is assigned one.

M - That is another interesting theory. The idea that I guess everyone at OSU comes through the College of Arts and Sciences for your core curriculum. Course many people think those are just the courses I have to get through to get to my field. Should we be promoting this idea that that is important?

P 7 - A well rounded education.

P 6 - Part of it is the way they are taught. Unless things have changed since I was there, you are still in the cattle call, 300 or more kids in the classroom with no professor, you are looking at a box. I hate that and as an educator, I hate that. And I understand the economics of it and what they are trying to do. But again that sort of says to me that they don't really care enough about the subject to put a live person up there to teach the class, it must not be that big of a deal.

P 1 - I was just thinking about my freshman year, you know. Here I come off the farm. Chemistry there was some guy from Greece was my lab instructor and I could barely understand his English. And the next semester for American History, the guy who ran the discussion group was from South Korea and I couldn't understand his English.

M - Is it still like that?

I don't know.

P 3 - I think it was my freshman year, Freshman English, comp this lady from India, full garb and everything. I think by Wednesday 1/2 the class had dropped and by Thursday, I had dropped. Next semester I picked one up, she was Korean. Same thing happened. That was... There was a few years there that there was a little bit of a scandal. And it created some problems.

P 6 - I remember that.

P 9 - Things have changed over the years.

P 3 - I think they have, yeah.

P 9 - When I was there, I had not a single professor who was not an American. And then my kids in the 1970s and 80s told me about the problem.

M - So before they promote that product, they need to make sure the quality is good.

P 3 - I think that was taken care of.

P 2 - There are still quite a few grad students teaching. I had maybe half my classes with professors and the rest grad students.

(Group chatters)

M - Let's switch gears here again. What is the best way to ask for money? We talked about asking for money. What is the proper way to do it?

P 8 - I don't think there is any way that is proper.

(Group laughs)

P 10 - Have the ability to give money right out of the chute.

P 7 - For me it is cause driven. When the chair of my department died I was much more inclined to give than when some Tele-marketer calls me at 8:55 at night.

P 8 - This last Sunday at Church they made an announcement that all the donations would go to Sickle cell anemia. And the donations were really pouring in.

M - So in terms of a university or college, what should the process be?

P 9 - The people who raise money for boy scouts or salvation army or whatever, will all tell you it is so much easier to raise money for a specific thing than general operations. This is what we are trying to do, we need so much money and here is what we are going to do with it.

P 4 - It worked for Gallagher Iba arena.

Yeah.

It did.

P 9 - It has got to go for a specific thing, because then you know where your money is going and how it is being spent.

M - So, if somebody calls from your department, we are going to build this building or buy this thing that will make us the top in this area, would you guys support?

P 4 - I give every year. I give so much now that... But I get no less than literally 50-75 mailers. They go right in the trash. I see something from a school and boom it is gone. Because I can't give four times a month. And if they were a little more selective in what they were asking for money for, then I think I would be far more willing to give.

P 6 - Making it more personal. I work in an arts organization and you know they are always asking for

money. A woman that was the development director for one of the Opera companies I worked at she said nobody is ever insulted by me going to them and asking for a \$10,000 donation. They are never insulted by it because in a way you are saying you have achieved the ability to give that amount of money. Sometime they will and sometimes they won't. It is the attitude that you don't hold out your hand, you don't get no peanuts. You have got to ask, but I think if you want to achieve it, it has gotta be more specific and you gotta make it more personal. And the mass mailing and things like that, I 'm with you - in the trash.

P 10 - When the students call up, if they are from the arts and sciences college. Something like that I am eager to give.

P 2 - I used to work for the OSU foundation in college, I used to make some of those calls.

P 4 - You know what, I gave a gal from OSU \$100 the other day because she was so nice.... And that was the only reason I gave. But she was just so... Something hit me, she was so nice. Generally I respond that I don't give over the phone and I started to say it and I went, oh, all right.

P 8 - But when you get those calls in the evening, though, you are just like, okay thank you, goodbye.

P 2 - I would be more apt to give if they took the time to ask when did you graduate, what department, did you have a favorite professor?

M - Need some connection?

P 2 - A little bit.

M - If we were on the long range planning committee, and we wanted to make OSU premiere in the region, what should it look like? What should it be like?

P 6 - I would like to see more news from the campuses. Out of OSU-Tulsa, OSU-Oklahoma City, OSU-Enid...

P 9 - I have ten grand kids in this town - 5 are home schooled, 5 are going to private schools. The home schoolers are picking information off the satellite TV systems. If I had a chemistry lecture like that as a freshman... I think that is the future of schools. I know that is one way education is going and I would work at it very hard.

P 5 - You could have some outstanding research professors you would never want to put a lecture on any sort of tape and show it outside of town.

P 9 - I went to graduate school for a professor. And I got there and found out he didn't teach.

P 5 - If this is a wish program.. What I would wish is for something like they have in Texas. Whereas the regional colleges become affiliated with the two major universities. Then we would have OSU in Talequah. OSU in Durant. And they would be not duplicating what OSU does. And then you would have programs that would be on their own. They would be much more successful in funding both from the state and from private donations. I would like to see the OSU main campus not become so embroiled in distance learning. Distance learning has its uses, but there is nothing that can take the place of classroom interaction. I am very much against the boxes... Cause I went to some of them too. That is not education. That dumping. We need to...

P 6 - Get away from it...

P 5 - Arts and Sciences classes should never be that way.

P 8 - Still those high schools, those education fairs... Are they still hosting those? Do something better in

that area to promote ...

M - What should the Arts and Science College look like?

P 10 - They will all be on CD-ROM - Just a joke.

P 4 - According to my Lawyer who is running for Governor, the lottery will fund higher education. Then we could have a state of the art Arts and Science department.

M - Anybody else?

P 9 - I think we have to think about top-notch professors. I just... and you have to pay them well. I just think you have to focus on that and then once you have them you let the world know that you have them. You have to promote it right. But you have to have the product to promote. You have to tell the truth.

P 5 - Smaller classes too.

P 4 - Amen. That is all going to cost us money and it has to be funded.

P 1 - I would say they need to push that. I can see for example if you really want to be a good undergraduate school, you want to have some national recognition. Some kind of plan to say let's sock the money into these guys and get them online and then roll into another one. Gotta have a plan so it is not ambling along.

M - One more question and then we will wrap up. A couple of slogans that have been used or kicked around by the Arts and Sciences program. One is "The Heart of OSU" and the other is "The Beginning of Life-long Learning."

P 4 - The beginning of life long learning. That is to me what the college is all about. My high school football coach used a similar thing as his motto which was, never stop learning.

P 6 - The beginning of life-long learning. You always have to learn.

P 4 - If you continue to learn, I used to be the chief prosecutor in the DA's office and I used to tell the new prosecutors "if you tried three cases in a row and you loose all three cases I will give you a raise if you do two things. If you prepare and if you got better. And if you continue to get better, anything else you do, eventually you will be excellent." And I think that slogan goes right to it...

P 5 - That is a good slogan. Perhaps we should be doing more for our alumni to help them in their life-long learning. What is going on the field... in the disciplines what are some of the things that the faculty are working on. Just some brief things that we've been working on, that we can learn.

P 9 - I enrolled two weeks ago in the green acres program through the OSU Extension services. You have a neat program for people who would like to be a suburban farmer. The Ag school ....

Well, thank you all very much for coming and for your thoughts...

Glad to be here.

I really enjoyed it.

APPENDIX H

### Non-Donor Focus Group

Introductions were made. This group had 9 participants. Five were female, four male. Two attorneys, one corporate trainer, three administration or faculty from higher education, one self-employed, and two staff of institutions of higher education. Graduation dates ranged from 1974 to 1996. Degrees from OSU included: two from Theatre, one Sociology, one Botany, two English, one Political Science, one Journalism and one Psychology. Six had degrees beyond their Bachelors.

M - Well, let's talk about OSU in general for a minute. What are the strengths for OSU? What do you think are its good points?

(Pause)

P 8 - My brother and I got in this argument this weekend actually. Half of my siblings went to OSU and the other half to OU. I guess I look at OSU as a more accessible sort of institution from... I guess visually accessible. I think there are a lot of students that look at a student population look at a campus and just the visual pieces of it. It looks more accessible. in terms of probably because of the absence of the law schools and professional schools..... Many students who aren't .... that way feel it is a more accessible campus.

M - What is accessible mean to you?

P 8 - Accessible is that students don't feel intimidated.

P 9 - That is what I was going to say.

P 8 - It is more perhaps more welcoming. I mean it's a Land Grant institution. All of the things that go on with that.

M - Anybody else?

P 10 - I have never thought of it in terms of being visually accessible. But I remember having been stricken by it that it seemed like when I drove through it that it seemed...

P 8 - But it is still like a community.

P 10 - The buildings all looked like they actually went together where Norman is you know... it just seemed like that everything was just sort of planted there.

P 3 - The reason I chose OSU over OU is for that reason. It just felt like and that it looked like that the buildings all matched...

P 8 - I came from a small town, Okmulgee and Stillwater didn't seem like that much of a leap.

P 4 - I know. I came from Ponca City and it seemed very similar. I ultimately went to Central State and OU. It was friendlier, it felt more comfortable. I liked the town kind of isolated from the big cities.

P 6 - Just speaking for the Theatre program. tremendous Community support from OSU Stillwater for OSU's Theatre program.

P 10 - Did you know that before you went there?

P 6 - No, I went there because I was working part-time at TCC at Metro Campus it was a way I could go back later in life and get a Masters in life by commuting.

M - Any other thoughts? Any other strengths for OSU?

P 7 - For me, again, along the theatrical lines of theatre programs, the whole reason I went there was that fact that the student population within that particular program was not overwhelmingly large. And because of that I felt I was going to be able to achieve the much more mentor/student relationship rather than the professor/student relationship where you walk into a classroom with 70 or 80 or 100 kids, and you are trying to fight for the same kind of attention that everyone else is trying to fight for. I never had to worry about that. The relationships that I was able to gain there through the professors that were there have been life-long. I mean there are still people I call on a weekly or daily basis and get to talk to and communicate with and gather advice. As if they were part of my regular colleagues and buddies and they are. And I found that to be very advantageous because I have that basis. I have those relationships established and I can refer back to when I need to. And, I find that to be really important.

M - Good. Anybody Else?

P 3 - I am a... My degrees is with honors. It was before there was an honors college. It was just through the college of Arts and Sciences at the time. It's similar to that-it was a way to get one-on-one a kind of for experiences or exposures in the larger university

P 9 - I was in the Botany Department and there were 9 in my class-talk about one-on-one and for me as well... Had I moved on as like my original plans were for me to go outside to examine wildlife and fisheries. We are still tight knit. I get e-mails from them, I get regular letters and things like that. My original intentions, I wasn't really sure what school that I was going to go to. I chose Botany and knew that OSU offered it, so when I went there to talk with them and everything they were just as friendly as going to my Grandparents or something. It was really, really a comfortable situation so.

M - What could OSU do better? What's its weaknesses if any?

P 4 - My experience as an undergraduate I thought was very different than a graduate student. I was much fonder of it after my undergraduate years than after my graduate years. It may be true of all schools, but I just felt like there was so much that is unnecessary in that process that could be smoothed out and maybe it has, that's been 12 years ago since I graduated. It just seemed like those things took away from the positive experience of learning.

M - OK

P 6 - Are you referring to the bureaucratic side of things?

P 4 - Yes. A lot of the graduate school requirements.... It didn't seem like they were there except to make it difficult.

P 2 - It's still that way.

M - Think in terms of OSU's image. What is best in from the general population's point of view, do you think?

P 8 - I think that part of the best parts of it are also its worst. Because although the appeal is to... I feel like part of the appeal is to the rural small town person, I think OSU may lose out on the other part of it. The other part of the community that it could draw. If it weren't as focused on the rural small town, but I understand the niche that they intend to carve out for themselves.

P 1 - That is part of being a Land Grant institution.

P 8 - That's right.

P 4 - I like that we have always kind of been the under dog. I think that people who are for OSU tend to have some connection to OSU. Where anybody who likes winners is a fan of OU and they are very fickle.

I think there is that identification of not being in the main stream. I think even... I started undergraduate school in '69. I think OU was seen more of the sorority/fraternity emphasis. Where OSU is more independent and more accepted. I think it kind of has that. I guess it is a diversity of the population of the students.

P 2 - I think OSU has a lot of successes and successes stories that you read as an alum and that you read in alumni magazine and some of the other magazines from some of the other different colleges but that never gets published in the main stream media.

P 8 - Like OU's do.

P 2 - In the main stream media

P 8 - Really focus on their scholarly pursuits and what do you call them? scholarships

P 4 - David Boren. Don't you think that

P 1 - Yeah, Absolutely, He's a better politician than Halligan is.

M - So, not enough publicity about some of the successes. Is that what you are saying? What kind of things? Any examples of things?

P 4 - They have a tremendous Veterinary School. Tremendous school in architecture. I don't think people really recognize some of the...

P 7 - I still use the architectural library when I can because it is one of those comprehensible architectural libraries and being in theatre I use it quite a bit for design and that kind of stuff as a reference point. It is just that there is no other area of resource like that available in the area.

M - If your son or daughter was of college going age would you recommend OSU to them or not?

P 10 - We did. You did. (Points across the table)

M - You had kind of a questioning look there.

P 3 - I had a really good experience there but sometimes I think you know that I grew up in Mannford I went to OSU and I went to TU and I feel like that there is a whole big world out there that I didn't even know was out there. In fact as an English major, It was when I was I junior I had a professor once that said to me that if you want to do something like that then you need to go to a small liberal arts college somewhere, and I said what I didn't even know there were even such a thing. And so while I think that I had a great experience at OSU, I think that for my children I would want for them to know that there is a whole big world out there. Whereas OSU tends to be a place for a bunch of local kids. And you know so I kind of am ambivalent on that.

P 8 - And Big groups of people from different high schools that move in mass and replay that high school experience and don't get a chance to reinvent themselves in many ways. I think that sometimes that is unfortunate but I know that the same thing happens at OU.

Yes. (Several say yes.)

P 4 - It seems like once they get to OU they are spread out or they go down different paths. They don't stay in that game and that could be a function of the type of student that chooses OSU or OU. I don't know.



P 1 - I think the environment to OU being so close to OKC and OSU and Stillwater that the fact is really the only game in town and that is it. There is a lot more extra-curricular opportunities outside in a larger area like OKC.

Yes.

M - What about communicating with you? Has the Arts and Sciences College done a good or poor job in terms of communicating and keeping in contact with you?

P 7 - I feel like they have done a mediocre kind of job as far as communicating with me, other than having OSU beg for my money and then sending me a quarterly or monthly magazine every once in a while. As an alumni I have not been kept in contact with. Even from my own department as far as departmental offerings, departmental programs they have been trying to sponsor and make go. Even though there is an alumni association, I don't think they have done as good of a job as I think they could have or should. I'm not as up to date on what the different departments are and what the different programs are that they offering. What new kinds of research are being done. All those different kinds of things. Or any kind of new developments that are happening on campus. I feel out of touch I really do feel out of touch with what is going on there. With OSU-Tulsa. I mean they opened up this wonderful campus in our own back yard but I don't know what is here. This is the first classroom that I have actually sat in this place. So, I really do feel out of touch.

P 9 - Just as he says that because of all of the-like just recently I got a newsletter from the Botany department which I get quarterly and its very informative besides from that they are always sending those forms that say will you donate to the college which is kind of an annoyance. But, I do get a lot of information on the research that is going on and the classes that are going on but I think that came from the fact that the classes are so small in my class. I graduated with 9 people in my class. All of the Botany is so small. I think that the largest that I have ever heard about was 30. I think that that is maybe the only plus that you are going to hear about that, but I get very informative stuff all the time from both outside and within.

P 8 - And well there has been a different level of communication based on which part you are talking about.. I don't think I have heard from the College of Arts and Sciences for years and years. I donate to the college in general annually. But, I don't think I have gotten a request from the college of Arts and Science and I don't know that I would donate unless I knew exactly what they were doing. I think OSU may have missed the boat with their recent graduates. I got my doctorate in '99, and then immediately taught class for OSU in Tulsa. And on 3 separate occasions I have applied to get my diploma. I still have no diploma. I have a transcript, so I'm not... That is the part that HR cares about, but I don't have a diploma. But I think it is that bureaucracy part that is hugely and frustrating. And I think right when you are finishing your degree, you are ready to give back and all those sorts of things, and I think they have missed the boat with me.

P 4 - I agree. In our doctorate program there were probably 9 or 10 of us. I think that it started with a few more but some dropped out on the way. There was a brief period of time probably 5 or 6 years after the program, that a new head of the department came in and there was a newsletter for a brief period of time, which I really enjoyed, but it quickly ended. I feel no connection anymore. I think every professor I had is retired, but I am not sure. And it doesn't seem like it would be such a big thing to do, especially with small numbers when you are talking about graduate degrees.

P 8 - Especially if you want money.

P 2 - Well, exactly, I have no clue

P 9 - You see that is what is so interesting is that the advisor that I had is the same person who was writing the newsletter when I was there and he is still doing it now and I graduated in 1989 so I think that that has a lot to say for it right there.

P 10 - That your department being small has a vested interest in keeping the graduates active, but that when it gets large they lose the sense there.

P 1 - And I know that the college of Arts and Sciences has a newsletter that they send out periodically, I have seen it.

P 3 - Yes. I get it.

P 4 - Yea. I get one. And I have been on the mailing list at some points and then not. I don't know how often it comes out. And my department has done one periodically as well, but again I don't know how often it comes out but I know that they exist or that they exist in theory.

M - If OSU, for example, not just for donations, wanted to get its alumni more connected, what should they do?

P 7 - Well, outside the donation aspect for me I'm not the richest person in the world, but I do what I can. I would be more apt for me to see programs that I can volunteer my time and services for that help the arts and sciences. Either to help draft and recruit students take OSU to the high schools and to the kids and say this is what OSU has to offer. These are the programs and the kind of things you have to do there, or even on campus helping go around - mentor a student, or whatever. Or whatever kinds of programs they might come up with. I would be more apt to do something like that than I would necessarily being able to give financially, even though I try to. I think that would help and along that line you would bring people together number one because you have your best people out there representing you. I think trying to do that would force the issue of knowing what is happening, because the communication has to be there in order to represent the college. I think some volunteer type programs would be a good step if they could establish something like that.

P 6 - If I had any idea where the money went. If I thought that a donation would help a struggling graduate student increasing the stipend or upgrading the computer equipment... Something I can relate to other than just going into some anonymous pool of money that I have no idea where it goes. That would help. I would be more motivated.

P 1 - How do you want that communicated to you? I mean how would you want that story told to you of how the money is spent.

P 4 - It would be nice if you were able to earmark it for certain departments. And they people would have a more vested interest in knowing what research is going on and the needs are. Okay you can relate more back to what it was like when you were there, struggling for every dime...

P 8 - I think you can. And, I am thinking if you contrast the College of Arts and Sciences and the College of Business, the College of Business is really strategic about going after certain people because their graduates make more money than Arts and Sciences folk do.

P 6 - Well, that's not true. (Sarcastically)

P 10 - Oh yea.

P 8 - But still there are a lot of A&S people who have lots of money and have lots of opportunity to give. And I don't think that part of the market is being captured. I don't know.

M - Well, again, the giving is very important not even thinking about that part. What other ways would make you feel a more a part of the College? What should they be doing better?

P 3 - What about Department newsletters. I don't think I have ever gotten one from the English Department and I would much rather know what is going on in the English Department. The College of Arts and Sciences is just so big. But the English Department I really care about. Like, what my old professors are

doing and what research is going on and knowing who is visiting. I think that department communications would be helpful.

M - Anybody else.

P 7 - I feel the same way a lot of the knowledge that I do have about the current things that are going on is because that I stay in touch with the professors that I have created the relationships with, but as far as departmentally I am the same way. There is nothing there except to get the circular for the season, but that's great but I can't make every show because I am doing show of my own. It is a little difficult.

M - If you had to judge, do you feel more connected to OSU in total, the College of A&S or your department?

(Group offers answers)

M - Okay, how many say, OSU in total? 4 How many say their department? 5 Anybody say A&S? Why is that? Why don't you feel connected with the College of Arts and Science?

P 7 - For me, while I was there I never met anybody in the A&S department. Everybody was in the theatre department and that is where I was. That is where I had to go. Those were the people I had to talk with and communicate with on a daily basis. I never met anybody in the A&S. If you asked me who somebody would be I would have no idea.

P 9 - Aside from going to the different buildings...If we had a class in the Arts and Science building than we went there.

P 7 - I really don't even know where they are located on campus.

P 4 - I thought it was actually a college not a department.

M - Right, I think ....

P 4 - I mean all of the different ones underneath that.

P 1 - Right, all of the various departments fall under that.

P 4 - I liked it because it was science instead of education and in psychology that carried more prestige.

P 2 - There never seemed to be much emphasis on being in the college of arts and sciences... while you were there.

P 4 - Other than your requirements... That foreign language was a killer.

P 8 - We had to have a foreign language

P 4 - Oh, you did. Not in my day.

P 2 - But you never developed a relationship because there wasn't a reason....

P 7 - If it didn't say so on my diploma, then I wouldn't know otherwise.

P 1 - Right, that is they herded you at graduation.

P 8 - Yeah, that is probably the only time you were affiliated with the college.

M - So, while you were there, there was no identity.

(Group shakes their heads - heard some no's and negative responses.)

M - What about just the idea of the Arts and Science College or a business or engineering degree? Is there a place for it? Is it valuable? What is the purpose?

P 1 - Just a strict liberal arts degree?

M - Yeah, let's talk about that first of all a liberal arts type of education.

P 8 - Absolutely.

P 4 - In theory.

P 10 - It varies.

P 3 - You prepare yourself for law school and for practicing law. I am just a big advocate of a liberal arts education.

P 8 - It is usually transferable in terms of any sort of profession that you go into.

P 2 - More well rounded.

P 7 - And, I kind of took a different route. I went to OSU and got my master's at OSU. But, prior to that I had gone to a Junior College and gotten my associate's in liberal arts and then gone on and got my bachelor of arts in speech and theater at a university. I look back on that and I don't think I would have done it any differently. Because of the fact that I was able to get a much broader educational background by going through a liberal arts program first and then moving on. Because, especially with a theatrical focus, there are so many different aspects of life and history and science that all come together and combine together. You have to have a background like that. If you don't know it by wrote memory, you at least need to know the skills to know how to research it, find it and make it a part of whatever you are doing at that time. So, for me I feel that liberal arts background is extremely important. But then again, I have used that a lot in life on a daily basis. I can't say that about a business major because I am not a businessperson. I feel it is necessary. I really do.

P 4 - Maybe it could be addressed in the general orientation. At least when I was there, there was like a general orientation class, a freshman orientation class. That might talk about the differences. I just went where my major was. I didn't think about the advantage of a liberal arts degree versus anything else. You maybe more aware of it as you get to graduate school, I don't know about it as an undergraduate.

P 8 - What was the question?

M - Well, what is the value of a liberal arts degree verses business?

P 3 - I think it more like the kinds of education versus the training and I think that liberal arts you are educated and you learn to think and that you have a different view of life. And it seems like if you have an accounting degree that you are learning just how to be an accountant.

P 4 - Maybe things like Enron wouldn't happen if everyone were required to take some courses in philosophy and some ethics. And not just econ. and accounting.

P 1 - But you also have to have a practical component you can't just be an all pie in the sky and nice theoreticals there needs to be a practical component to any sorts of liberal arts degree.

M - Let's take it one step further, if this were a fair for high school seniors and we were trying to compete for students, what would you sell? If all the departments in the A&S program wanted to sell the idea of a

liberal arts type of program verses of business. We have talked about some things, but what would you promote? Why should I as a high school senior get some sort of liberal arts degree?

P 1 - It makes you more employable.

P 8 - Absolutely.

P 7 - You gain such a diverse background and you are taught to think and analyze the world. Not take the world at face value, but to take what the world has to offer you and process it yourself and make it your own. Whereas, like an accountant or scientist you are basing it on this equation or this formula and if it doesn't work that you don't do it. I personally don't perceive life that way. I see life as you get out of it what you put into it. If you don't have the background to make the right kinds of choices, to learn from your mistakes, to analyze the situation properly then I think you fall short of taking that opportunity to its full potential.

P 8 - I think a high school senior needs to see how that translates into a career a life. I think it is very difficult to communicate that to a high school senior. What a liberal arts degree can do for you. I think they would want to see someone who has a real job, making real money, and that sort of thing. To talk about. It could be someone who is in business. Talk about how the liberal arts training and background and education got them where they are. Then on the other end of it you need to see, they need to see free-thinking and you know, all that touchy feely sort of thing too. Because you are appealing to almost anyone in an audience with a liberal arts degree because there are so many different ways to take it.

P 3 - I think the other thing too is... that value would be ... is that life generally, is long and careers are long. And it is impossible to know really what you want to do or what you want to be or what your opportunities are going to be and that with a liberal arts background you are more prepared for whatever varieties of opportunities you might have instead of thinking I know exactly what I want to do and this is the training I need and I'm going to do this for the rest of my life and it is very short sighted to think that you are ever that much in control. .

P 4 - More well rounded. You could almost market it as the others as ... more like a robotic kind of thing where you can see that the liberal arts is more rounded student.

P 10 - I think for a high school senior for them to look at what would you rather do with a degree in English except teach English? What would you ever do with a degree in psychology if you didn't want to be a psychologist? To be able to make those real life connections for them and say here are some of the things that you can do.

P 8 - Because the assumption is that if you have an English major that is what you are going to do, but in fact that does not prepare you to teach. And that is a huge misnomer.

P 10 - Exactly, but a lot of people who are in those colleges don't realize that. Then you get to be a senior and you realize, now what?

M - So, how would you communicate what those outcomes are?

P 4 - Well, you might just highlight some successful people. And highlight their education

P 10 - In one of those little newsletters that we don't get?

P 4 - Yeah, where they started and where they ended up... You could see that liberal arts degree could lead in a lot of different directions.

P 2 - And when you have the fairs or whatever they are called, high school day, you know, give people from the community, OSU graduates from the college, an opportunity to speak at those.

P 4 - Not just people employed by the university.

P 7 - Hey, there you go, there is another volunteer opportunity.

P 8 - And another thing is to... I think Leadership Tulsa... As a graduate of Leadership Tulsa, some kids through the youth leadership program or whatever it is, came and shadowed me for a day. There are all sorts of opportunities because Tulsa has a huge number of OSU graduates. And just linking kids, not when they are seniors, but much younger than that, with people who have real jobs. I think would be really helpful. I think a lot of people would be willing to do that.

M - What ... Have any of you seen this newsletter? (Hold up the fall edition) No? So, if you got this would you read it, do you think?

P 8 - I like those things in the big one that shows if you graduated between here and here, this is what is happening to who. So you scan it real quick to see if you know anybody in that section.

M - If you did get this, what should be in it?

P 8 - That kind of thing.

M - What else?

P 10 - Well the other thing, like we were talking about, stories of people and whatever... Highlight their career and then plug in those volunteer opportunities, like you were talking about.

P 4 - What has been done with the money that the alumni have donated. Actually see, in a concrete way where it goes.

P 2 - Focus on the research and what some of the professors are doing. Which I think it does that, but... And what the students are doing.

M - Should there be another publication from the theatre department and so forth? And from the English Department? Or should it all be in one? Should there be a section about English and another section for Theatre in something like this?

P 8 - I think it would be cool to have it all in one thing, because I am not just interested in English thing. A lot of us have more than one, an additional degree and we have friends who are... with people in other areas and stuff.

P 9 - Yeah.

P 1 - I would rather see a separate departmental, in addition to what arts and sciences sends out. In addition, a departmental one because that departmental one would be able to give more information, practically. Because to do something like this, your department would get like four paragraphs and then your department would do something else. Whereas your department could get quite a bit of information in the newsletter they send out. I would prefer getting a department letter. The last one I got I still have because it had a profile on a friend of mine. And so I kept it... And I think that is the value of a department newsletter, communication.

P 8 - You know they don't call us anymore. Or, I don't get called anymore. I used to get calls from... I can't even remember what it was. But I was always please to get a phone call saying, You know, how are you doing? Where are you living? I don't know. I can't really even remember the content of it, but it doesn't seem like I get those phone calls anymore.

P 9 - And that is the email conversation that I have going on. Just what he was talking about... The newsletter that I get from the department is very thick. I mean it is about as thick as that one right there.

Quarterly it has lots of information about graduates, kids that are getting ready to graduate that year, what their plans are. Really interesting, exciting material.

P 8 - Email would be cheap, too.

P 9 - Yeah. But I also think that it wouldn't hurt to have some little excerpt or something, I am not really sure how far you can go in one of those. To say something about each department that might be kind of encouraging or helpful. If I had a child that I was trying to encourage, to say look this is what is going on in this department and this department. Right now I can tell them anything about the Botany Department, but I don't know anything about the English or the....

P 1 - The two could feed off each other.

P 10 - Wouldn't that be cool. I don't even know how many departments there are.

P 4 - No, I don't either.

P 10 - So, it would be a really big, thick....

M - Well what about the idea of doing a separate one that is more detailed, but you would still have a paragraph on what other departments are doing. Sounds like you are interested?

P 9 - Yeah.

P 7 - Um huh.

P 10 - I don't get anything in the e-mail from OSU. Do you?

P 9 - Yea, but it is just my I have been in contact with my undergrad... There were nine of us plus the advisors and stuff... We were just a tight knit group.

M - What about e-mail. Would you be offended to get emails or would you be glad to get emails?

P 7 - I get an e-mail every month from my undergraduate. And usually what it does is give you a broad outline or broad story that is in the alumni newsletter just to let you know that it is coming up - it is going to be out soon. Sometimes it asks for information that you might have to put into it. Sometimes it has pertinent information about homecoming or events that are happening on campus that might not be in the alumni newsletter. I find that to be really helpful. I welcome it, actually, because it helps keep me in touch with what is going on. I wouldn't be offended.

M - And that is from OSU?

P 7 - No, actually it is not. It is from a different college.

P 3 - Generally, not just OSU, just generally, I always prefer e-mail over that, 'cause I have so much cluttering my house up.

P 8 - Exactly. And the expense, when you think about oh, how many people are throwing that away?

P 1 - I think email for event oriented information, I would prefer to get an email. But more feature type stuff, is more, I would rather sit down and read. I would rather have it in hard copy format in a newsletter or magazine type format.

P 8 - Even in an email.... If you could go to a site where it was connected in the email so you could click on that and get to the OSU web site which would also be accessible.

M - Would you use a web site?

P 9 - Yeah.

P 7 - Absolutely.

M - How would you use it? What would you want out of a web site?

P 2 - Well, I mean I have looked up professor's names and how to contact them. I started at the OSU web site. Personal and professional contacts.

P 7 - The one that I was talking about earlier their web site is set up where you can find the contacts that you want to obtain.... But it also has on it, all the program events and schedules for the semester or the year. Sporting events for the year, all their schedules for the year, how to buy tickets and who is the team player of the year. I mean it just has very general information for what is happening on campus. What new building they are building. Who donated what endowment for whatever. It has a nice broad spectrum of different things that you can get information about fairly and easily quickly the way it is set-up. That is one of the things I like about that particular college that I will email because when you click on the link, that is where you go to. It is real nice, it is easy to use, and the information is there. They stay up to date with what is going on with that.

P 4 - Should be cheaper than mailing out - you can invest the money and the time in a good web site.

P 8 - Well, and it has got such capacity to show you full color and things. I think Morrill Hall and what does that look like inside there now? I was recently in Stillwater for another reason. Just their whole student union has been so changed. And so just to see pictures of what things look like in comparison to when we were there and that sort of thing. I think that is neat to keep in touch with.

M - An idea that somebody threw out in the last group, I will just throw it out. Somebody was saying that they came across the O'Colly once in awhile and kind of enjoy reading it. They brought up the idea of what if once in a while they sent you a special addition O'Colly?

Yeah.

That would be neat.

P 2 - Well, you can get it on line.

P 10 - Can you?

P 2 - Yeah.

Oh, that is cool.

P 2 - I have read it online.

P 1 - For me though, the web browser is a nuisance. You have to call up the whole page and if you don't have a fast connection then it...

M - Just to pursue that... What would you have in it if you had a special addition O'Colly? Quarterly or something?

P 4 - Well, I like your idea about things that have changed on campus. No you still have a vision in your mind of what was there when you were there and...



P 3 - I would like to know just things like that are going on. You know, like, I don't know if it is still called Campus chats. Just all the things that are going on throughout the year.

P 1 - Or maybe just a news summary, from their archives over the past year, or whatever period of time. Just give a summary of some of the major events that have gone on, on campus.

P 3 - That is a good idea.

(Nods from around the table)

P 8 - But I like just the regular paper, that has like the little ads in the back. Just that total student focus. Things that really weren't that important. I used to love picking that up when I was here on this campus.

P 5 - Just a total feel of what is going on.

P 8 - Yeah.

M - Just a sideline. Was there a professor or faculty member that particularly influenced your life or career? Several of you say yes. In what way? Just curious, did they influence your career choices or what did they do?

P 8 - I had one that was like a hugely negative influence. It helped me to determine what I would not be. You know, as a teacher, as an educator. It was in my graduate program and that was very important for me.

P 9 - I had one that was very intimidating. Just really made me want to work hard. He... I understood that he had no bad intentions or anything, but I was the only girl in the department and so he really pushed that button, you know. If you are going to survive this you are going to do this. He really pushed me. And then the advisor I had, who was also an instructor, was the exact opposite of him. He was kind of pampering and... It is going to be okay type of thing, just hang in there. So I had both forces coming at me all the time. And in a way I think they worked well off each other.

P 6 - I'd say the department as a whole and their commitment to performance excellence was a tremendous influence on me. It was a ... revitalizing in my career choices.

P 4 - I had one that I interviewed with initially when I was applying to grad school that was just the epitome of what you would want a psychologist to be. Gentle and kind of grandfather like and accepting. He was just wonderful. And then there were several who were just awful and crazy. That I think it really highlights who you... for me anyway, how important it is to always be aware of your own issues and stay grounded and... cause so much of what graduate school and psychology was like was so opposite what would be, what you would think.

P 8 - Some people serve as a warning.

(Group laughs)

P 4 - Definitely. A lot of crazy people out there. But yes, I think that, I think he, yeah. That is the best of what it is and...

P 9 - That is a good way of putting it. It made me well grounded. Because I knew what I was doing with this one, be prepared, do what you are supposed to do, and know your stuff. And the other one I felt the same way about, but I... it made me that much more comfortable. And it made me feel like I was stronger and I knew what I was doing and who I was and that type of thing. Which, you know, when we were talking earlier about how would we approach students or high school students, I just wonder if there is not some kind of program, a class or something that you can take, where you could actually for a week at a time, go and visit different areas like a business area or a newspaper area or a theatre area or...

P 8 - In that particular college?

P 9 - Yeah.

P 8 - Engineering does that. Engineering recruits their students in that way. Classes and ...

P 9 - That would be a little more helpful. Not just reading a page worth of stuff that this is what you would be doing, but seeing that going on. Because I know that we spent a summer camp, you know, watching lumber people doing their job, lumber mills and seeing what that was all like. And that was very helpful. I knew I didn't want to do paper when I got out of college. Don't want the smell, don't want any of that. But there was some aspects where we got to walk around with park rangers and man I thought this is great. This is exactly what I want to do. But, you don't hear too much about that. People, I mean students, when they are getting involved with things like that generally have that stereotypical thing where they think this is what I am going to do...

P 4 - And maybe that could be a role of the alumni like you had suggested. You know, people could volunteer their names to help students who are struggling to with or wondering if this is what they really want to do, because there is really no way as a student to know.

M - So if there was some kind of program and your department called on you, would you be interested in... If they said I would like you to...

Absolutely.

Yeah.

Definitely.

P 4 - It is harder in my field because you don't want anyone hanging out in your session. But I certainly would be willing to sit with someone and talk to them about the profession and the field and what the realities of it are and not the ideals that you learn.

M - Or if they asked you to come speak or something... Getting back to ... Jumping around a little bit here as we close, the money issue, we talked about that a little bit. What is the right way and the wrong way for a college or university to ask for money?

P 4 - The wrong way is to send you a bill, like, as if, you had asked them to send you a bill. Rather than... Like, it is due then. You know, I mean, that doesn't go over well with me.

P 9 - I think that if they gave you some purpose or idea, we are trying to raise funds for this or we are trying to do this. That might be a little more helpful rather than just saying can you donate to a general fund.

P 9 - It is like the tall grass prairie. Adopt a buffalo. You want to know what you are doing.

Right.

P 9 - If 25 alumni gave x amount of dollars then this is what you are doing for one individual.

P 4 - Yeah, our own version, adopt a grad student.

P 3 - I hate getting telephone calls, but my husband's two universities, he gets telephone calls all the time. We give more money to those two. I mean, it is harder to say no. I mean, it is students and they are calling...

P 10 - I do think that is effective.

P 5 - Yeah, it is. It is a reality.

P 3 - But, saying that, I am generally annoyed when people call me for money.

P 2 - Me too.

P 6 - The, uh, I don't receive much information anymore, the vast majority of it was geared toward the athletic department. And that turned me off. Along with the plea for donations. If receive something from the theatre program with a request for something specific, I would be much more inclined.

P 7 - Either that or a way for you to designate where the money went. Here is a blank piece of paper with your name and address on it. You are willing to donate blank amount of money for blank purpose. I would feel a little bit more willing at that point because I am designating where I want my dollar to go. Rather than for it to go into somebody else's fund and who knows what it funds.

P 8 - And maybe, even in the end have some notice as to what happened. I mean your money went here and this is what the benefit was. How the students benefited or... it was a success - we didn't lose it.

P 8 - I think part of it too, I appreciate your comment about enjoying being the underdog... I think the alumni need to know what we could be hugely proud of... What is the niche? Where are we the best at? Because there is something in all of us that wants to be the best at... Be affiliated with something that is the best. I think those niches need to be pretty well defined and publicized.

M - The areas where we have really achieved something or got a ranking or whatever. Um, a couple of slogans that have floated around - they are either being thought about or used, I'm not sure, in the Arts and Science area... One is "The Heart of OSU." And another one is "The Beginning of Life-Long learning. Do either of those resonate with you?

P 5 - The second one, definitely.

P 7 - Yeah. I think so too.

M - Why is that ?

P 7 - I know for me, from my own experience, I am still learning.

P 9 - Yeah, that is what I was going to say.

P 7 - I have been away from Stillwater for seven or eight years, and I am still learning. I haven't stopped learning. And for me, I figure the day I stop learning is the day I die. You don't just learn something in a set amount of time and then life happens to you. That is not how I perceive it happening to me.

M - Anybody else?

P 10 - I think that phrase is reflective of what we talked about earlier. (tape runs out - group pauses to change sides) I think the life long learning phrase is what we were talking about in terms of what is good about a liberal arts education.

P 1 - I think the concept is right, but the phrasing is a bit awkward.

P 8 - It is almost cliché. If you are in education, it is almost cliché. And on the heart one, I think, okay, then prove it. Why is the college of Arts and Sciences the heart as opposed to something else.

P 1 - It doesn't say anything.

M - What about promoting the idea of ... And we haven't talked about this, but the concept of promoting the idea that everybody comes through the college of arts and science. You get your core courses... Does that have any value?

P 8 - You mean like it provides the core curriculum?

P 4 - The foundation that everybody has to...

P 8 - The idea would have to be groomed.

P 3 - But it is not very compelling, though.

P 10 - I know, it makes me think like go through on your way to something else.

P 8 - That is a good point.

P 4 - There are so many kids that complain about those two years where you do spend you time getting those core classes. I think most kids truly don't have a sense of why that is worthwhile. We are such a society of getting immediate satisfaction and having difficulty delaying that gratification, that I do think it is important to understand how it can benefit you through your life and ...

M - So they should promote why that is important.

P 8 - A way of thinking.

M - Thinking outside the box a little, what should OSU be like in 10 years? If we are their long range planning committee and we are designing OSU for ten years from now, what should it be like? What should it look like, what should it feel like?

P 8 - It would be ubiquitous. It should be accessible, no matter what. There was such a struggle getting the course work delivered here in Tulsa - from the faculty who wanted the students to come to them and no recognition that the students were here in Tulsa. And so perhaps it would be more convenient for them to come to the students. It is just that whole paradigm shift of what are you doing and who is your customer.

P 4 - I hope though that they still keep the core. I mean the... Stillwater, in the town, that whole college experience especially as an undergraduate. I hope more modernized. I am sure it is even more now than when I was there... That can make such a difference in your experience, the library or any research you do with the computers and that sort of thing.

P 8 - See, though, that is a great way to connect with alumni. I mean have online access to all of those resources and that sort of thing.

M - Think about OSU in Stillwater. What should stay the same and what change?

P 4 - I think the campus should stay the same. I think it is a pretty campus.

P 7 - Absolutely.

P 3 - Well, maybe the football team?

(Group laughs)

P 10 - One of the things I like about it and was really fun for us when my son was there was it wasn't significantly different. I mean we had a ball going back for the football games and homecoming... driving over and having dinner and... I mean it is not the same and there are new buildings and things, but you got the sense that there was some real tradition there. I never did have that sense in Norman. Mostly, like you

said, it was the sooner thing. I think that is one of the strong points about OSU is that it has a consistent integrity about the university that is still there.

P 2 - Yeah, even the new buildings blend in with the old buildings. You can tell they're new, but there is some architecture.

P 10 - Exactly. Someone had a plan

M - How much should new technology be employed and how much should it not be? There are a lot of new possibilities with the way you deliver education.

P 4 - Oh, I think we should stay on the cutting edge.

P 2 - Use as much technology as possible. I think that is one thing that I have gleaned from the literature that I have got over the last five or six years, is that they have tried to set-up the satellite campus with... via television and all that kind of stuff. And I think we should continue to do that.

P 10 - They really have been on the leading edge with the telecommunications program. There is another program that I think probably hasn't gotten as much attention as it deserves. Was it the first to have a master's degree in telecommunications.

P 8 - In technology, instructional technology.

P 10 - Once again, not as good of publicity, I guess as it should have had.

M - We're almost done, but the Arts and Science program, what should it be like in ten years?

P 8 - I don't know what it is like now.

(Group laughs and agrees)

M - You don't have an opinion? Your department, what should it look like in ten years? The English department, the theatre department. Where should it be going?

P 8 - I'd like them to lead in terms of method and mode of delivery. The undergraduate student, of course, I think in English the classes are smaller because it is writing intensive. But I think it ought to lead in the technology and then also show the research on how that impacts student learning. I'd be interested in that. I'd want to look at that too, besides just being cutting edge to be cutting edge. I'd like them to be on the leading edge of research in terms of how it impacts student learning.

P 1 - I'd like to see more interaction between the academic side and the business side or a practical application side. Which is the job shadowing, the mentoring showing how what you are learning inside the classroom applies to what is happening outside the classroom. And, unfortunately, from my perspective, a lot of academics gets lost in the classroom and doesn't leave the classroom. A lot of the professors have a great understanding of the theoretical side, but have lost sense of real world applications. I'd just like to see a better melding of those two.

I agree.

Uh huh.

P 7 - Along that line on the theatrical side, I would love to see the theatrical program implement a professional resident theatre company. The biggest challenge I see with that phase is the fact that they are so isolated from everyone else as far as Tulsa and Oklahoma City, kinda not makes it quite as economically feasible because you don't have the crowds to draw from. That is not to say that they don't get good crowds for their current shows, cause they do. But you need a much bigger patronage base in order to be

able to do something like that. And I would like to see them try to develop that and try to develop that kind of a program because I got professional training, but I had to go with my faculty somewhere else to another state in order to do that. While it was beneficial, I think some... a program of that nature could be developed over there if it was done right.

P 3 - Have you been traveling to Tulsa and Oklahoma City? Would that be something you could do?

P 7 - Absolutely, absolutely. Working within the school programs and working with the State Arts Council, for example. You know, doing things that... Children's shows are a big draw right now. And if you have a good children's show, you can pack them in like crazy. But then also feeding off of that, bringing in more adult themes and more adult situations and mature audiences you can feed off of those same types of things. I mean, yeah, absolutely working within the State Arts Council and the schools, traveling to any of the cities...

M - Anybody else have an idea for their own department?

P 4 - Psychology has changed so much since I was in school, it is now the practice level is really more at the master's level than the Ph.D. And I don't know if they have it, but if they don't they really need to help students see the, again, the reality. I had worked for eight years before I went back to graduate school. And I was so in touch with the real world that when I went back it was a hard shift back to academia where it is all theory and little knowledge of what the real world is out there. So... I mean it is fun to get into theory and thinking and reasoning for the pure joy of it, but it doesn't help you make a living when you get out of school. So, I hope they are more on that line now.

M - Well, I really appreciate ... thank you...

APPENDIX I

### Faculty Transcription

Six faculty participated. They were from six different departments: Political Science, Journalism, Microbiology, Botany, History and Communication Sciences and Disorders. There were five male and one female participants. They had been with the university between 6 and 25 years.

M - Well, we're going to start out, just open it up now just broadly. What do you think, thinking about Oklahoma State and we all have it in our own interest here and, of course, we have comparisons from other schools? What do you think OSU does well? What do you think the strengths of OSU in general are?

P 6 - Landscaping, keeping the buildings up, floors clean, fresh paint, planting flowers...

P 4 - You are not in (my building.)

P 6 - The janitors keep the blackboards cleaned pretty good.

P 3 - Well, when you step on campus, it is a very clean campus. The trash gets picked up. It is a well-defined area and clean in that area. Initially it is a very clean campus and makes a real first impression. Speakers and guests come on campus from other states and that is one of the first things they comment on is that we have a very clean, beautiful campus. In that sense, as opposed to some campuses where there isn't a landmark or anything special. We have historical buildings and facilities that sort of stand out.

M - Visual beauty. Any other strengths?

P 2 - Well, I don't think we have to leave the administration out of it totally. I think since Halligan has been here, that the university has done a much better job in terms of its relationship with students. And the atmosphere that is has established for students and parents. Some people think that maybe we have gone too far, but clearly we do a better job with that than other institutions.

M - And what about the other side... (Late arrival) My name is Mike Render and I will be leading the discussion. Why don't you introduce yourself?

P 1 - (Introduces himself)

M - Where did you go to school?

P 1 - (Give background)

M - We were just talking about the strengths of OSU and so forth and then we will get down to some more detail. Anything you can think of in terms of strengths...

(Pause, P 1 chuckles)

P 6 - We all had that problem.

(Group Laughs)

P 1 - I'm sorry. I am just coming into this cold.

M - If you can't, we can go on.

P 1 - No, I think the faculty are extremely competent. The breadth and depth of education this university offers. As surveys have told us, it is an excellent value.



P 5 - I would like to go back. Excellent faculty is the reason I am staying here. Not necessarily the areas that are appreciated by those higher up, but a, that we have our strengths in... but there are definite strengths on campus. I wish they were recognized.

M - And, again, not belaboring it to long, what do you think our weaknesses are? Not putting names or faces or anything. But, in the general sense, what are the weaknesses of OSU?

P 1 - I would say the biggest is location and there is nothing we can do about that. Trying to attract all the faculty to a small town in the middle of Oklahoma can be real difficult. Some departments because of the nature of the major they have a problem with getting people from the Ivy League schools or the rated institutions around the country. Some departments, ours being one, we frequently have a tough time attracting good people. If they are younger and have a family, it is not so difficult. People established in their profession, it is pretty difficult.

M - Anybody else.

P 4 - I would agree with that. In our department we have constant vacancies and they are increasing probably as we speak. But, one of the issues for us, since some of us need medical facilities, in order to do our research for patient populations, that is a real problem in Stillwater. We have not really been able to establish the relationships with (community partners). Plus that doesn't really offer us what we need either. So, we are having a tough time with it.

P 3 - I can add that just a little, with the level of endowed chairs for example. It is difficult to convince people make the move. Location is a concern. I know in our area of the sciences. Let me just add quickly to that. One thing I have noticed is in Oklahoma we have a rich Native American tradition. Minority programs, minority issues. Things like that are not as well voiced here. So, I think that is also a weakness. I'm not sure where it all stems or where it all comes from. That is just the impressions I have since I have been here. That is the conservative... There are just lots of factors that play out to the final conclusions.

P 2 - I think diversification of the student body is a big problem. I am not exactly sure why it is that we can't do better in... Well, not only in terms of race and ethnicity, but also in terms of geographical distribution. The students... The Oklahoma students who come to OSU would benefit from being exposed to, not only international students as they are, but also American Students that are more highly diversified. The other thing I don't think we do a particularly good job at, and some of you may disagree. I don't think we do a particularly good job at selling OSU within the state. I think we do a good job of selling OSU within the state as kind of a comfortable place to go. But I don't think the familiarity is any kind of benefit that OSU has. For some people it is obviously still the Aggie school. And from what I understand from some students that advisors in schools like Jenks and Broken Arrow, often discourage people from coming here because there is no way that you can learn anything from the Arts and Sciences with OSU. If you are interested in the Arts and Sciences, you should go to OU. And I am not so sure we have done very well breaking that traditional kind of Aggie perception. And some schools can hold on to that and it can be valuable to them as they are looking at tradition, but I am not so sure that's, in the long run, where OSU needs to be.

P 4 - I would like to comment on that. I agree with you. And having been at OU and here. When you are at OU there is certainly a positive self-image, that I don't get around here. There is almost sometimes an apology for who we are. You know in that we are second best and I think that image hurts us lots of times. From the students and from the faculty point of view.

P 5 - I think part of this is that we are trying to be good in things that we can never hope to be. The leaders in ...

P 1 - Football?

P 5 - Say what? Oh, well, of course, that was a big problem... that was just the over emphasis on athletics. No. I was referring to the high tech fields. The top dollar people. I mean how can we possibly compete

when we have all these excellent fields that are low dollar fields and we are publishing by the scads, But of course, it doesn't bring in the indirect costs to the gigantic levels that our college administrators want us to bring in. So, maybe this is partially a personal ranting. But I think we are really stressing too hard that we want to be or try to compete with the biggest of the big and in bringing in the top folks of which as he said we can't look good against the Ivy League schools. You know we can't always compete like that.

M - We are probably going to move through a little quicker than we could. We have several things to cover, so I am going to switch gears here a little bit. In terms of education in the Arts and Science area or the liberal arts area, or broader based education, what do you all see as the advantage of that or what's the strength of that kind of education versus education in other colleges? Business or engineering.

P 2 - The pitch I always make to my students is that I don't care what you major in or what kind of job you have after you graduate, you are going to have to be able to read and think and write and present your ideas to other people. And I think the more of that kind of training is obviously what the College of Arts and Sciences has to offer.

P 4 - From a professional stand point, because I am a speech pathologist and that is what I train students to be. When you go out and work in my field, you work with everyone from the guy who raises pigs to an accountant. And you can't truly be effective if you don't have broad sense of people and their occupations and the things that they are interested in or their cultures, etc. I think you get that from Arts and Sciences. I would really fight us being outside of Arts and Sciences because I think that really broad spectrum give our students what they need.

P 5 - I say definitely so in principle. In practice our students don't seem to get it. You know, the most common things are I don't have to know this for what I want to do. Why do I have to go through all this broad base of stuff. I am not sure how effectively we are excelling that message. I do think we have something that is almost a liberal arts education. I don't know if the students really get it.

P 1 - Perhaps it is like in the way we don't sell the university to the state or to the country, we are not selling the students on this idea of a broad base education. But when I think back, when I first went to college, right out of high school, I flunked out. Flunked out the first time around, dropped out a year later when I went back and then it was 12 years before I went back to finish my freshman year. And then, I began to see the interaction of the different classes I was taking. Same ideas popping up in different fields, or whatever. I was better able to integrate what I was doing. It wasn't the process of the professors, by any means that was doing it. I think that it was just my age and experience at that point and finding a measure of some maturity. I don't know that it is our responsibility as teachers to try and instill that in our students or not. But I think we should certainly try to give them the opportunity.

P 6 - I'll say two quick things. First of all, we all assume the model of a liberal arts education. I don't think a lot of us realize that we are alone in the world with that concept. The parents don't believe that, the students don't believe it, just us. Second thing is at this university, to my experience there is absolutely no thought whatsoever as to what constitutes a liberal arts education. James Marks wrote a book about this after having been doing research on this for the last 20 years saying that the college curriculum was put together to meet the needs of the faculty and administrators. In other words, when you put together a package, what should constitute the make-up of that package. Let's make sure statistics gets in there. Let's make sure math gets in there. There is no thought whatsoever reasoning backward from the student, at all. At this university and to my knowledge, at no university. I think that is tragic. I think when you start thinking about our engineering or agriculture, then you reason backward and say what do I need to put in place so that this person can be employable and rocket ships don't crash. There is no consideration for that here. There was an attempt at this consideration back in the days of Smith Holt. The Dean bought a book about liberal arts and we even discussed that. Remember that whole movement? And everybody got a copy. To my knowledge, whatsoever had been done. It is possible that the university can take the question seriously. And some small little arts colleges have taken it seriously. We have not. So when we talk about liberal arts, we are talking just some empty phrases here. And the value of what the liberal arts could be.

M - Do the rest of you agree? Does there need to be more strategy in terms of what a broad based liberal arts education should be about?

P 1 - Perhaps better integration and better understanding on our part of what each of us do. We are woefully inadequate just in our own little department. We have four different sequences, Mass Communications, Advertising, Public Relations and Broadcast Journalism... And we don't even know what each of the sequences is doing. We have certain core courses, as is always the case. But beyond that, how could we better integrate or to use the buzzword in architecture, converge to bring these four disciplines together? That is where the industry is going is convergence. We need to do the same thing.

P 6 - I'll give you one more example. We teach foreign languages and spend millions of dollars at this university. Our students go to Japan, Korea, China. They don't speak any of those languages, period. Germany, France, Spain they don't speak any of the languages. Kids from Korea, Taiwan, Japan, France, Germany, Italy... They come here and they speak English. We are not teaching the old foreign languages. And we don't care because we haven't done a thing about it. We are just going through the motions of taking so many credit hours of foreign languages. But I don't think there is a single person in this university that thinks our students are actually learning the foreign languages. We are teaching the foreign languages. They aren't learning foreign languages and we don't care. I think that is symptomatic. If this university actually cared about the students, we would produce students who actually speak Chinese, Japanese, Korean and read those languages or French or Italian or Spanish. And we are not doing it.

P 5 - But don't you think the professors care? I mean, when I talk with my colleagues, they are not griping about the pay. They are not griping about... What they are griping about is are my students learning? I feel bad because I am not getting through to them. Now maybe they are at fault for many things, but I think that on the faculty level there is an immense amount of caring and it is causing us tremendous stress problems. But maybe we care too much.

M - Do you think there should be more coordination of what goes in to the whole program?

P 5 - That is a question that I am not sure I want to answer because usually the attempts at coordination are top down things that we personally do the things that we can do well and what we think we can do well. And often the top down things end up being... even though they look nice on paper. You know, there are concerns about what really will work. For example, the big thing nowadays is inquiry based learning, that is what gives people the critical thinking skills. And it all looked wonderful on paper. Worked well on some campus. Well now they are trying to build from the bottom up where the first course in inquiry based learning. And there is sort of an assumption that we are all going to adopt this approach. The way it is being adopted is... or sort of ...encouraged. Seems kind of plastic and artificial. You know, let's create some neat cute little learning models. I'm... I'm just... Integration is promising but scary.

M - Well, that begs another question. How well does the university or the College of Arts and Science do in communicating from you in getting groups like this, or getting your input about the kind of concerns you have?

P 6 - I think it is terrible. I went up to the Arts and Sciences development office for funding, I was told to do that. So I went in there ... and they came back about a week later, a month later, something like that, and said that it didn't fit within the college's priorities. I said oh, okay, what are the college's priorities? And she said, well, we don't have them yet. We will get back to you. I think that speaks volumes. The college does not have any priorities. Period.

P 5 - With respect to the development office. The developing development office. We have a lot of horror stories with them too. That is a very weak link. Being completely mistreated by them and then they are expecting the world from us.

M - In what way?

P 5 - Whenever anything is initiated by us, like this, we are basically told that's not interesting. And then when they come to us and say how can you get money from colleagues in your field. Basically it is a self-serving entity. They are putting new people in the development office all the time. And so what do they do with their money? Anyway, I don't want to get into the specifics, but we really spent a lot of legwork on something that really would have made our university strong and we weren't very politely treated.

P 6 - I don't mind being told no. I think all of us realize it is a crapshoot. Just let me know what to shoot for before I spend a ton of time and energy putting together a proposal that doesn't fit in your priorities. But I have a sense that they don't know what they are doing. They don't know what they want us to be doing. That's it.

P 4 - My impression is that they are truly here for money and only money.

P 6 - Who gave you that idea?

P 4 - Because when we had a person who wanted to give money, we did great. And went for feedback - appointment is set-up, and things like that. So I truly don't know what their mission is beyond almost a foundation.

P 6 - This university has really done badly in raising money from its alums. I think... When I reflect on that... I'm talking about in comparison to anybody. When I reflect on that, I think we have to blame ourselves as faculty. I mean those are our students out there that have no conception of what an education is. Every time I talk to the development foundation, they are telling me, and I assume they are telling the truth, that the alums want to fund football, basketball, sports - generally. They have no concept of what it means to fund research, etc. They do fund scholarships. And the idea of this university is something to be mocked at, that we are a bargain and I think that is an embarrassment. We are the dollar store of universities. We are cheap, that is the only selling point of this place. And I think what we have to do to confront the next 50 years is offer a product. And I think that is what OU has done. And other universities, they will try to not be the bargain school. They will try to be the school that offers a product, and that is a good education, good experiences, faculty, teachers that will go back home and talk about it, read about it, write about it in the papers. Stuff like that. We are not doing that and that is a mistake.

P 1 - I tend to agree with you...you can. Two things, are making an effort and it is not just faked achievements. ... but I think they're talking in terms of value. Whether it is in terms of bragging about our Rhodes scholar, our Truman scholars or other things. I think that there is some of that. But, I would also agree that the motive is probably more chasing dollars. And, perhaps, the value of the degree should be placed on the quality of the education.

M - Do you have any thoughts on that or input?

P 3 - Not really. But I think if you just look at my impressions of the Arts and Sciences, it is complex, because there are so many different parts to the college, as far as finding a strong point or combining them. Coming up with a central focus is difficult to do. And that is part of the problem. To solve the problem, you have to communicate and talk. And that is probably one way around it. I have just been in a lot more meetings where I talked to people in Journalism and Broadcasting and said how can we get Sciences and Journalism connected? Is it possible? We have discussions in our own department about it. And then it is going to come the distance to where I hear from faculty council on it and we all get together and discuss issues. I think that is the only way.

M - So, do you all... You have your own departments and you are organized under the College of Arts and Sciences, I guess. Do you feel much affinity toward the larger college or do you not feel much?

P 1 - I think the longer you are here, you develop a little bit more of that. Since I have been here, I have been on several different committees, whether it is faculty council or whatever, where I have always been forced... had to deal with my colleagues. I had to go half way around the world to meet \*\*. We just happened to be in Central Asia at the same time, doing different things. But, if I hadn't done that, I still

wouldn't have known these people. These are people that supposedly we work with or ... And yet, I don't know what we can do about that. Simply because I am sure you guys are just as busy as everybody else on campus. Between teaching and research, extension, whatever it is that we are each doing, You almost have to forget about something to do these other things. If you are able to tie your research into another discipline and work across disciplines, great. But that is not always possible.

M - Is there a reason for the College of Arts and Sciences to try to pull things together, other than raising money and so forth? Is there a function...

P 6 - I think the College of Arts and Science serves the function of confusing issues. Basically the administration does not want to - or they are not - adequately fund what is loosely called the History Department, the Philosophy Department, everybody in this room. And so the Arts and Sciences is a buffer for that and absorbs that kind of stuff. It is ineffective, has been ineffective since I have been here, about getting the... Well, I mean just do a salary study. Arts and Sciences is way out of whack in terms of their peers. We are at some percentage of where are peers are, Engineering, Agriculture over Business. Half. We are below. It is just a buffer. A way of grouping a bunch of people together that are not getting the attention from the University. That sounds pretty negative, but...

M - Do the rest of you agree, in terms of the way it stand right now?

P 1 - I think part of that is just, simply market forces. We see that within our department. To attract quality people in some of the disciplines, what we have to put money on table to get them. When you are competing private sector, there are some cases... English, no, they don't have to compete with private sector. History, doesn't have to compete with the private sector.. Business does. Many of the sciences do. We do. So people that we are looking to hire, have to want to do this, obviously not for the money, like any of us. But money is a factor, to some extent. And so, that is part of the problem. The fact that Arts and Sciences, as you had said, we are so diverse. We have everything from the hard sciences to the social sciences to Theater, which is all over the place. How do you bring so many different things together when you do so much?

P 6 - You are mistaken in your comparisons because what I was talking about is the comparison of the Journalism professors here to say the Journalism professors in the Big 12. They say they face the same market competition.

P 1 - Oh sure.

P 6 - What we are doing here, at this university, is bringing people in at market. And then compressing salaries. So, by the time you get to be full professor, you are at 60 - 70 % of where the Big 12 is. ... then you got a 100% and your salary goes down. That doesn't happen, it is not inevitable. It doesn't happen in other universities and it doesn't happen in other colleges, except Arts and Sciences.

M - What do the rest of you think? Is there a role for the Arts and Science overall? Should there be a purpose for the college?

P -5 It is certainly interesting discipline wise. Because, you know, a lot of us are doing work or research that might be a little more on the applied side. And so we are not that different in the kinds of questions that are asked outside of the department... I mean outside of the college. So I know some of us are squarely within Arts and Sciences, others are sort of ... are discipline wise... My same job description could be written very similar to someone who is in Range Science for example with the exception that we do all the teaching and they do all the research. And yet a lot of easy money for research. I think a large part of it is that we are not specifically goal oriented in our discipline, so I'm not asked to figure out how to maximize cattle yield. I'm allowed some academic freedom, at least on paper. I think that's... conceptually what I think is different about a College of Arts and Sciences. Is at least that there is, at least on paper, is a little more academic freedom. Not set-up to do goal oriented work.

M - Rest of you think... Do you think it should be left, other than the communication issue, do you that it should be a pretty loose umbrella where every department is kind of off to do their own thing? Or should there be more functions where we get people together to plan and create a direction?

P 2 - I think there is a big difference between the theory of getting together and planning and the reality of our daily lives and the reality of the lives the people who are going to college. If somebody were to have a meeting to talk about some specific issue, I could almost guarantee you that I wouldn't go. And I think most of my colleagues wouldn't go because, and I think we all feel like, we have enough responsibilities already. If there are times we don't have specifically have something to do that there is a lot of other interests that relate to our field and that we prefer to use that time. Generally, most of the pay raises are tied to research and publication and not building something we need to think about in the future. I actually worked in a college for a couple of years. I can tell you from an administrative point of view, that at least while I was there, the operation was basically, kind of a crisis management approach. And there is no time to think about what the future is going to be or to get together or to plan, because usually there are some 14 or 15 other crisis to work through. So, I just, you know, it is nice to think about, it would be great if we could get together and learn more about each other and develop some long term strategies or long term planning. But, I think the reality of that is... You probably wouldn't want the input of the people who would show up.

P 6 - I think the other problem is to define the situation correctly. You are saying what can the college do. I think that as long as the administration is not going to listen to the college, as long as the university wants to sort of keep the college contained, then nothing is going to happen. If the university has decided that there is going to be a strong mission for this college and asks the college to say, okay, define a liberal arts degree. And define what would be, you know, the interaction between sciences and the arts and humanities that should be in place. And we are going to support that. And we are going to realign this university around that theme. I think it would be different. But, I think the college tried to do that, and a lot of us have witnessed that over the last 20 years, they just get battered down. The university is not interested in hearing any of that. All they want to hear is everything is fine. We are all happy. End of story. I think what is symptomatic of that is President Halligan. First thing he did when he came here was, it was a sound bite, which worked very well out in the boondocks, but it was a disaster for education and that was "No rookie on rookies." Totally devastated the Political Science Department and other departments as well. It meant that we could no longer teach upper division courses. There is no policy behind that. It was a sound bite to appeal to people as a substitute for action. I talked to the Dean and said what does it mean, "No rookie on rookies?" He said, we don't know. I talked to Halligan and he said, "It's up to the deans." It has no meaning whatsoever. But, it was defined as we weren't allowed to put graduate students in freshman classes. I have to teach a 200 level statistics course and a 100 level political science course. They are both the same. The 200 level statistics course, a Chinese guy could go in there and teach and is teaching it. The 100 level political science course has to be a professor.

P 1 - I think, as I recall, Halligan's statement at the time was that was one of the issues that as he was traveling the state. The complaint that he was getting from the public was complaints about graduate students teaching freshman level classes. And so that was his response to it, right or wrong. You say it was a political response, but it was more of a reaction to a situation. I don't know that anyone talked about our students in those entry-level classes getting less of an education because they have T.A.s instead of professors teaching them. I don't know that that was even considered.

P 5 - Related to that, the xenophobia that sort of resulted saying... It is just such hurdles for international students to pass in order to be our graduate students. The are just set so high and then higher and now, when somebody very promising with GRE scores out the roof comes through, I have to warn them, "You know it is not going to be easy for you to get accepted here. There are just so many things you have to do to be able to enroll in our program, both financially and legalistically." Because of the stories of Halligan going through, everyone is complaining to him, "Well I had a Chinese person teaching me in this." When in reality, this is something we can offer to our people of the state. Saying, this is the world. This is the *university*.

M - Do you think... Should there be more of a marketing effort, or not, from the departments or from the College of Arts and Sciences? Should they be marketing to my daughter saying this is why you should be in the Arts and Sciences College or the History Department?

P 1 - We are doing it. Faculty are making visitations to high schools. With high school teachers who teach journalism we are trying to provide additional education for them, because in many cases they are English people or whatever and they don't have a clue. They just go handed this job, told to do it whether they knew how to or not. So, we're making outreach in two areas, both working with the faculty and to the students.

P 3 - Ours is similar, but it is kind of a cycle-based problem. We get funds, we find ways for teachers to go into programs but when the money is gone, that's it. As far as the marketing the college does, there is hardly any support for this area. We are sort of on our own in that. So as far as right now, in our program, there are not a lot of extension programs. The funds for that are gone, so we have nothing. We have been running these programs for years and then now we have nothing. We hope to get it back again. It really depends on, we feel, the faculty feel, the administrators saying, great, go ahead and do it, you have our blessing. That's about it. It takes a lot of work.

M - If money was available, would it be better to market as a department? Or would you want to spend some money for the college to create a marketing campaign to come into the general areas of Arts and Sciences?

P 2 - Well, I think there is a third approach and that is that I am not so sure that we shouldn't market. But what I think the university could do, very effectively with virtually no budget, is do a better job of identifying to people in the state some of the things that are being done here. In other words, I think of it as almost more of a news or informational thing than a marketing thing. In other words, it doesn't have to be on television. It doesn't have glossy on inserts like Time Magazine and Newsweek. But rather, there's a lot of people on this campus and a lot of people in this college who do wonderful things. And for the most part, I mean, most individuals in most departments are not naturally self-promoting. We do have some self-promoters, but I think those are more the exception. But, in fact that most people would be horrified of the thought of, gee, it is not my responsibility to go out and kind of toot my own horn. But I think PIO the public information office, for example, doesn't do much of that. Maybe they are strapped budgetarily. I would rather see the money going there. And have them do a better job telling people in the state what is going on. I would rather do that than market. I think if people would read in the press or note that there are a lot of things going on, you are going to see people reacting, hey, that is a good place to go to school. I would rather have that than a slick university campaign.

P 6 - I think this whole concept of marketing is misdirected. I know a whole bunch of universities that market themselves very well. And they do that from the beginning. In other words, they first concentrate on what we want to market and refine it. And then, put it in place and fund it. And then it markets itself. I can think of George Washington University which is totally dependent on student tuition. Totally. There is no endowment. There is no nothing. They wanted to make a splash in the area of human concerns and stuff like that. They hired law professors who would set-up institutes that would focus on things like consumer lawsuits and cigarette smoke lawsuits and stuff like that. And that marketed itself. You see, not from the PIO office, but from AP and other sources like that., where these guys are on the cutting-edge. They interviewed them and so forth. This university is not thinking along those lines. They are not thinking, what do we want to have here in place that we will then go market. They are thinking how can we go market what we got. They are trying to market things that every other university also has. Their wonderful friendly chemistry professor. Their math professor who cares about his students and all that kind of stuff. And you know, the guy who just published a book and so on. But they should be thinking about how to define this university so it is attractive and stands out. And it can be done and it doesn't have to cost a lot of money. I'm told, and correct me if I'm wrong, that if we hired an assistant professor in chemistry, there goes a million dollars just setting up his lab.

P 2 - That is too much.

P 6 - How 'bout half a million.

P 2 - Say \$350,000.

P 6 - Okay, \$350,000. Two of them is \$700,000.

P 5 - And they are gone in six months.

P 6 - That kind of money, when I was doing a tour of Washington, that kind of money could hire the world class physicist. They hired \*\*\*\*\*. He didn't want to be part of any lab whatsoever. Just a pad and pencil. And these are the really theoretical physicist of the day.

P 2 - That was 80 years ago.

P 6 - But \$350,000 could get someone who doesn't need a lab.

M - (P 4), what do you think? Should marketing be done? And if so, should it be at the departmental level or the college level?

P 4 - Well, I haven't said anything, 'cause I don't know the answer to that. I don't... You know, I guess if you are going to market Arts and Sciences, you are targeting undecided freshman that don't know what they want to do. I don't know a lot about a lot of the departments around here and I think it is partly because we're not, all of us are not, very well publicized. We started a newsletter, an alumni newsletter in our department, just trying to talk to our own alums about what we are doing, because they don't know what we are doing. So, I don't have the answer and I am not sure it is marketing as much as it is information dissemination about what does go on. And maybe out of that comes a better image of where we are.

P 1 - I think that is what we have to do simply because we are a land grant institution. That kind of defines our mission to some extent at least. And so, perhaps we have to take that what's given and build upon our strengths and concerns. We are doing the same thing you are with an alumni newsletter.

P 5 - I think if we can be strong where we are strong, and not pretend to be strong where we can't possibly be strong. And hire big names in disciplines and people that we can afford to bring. You know, we have a very strong program and we could sell it to anybody. Say build ourselves up, wisely and then that is the marketing.

P 3 - Build the product.

P 5 - Exactly, build the product. Not pretending to deliver on things we can't possibly ever deliver on.

M - Switching gears. As alumni of other schools, how good a job do your own schools do in communicating to you? Do you think they are doing a good job or not?

P 4 - Well, for one, I come out of OU with a doctorate degree and I promise you they are really good about contacting me. And what I get from them... Interestingly the alumni stuff I get from them is not first page football. It is first page Arts. Paintings that were given. Music. The new things in Engineering. I think they have it right. Also from the University of New Mexico, I get things from Arts and Sciences a lot. It paints a very positive picture. Talks about, you know, the exciting things going on. So, both of those schools do a good job.

P 1 - Most of what I get is from Journalism Schools. It is not from the college or from the university. I get maybe one publication a year from the universities. But I get two or maybe three for alumni specific to the Journalism Schools. They, of course... Everybody looks at that "where are they now" first to see where your classmates are and what they are doing.



P 5 - (Sarcastically) I was just remembering. I think it was our last OSU magazine. I mean, how are we selling OSU? With a beautiful picture of sliced peanut butter on the front cover. What a wonderful product we have to offer to the whole world. That is selling OSU. Let's have sliced peanut butter.

M - What should we be doing?

P 5 - We should never get into the business of selling sliced peanut butter in the first place.

M - What should be on the cover?

P 6 - I tell you, I get a lot of stuff from Kentucky and Wisconsin and other places. And most of it, I don't care about. They are not interested in what I am interested in. I'm truly \*\*\* with a very narrow academic focus. This hoopla of changing the symbol and that kind of stuff, I don't care about. I would suggest though, I made a habit over the last ten or fifteen years or so, that when I write something that I think is interesting, I send it to some of our former students who are judges and legislators and teachers. And they seem to be more interested in the people that they knew when they were here. And they are interested in what we are doing. They are not interested in that so and so got a Rhode scholarship. That doesn't do a thing for them at all. I would communicate... If I was going to be bold and innovative, I would come up with a much more individually focused communication system where this department is communicating with its alums with things it was doing and try to give them backwards and forward... I got a letter from a student, but I can't remember who it was. Writing letters to me every couple of months. And I write back and tell them what we are doing and that kind of stuff. If I was going to do it, I would focus it that way. That is what they seem to be interested in and that is what I am interested in. I am interested in teachers I had.

P 1 - That is what we do with both our printed alumni newsletter and we have an online... That when something is going on, job listings, whatever. Those are the kind of things we can put out. And most e-mails I get back from my students who are out in the field and are interested in those kinds of things. They are just telling me what they are up to or got a new job. Or, hey our station is looking to hire a new reporter. Send us anybody you got.

P 6 - I get letters every once in a while saying XYZ is retiring now and we are putting together a fund for that. I'll put a check in it right then. I don't even have to think about it. But if I get something from the College of Arts and Sciences, at Muskogee College or something like that, to heck with it. I don't know what they want. I don't know what they are doing with the money and I don't know who they are. It is just a form thing. And they always get my name wrong. Heck with that. It is out of there.

M - Any other thought as an alumni? What would you want to see? Do we want to see information about our old professors and peers and things like that?

P 2 - I think, particularly in a college like Arts and Sciences which is so diverse as compared with say Engineering, I think in terms of alumni relations it is much more effective coming from the department. One of the things my undergraduate institution has just started to do in the last year or so, is about every three weeks or so, I get an electronic one of the newsletter things that are happening or have happened or going to happen that month. And I have the option of getting out of that or keeping it. It's the way the kind of set me up initially. I have actually enjoyed that. It takes maybe ten seconds I kind of scan the little table of contents. And there are brief articles about these five subjects and if I go through them and there is nothing I am interested in, I can dump it. Occasionally I will. It is a mix of academics and athletics and other things. I am glad that you are doing something like that. But, I don't know anybody else that is doing anything else like that. I thought that was a very effective, easy, way to communicate. Virtually at no cost or at a minimal cost. I don't find it as obtrusive in terms of my time as when I get a big magazine. I think of that as something new.

M - Does anyone else think the electronic or e-mail type approach is better?

P 5 - I'm just really disgusted by... I mean, whenever I get an OSU publication, I always look to see the cost that it is... I don't know what percentage of our budget goes into that, but I also think about the tree. To me I think it is a tremendous amount of waste. I mean, they do all the market research, so I don't know, but I can't believe that it is that profitable that is worth the waste. Maybe I'm wrong.

M - One of the things when we talked to alumni, they had some of the same thoughts about "seems like all they want is my money sometimes." And some of the comments were I would be more impressed if they were interested in me or, if they wanted my time, sometimes instead of just my money. If there were alumni and if they were qualified, do you see a place for them in terms of more interaction? In terms of guest lecturers or any of that kind of help?

P 1 - We do that all the time. Because it is such a natural in a professional school. If we can, we are bringing in people from Tulsa or Oklahoma City or even small towns. And, in some cases we go for more established professionals. But in other cases we'll take the students who graduated just a couple of years ago. And they have been out there for a year or two and they know what it is like. And so, we can stand up in front of our students and tell them exactly what it is like, but once they can hear it from somebody who is more their age, and has that experience, it seems to me they are more open to what they have to say.

P 4 - We have it built in because our students have to do almost 400 hours of eye to eye contact practicum to go into graduate school. So they are going to Tulsa and Oklahoma City and out of state and all sorts of other places. Our alums are very involved and they always provide feedback on how they think we are doing in terms of the teaching, so it really involves them.

P 6 - I will tell you the university does everything it can to shield our alums from us. It is very top secret. I teach in Political Science and one of the things we do is produce lawyers. And I accidentally found out... I was addressing a law conference and one of our alums comes up and says hey, I'm an OSU political Science major. And it turns out that they all belong to something called the OSU Bar Association. Which is a thing for lawyers and such... It is just a money-raising thing. They will not let us know who they are. We can't contact them unless we know them personally, or something like that. But I think they have got everything backwards. It should be more encouragement.

P 1 - Even if you know them, for example, Garth Brooks is one of our alums, he is hands off. Don't you dare try an touch him.

P 6 - Same with one of my students. The idea there was that the university regards these alums as their property, not for us to mess with. Unless you get past that, it is stupid, unless you know them personally, have a relationship with them, you can't get to them at all.

M - Are there other ways the alumni could be involved besides guest lecturers and so forth?

P 6 - Of course there are. You could have seminars that are aimed at alums. They love getting together. Send you to Tulsa, get together for lunch or something. Have a professor come there and that kind of thing. Do it in Durant or Shawnee or something. We don't do anything. And I think it has to come from the university and the university doesn't want to do it.

P 1 - Well, I think there are some thing we can do. We had our sixtieth anniversary and we had just a picnic out on the front lawn here for our alums and tied it into home game. Another thing we have started is an advisory board for the Journalism School In fact, three, four, five professionals from each of the disciplines involved in that. And we get them together on campus twice a year, once in the fall and once in the spring. Again, we try to tie it to something going on around campus, whether it is home game or whatever. Then, we also, while they are here, get them together with the students. So it isn't just us meeting with them. Get them into the classrooms and stuff so they can meet with the students. 'Cause for us it is internship opportunities.

P 3 - That is sort of along the same lines as having them participate on committees. We are offered committees all the time. And certain committees might be ideal for them, having them come in and work with us.

P 5 - I think working with alumni could be very good on many levels, but the thing I am a little bit worried about is organizing input from alumni. I've been following the news story about the American Council of Trustees and Alumni led by Dick Chaney and Joseph Lieberman, who has been responsible for making this black list of anyone who has said things like "Oh, I think it might be nice to figure out the root cause of terrorism." So they get put on a black list. Somebody speaks up in a ... meeting, they get put on a black list for terrorism. So it is this organized alumni groups that might be much more... Well, maybe I shouldn't put my foot in my mouth too much, but I think that there might be some danger to free speech especially if they might limit our academic freedom... Say, "Let's let the alumni run things."

P 1 - That is something else we are very up front about with the advisory council is that we emphasize that this is an *advisory* council. And we sure appreciate any and all the input you can give us, but it is just your opinion. And that seems to be fine.

M - Switching gears again, a couple of slogans that have been thrown around or used, I am not sure, in terms of the Arts and Science area... "The Heart of OSU" and "The Beginning of Life Long Learning." Have you come across those and any thought or opinions about those?

(No response - a few shake their heads)

P 5 - Tacky phrases.

P 1 - \*\*\*\*\*

P 6 - Halligan came up with "When many dream together" Meetings get cancelled, there is not enough funding.

P 4 - Wasn't it "Dreams come to life"?

P 3 - "Making Dreams Come To Life"

P 1 - "Bringing Dreams To Life"

P 6 - That got cancelled.

P 4 - Is that what happened? We decided that there weren't any of those happening in our building, so...

P 2 - I don't know if we need a slogan.

P 1 - Well, I think they need something to set us apart in marketing.

P 5 - Well, one of the worst ones was the new logo on the billboards that says "Get Branded," which I thought would be really offensive when I heard it. It was offensive to me.

P 6 - It was. I notice a theme is all this marketing as opposed to any kind of substance. And your question is an example of that.

M - Well, it shouldn't be.

P 6 - Have I misunderstood?

M - If you think we need to explore that one, we are not really trying to zero in on... You have got product and you have promotion. I have heard you say that to some degree, we need to... several of you... and we need to focus more on product. I cut you off...

P 6 - No, no, no, no. I just notice a theme of constant trying to come up with a slogan and marketing strategy and that kind of stuff. And that is so OSU. It is the weakness of everything we have done. The problem isn't that we don't have a good slogan. There are more fundamental problems.

(Group laughs)

P 6 - I'm sorry.

M - Do all of you agree with that?

(Group says yes and nods heads.)

P 2 - It is more important to get to the fundamental issues.

P 5 - Even the language. We have been calling it a product. Everything is put in economic terms.

M - That is probably my own bias. I was a marketing major.

P 1 - Well, it is a product now.

P 5 - I know. We are all part of the big machine. I know. That is the way it is here.

M - Well, what should be different?

P 5 - Call it an education. I am not afraid of that word.

M - One last thought. What should OSU or what should the College of Arts and Sciences be like in ten years? As far as substance?

P 6 - I will tell you what I think is the strength of this school for me personally, forget about the student, just me personally, has been that in contrast to almost every other university that I have ever had experience with, and I have been all over the place. You can interact with colleagues productively across disciplines here. I think that is a good thing. It is a very good thing. I have worked people all over the world in publishing and in research and that is impossible at Harvard or Yale. And the reason for that is they are so stressed and so tied up in what they are doing that they don't have time for wandering down the hall. I think that as far as this university is concerned, I think we have to do what Smith Holt tried to do, you know, fifteen or twenty years ago. We have to think about what an educated person is. I will tell you, Boren is thinking about that. That is going on down at OU and that is going on down at the University of Central Oklahoma. It is not going on here. All we are talking about is marketing, packaging, processing, and efficiently dealing with students. We are not thinking at all about what they need to know or what skills they need to have. We are not thinking about the performance of our academic departments. I threw out foreign language. You are not teaching anybody to speak a foreign language, but we are spending millions of dollars on foreign language. What is the point? Has that triggered alarm bells anywhere on this campus? No, it hasn't. Why are kids taking Trigonometry? Does anyone have an explanation for that? I don't. Have you used your trig lately?

P 2 - (Sarcastically) All the time.

P 6 - I think we have to think about what we are trying to do then we can sell it for what it is. Right now, the college is a conglomeration of departments that couldn't get out. And that is what it is.

M - Okay, the rest of you, where should we go from here?

P 2 - I don't have an answer for that. But, one of the things I talked about before is talk. Whether we are faculty or administrators, I think there is a shortage on talk. So, I think what you have to do is make a reason to stop and to assess. One of the things that my department does, kind of sporadically, is that we have kind of a self-assessment, which we all hate and complain about. But what it does is it forces us every five years or ten years to just kind of stop and say, okay, where are we, what have we been doing. We usually invite a couple of people from outside the department to kind of get a different perspective or context. And as much as we complain about that, I always think of that as a very valuable exercise. And no matter how much we complain about it, we always make some changes as a result of that. What I would like to see happen, well, one of the things that I think could happen is we either have the college or a portion of the college or the university, be forced to do that. And you would hear the faculty complain, the administrators. Everybody's going to complain. But I think that would help. Every, I guess, ten years, we have this accreditation program, I think we are up again in 2005. And the university... At some level, the university has to get ready for that. But I think often that has become kind of a mechanical exercise rather than a really involving a lot of faculty. So I am not so sure that really is of value. But, I think that is the only way to get it done. You have got to force the issue and you basically have to force everybody to stop for awhile and really sit down and talk.

M - Good.

P 2 - You can do it at the department level, the college level... But do it in a way that it is not just an exercise. But rather forces at least some sub group department, university or college to really spend some time and reflect. And talk. But don't complain.

M - Anybody else have any thoughts? On a vision for the future?

P 5 - I will just repeat what I said before. Try to be strong where we can be strong and not pretend to be strong where we can't possibly excel.

M - What about the technology issue? We have kind of crude ways of distance learning now. In ten years it will be easier to have full video between remote points and things. Should we be going that direction or should we be trying to protect a more traditional structure.

P 1 - I think we have to go toward development to some extent. I think the industry is forcing us to. But to what extent, that is the big question everybody is asking right now. And all the side issues - perhaps content creation and everything else... who hold what. But we certainly can't ignore it.

P 3 - I personally don't particularly care to teach that way either. OSU-Tulsa we're sort of pressed to do that anyway and I might have to get used to teaching that way. But I prefer the interaction. The method of having someone in the same room so you can make eye contact.

P 1 - Well, I think it goes beyond just OSU-Tulsa too. It goes site to site and from here to where ever your students are.

P 5 - I have been involved on and off with distance learning. I would say there are some places where it doesn't work too well. That I have been around other places where I say upon average, we are a little bit above the average. A little more forward looking in respect to that, but there still is a problem. One thing that I find with respect to computing, the technology on campus is kind of embarrassing. Students get the top of the line stuff. You know, where computers are renovated and replaced it almost seems every six months. And we, as individual faculty or individual departments, are dealing with really outdated equipment and students can't communicate with us very effectively because we, as faculty, don't have access to the computing facilities that all of the students do. And there is a pretty hard line saying, faculty keep your hands off of this cause it was paid for by student tech fees. And it should be that way. I am not complaining about policy. But it makes it very hard for the communication... to bridge the communication gap between us and students.

P 6 - It shouldn't be that way. Faculty should have the right to pay the fee and use the stuff. That's how we used the comp center that was paid for by student fees. Pay the fee if you want to use it or don't. But with this, there is no option to it at all. I can go in the library, and I can't get a lap top, even if I wanted to pay for it.

P 1 - But the college does have laptops there too.

P 6 - Last time I asked, I was told no. Now, maybe things have changed, but I don't know.

P 2 - Or maybe they just don't like you.

P 1 - Fourth floor of the classroom building. The computer support people. There is a number of laptops And it's ...

P 5 - Support, now that's a misnomer.

P 1 - Well, true, but I think it has improved a lot. And I think, recently, come up with a computer replacement system for faculty. And I think it is on a two-year cycle.

P 2 - No, it is three. Anywhere between three and five.

P 6 - We were never notified there were laptops.

P 2 - I have never heard of any.

M - In ten years, when you can have video, the full motion, and you can have images of you and all of your students on the screen all at the same time and you can put anything you want on there, are people going to want to go that way? Or is it going to be a hybrid? Or are there still a lot of people who want to go the traditional classroom route. Or what is your prediction.

P 1 - Yes.

M - Yes...

P 3 - I think so too. I travel and I talk with a lot of students. Some of them are older and are working... And they are in school. But it is convenient for them - to stay as close as they can to home. And if that means viewing something online or going someplace local to participate... That would be convenient for them. Now, how effective that might be, is another question.

P 5 - Two different reactions. One is, first of all, I think it really helps the students if each of us has a different style. That is all part of the learning experience. And I think it is great that there are some faculty that are very good at teaching from a blackboard that can keep a captivated audience. Not many, but some. And there are some that are really on the front edge of inquiry based approaches and some who are good at multi-media. Just the different ideas and different styles, I think, really helps the students. If they start pushing an approach, that is when it can be dangerous. The other thing that I think is good for us as academics is the ability to broadcast our ideas very far. Like in my particular discipline, maybe, if I'm lucky, there will be three students on campus who might have some bearing at my discipline. But now, the whole world can listen to me if they want to, because I can broadcast... You know, the page, I have some web resources that are specific to my discipline. It gets around 400 hits a day. One from OSU, maybe. But it is... These electronic resources really help spread the word of a university, very broadly. And let us teach what we best know how to teach.

P 1 - I think that also goes back to marketing that we talked about before. We have noticed... the department has a web page. We are getting a lot more inquiries, especially from graduate students.

P 6 - I think it is really going to ... Two things that I think are negative. First of all, one of the things I really like is the actual human interaction. Just being in a room with people, helps you learn the names and things, but that is part of going back and forth on issues, why I can't come to class and so on. I think that is going to be lost. It is going to be lost by them. It is going to be lost by me. I don't get much satisfaction by talking to a television. And I certainly don't meet people on the other end. No matter how much interaction there is. The second thing is, I think they are going to have a real problem with identity to the extent that when this university switched over to television it is going to be very difficult to get a student identifying and wanting to contribute, you know. There is no identity. We are just another channel. This is just another thing. (P 5) might have an identity out with a certain group of people that he... Probably half the people that connect with him don't have any idea that he is at OSU and don't care. I tend to get contacted by a lot of people all over the place, but the fact that I am at OSU has no meaning whatsoever.

P 1 - Well, I think that goes to what...

P 6 - Whenever I give a talk, I tell the person introducing me, now, really, really carefully, I want to explain this. I am at Oklahoma STATE University. And inevitably, I get introduced as a professor from the University of Oklahoma.

P 5 - Well, with this particular web site, I have had nine post-docs attracted to come to work with me on the basis of that page. So, not quite in this particular case. It did help to market the program.

P 6 - Yes, but they were interested in you, not Oklahoma State University.

P 5 - Yes, but they came to OSU.

P 1 - This all speaks to "What is college?" It is not just them coming to sit in the classroom several hours a week. It is, whether you like it or not, it is the strip. It's the stadium, the arena. It is the frat houses. It is all of that. So, I don't think this is ever going to totally go away. I think it is going to get more cyber, more interactive and those things. But, I am like you, I like to see those faces out in front of me - to be able to reach out and touch. And as wonderful as cyber space is, it is limiting too.

M - Well, this discussion could go on for days, but I know some of you have to get on to other classes and things, so I better break it up here. Thank you for your time and ideas today.

APPENDIX J



### Student Focus Group - Transcription

Introductions were made. Five students participated. Two from Tulsa, one from Enid, one from Fort Gibson and one from New York. Three were female, two male. Majors represented: Theatre, Political Science/Psychology, Microbiology, Zoology, and Journalism. Two were seniors, three were juniors.

M - Well, let me ask you just in general, first about Oklahoma State in general. What are the strengths of OSU versus say other institutions.

Sg, P 2 - I would say the family like atmosphere. Just because, like, you can come here from a small town or a big town, either one, you still feel that it's just a big family.

M - Okay, Do you agree?

P 1 - Yeah. I came from kind of a medium size town and it was real nice because I see a lot of people that I know, but yet I have a lot of different people in my classes. It is a big school but still a small school.

M - (P 3) what about you?

P 3 - I think it is kind of neat how freshman can get into research. Cause I was able to do that and continued on. And I got all that experience.

M - What kind of ... do you know?

P 3 - Organic synthesis. I work in one of the labs, too.

M - Anything else? Any other strengths?

P 2 - I think the faculty/student relationship is strong. Like, it seems like it is pretty easy to develop a relationship with your professors and get involved.

P 1 - I think probably the education is really good, because we, like all my classes are part of the honors program, and we have... I mean, I feel challenged, but not to the point where I don't know what's going on, so I think that is real important.

P 5 - I like the people. I agree with what (P 2) said. I started my freshman year out of state, at Kansas State. And the people weren't as, you know, friendly. I mean, some of them were, but overall, it wasn't the same. I had to move back to Oklahoma because... well, for family reasons and I am really glad I did.

P 4 - Yeah, I think the people are nice, but also the campus is beautiful. I looked at other places before I decided on OSU. I mean, while I was a senior in high school and stuff.

M - What about improvements? What do you think they could do to improve the university.

P 3 - I felt like my first whole year was a review of high school. Like, everything I did my freshman year, I had already done before. So, it wasn't really like wasting a year, but it wasn't like I was learning anything new.

P 2 - Yeah, like there are some gen. ed. classes that you have to take that are never really going to apply to you, you know?

P 1 - Yeah, I would agree, some of the gen. ed. classes that you have to take. For instance, I had to take one for gen. ed. and then I had to take one for my major that was basically the same thing, but has a different number. So I kind of feel like, I doubled up. I mean I did really well, but I feel like my time was totally wasted.

P 2 - It is a waste of money to pay for a class that you know you are not really going to use.

M - Is there a value to the general education? To learn things outside your field of study? Or do you think it is better to focus on your major?

P 2 - I definitely think there is some value to it, I mean especially if you don't really know what you want to do. It gives you a broad spectrum to go... to go from. But maybe not so many gen. ed. classes.

P 1 - Yeah, I think... I agree, with (P 2) in that there is a lot of things... It is good to take the different classes, 'cause I don't think... I wouldn't want to just stick with one group of classes, but at the same time, some of those gen. ed. classes they offer... I am pretty sure I will never, ever use in my entire life. And there are probably more... other gen. ed. classes that, maybe, they could offer that can use a little bit more practical. That might cover some different areas.

P 5 - I want to be a vet. And some of the classes don't see to be useful at all... unless you get on "The Weakest Link" or something.

(Group Laughs)

M - What would you improve on, practical versus non-practical?

P 1 - For instance here are very few classes on, like, art and music and stuff like that. Which is what I like. But they don't cover, um, several of the requirements. For instance, you have to take a non-western international class, and then at the same time, I have to take upper division class, but it doesn't count, so I have to end up taking classes twice. And I don't think some of the eastern thought is really ever going to find me work. It is something that just is more overall that might advise you on life in the west.

P 3 - Some classes, the teachers, like, they just try and make it impossibly hard. And then they just have to keep lowering their standards. And then an A ends up being like a 60 or something. It doesn't really seem like they're effectively like seeing what the students can do. Like, I don't know. I had a class one time, the teacher would ask us, she's like, how many of you had this stuff in high school? And if a few people would raise their hand out of a class of like a hundred, she's like, okay, I don't need to cover this and would just move on.

M - Some classes, sounds like were too easy for your experience and some classes were too difficult.

P 3 - Well, not really like impossible difficult, but they make them, but they don't really cover the material well enough and then test you over it. And you don't really have an understanding of the material, because they didn't really teach it well.

P 1 - I think some of the professors, I hear what he is saying, but some of them in some of the gen. ed. classes that you have to take, treat it like if that is your major and so they make it impossibly hard. So, basically, all you are doing is you're retaking these classes. You are taking them two or three times. They don't help your major at all and ... They've made it so hard that... (Shakes her head)

P 2 - I think that a lot of time teachers don't look at the number of a course, like 1013, 1113, like it is not 47s. It is a 1000 level class and they are treating it like it is the most important class that you are ever going to take.

P 5 - Some of the prerequisites for the classes seem kinda weird to. ..Like there are classes that, like I know I could take, but there are two or three classes I have to take before I can take before I can get into this one. And I don't want to take those other classes so I end up not taking any of them. And like finding other classes to take.

P 1 - And there are some classes, I think are the reverse, that should have a prerequisites that don't. And then you get in there and don't know what is going on. But someone who had taken the 1000 intro class

does. And that is kind of tough. And the professor treats it as though you have had the basics class, but it wasn't required, so you didn't know it was something they were going to plan on.

M - Do you all have a favorite experience at OSU so far?

P 4 - I would say going to ACTF...

M - What is ACTF?

P 4 - It is a theatre festival where you... We took a show and other schools brought shows. It was like a week of theatre. It was great because you go to see what everybody else was doing and you got feedback from the judges. It was really cool.

P 2 - I would have to say Camp Cowboy or PLC Camp.

P 1 - Yeah, PLC Camp.

P 2 - Yeah, both of them.

M - And that is before your freshman year?

P 2 - Yeah, they are both before your freshman year, like coming in.

P 1 - It is like that summer before go. It was a lot of fun because you get to know a lot of people that you haven't ever met and you are kind of in a different situation in that you are outside in August, like June, July and August heat. But it's kind of... It is neat because you don't really have a chaperone and that is kind of a first experience.

P 2 - Like I didn't know anyone coming here. I have a sister here, but she is older, so just coming in, I was like, you know, not knowing anyone. And I got the PLC whatever and like I was really nervous about going to camp. Because, I am definitely an extravert and I am not scared of meeting people, but I was like, I am going to be rooming with these girls that I have never met. But it turned out, like, that some of those girls are like my best friends. So, you know and like I didn't realize at the time that I would make so many friends and meet so many people and enjoy it so much.

P 1 - Yeah, I met my best friend at lunch on the very first day of camp. And she and I are still, like... I thought I had best friends before, but nothing like that.

P 5 - I have gotten to tour the Vet School. That was awesome. I get really pumped to think that I will be... hopefully be going there next year. They are supposed to have one of the best programs around. K State has a good program too, that is why I was going there. But I think OSU's program will be better.

M - Okay. Good. (P 3), do you have anything?

P 3 - I got like the freshman research scholarship. So I have been doing research and stuff. And I got to go to Chicago last year with a professor to a meeting. So that was pretty cool. I've got to go to other meetings too, so it is neat. It has gotten me more interested in this field and to see all of the things I can do with it.

M - Great. Why did you pick in the Arts and Science area versus Business? What is the general value of Arts and Sciences?

P 1 - I want to go to law school and then work in public policy. I kinda thought that actually being in political science versus a business degree or engineering degree would be more helpful. The program was more diverse so you could take other classes. It wasn't so structured so that I couldn't take... It is also easier to do a double major. I can take other classes that aren't exactly major classes and still graduate on time.

P 2 - I chose my major, broadcast journalism because it is so competitive. And I like the Arts and Sciences Colleges and my major, I guess, because, I am not like a math person. I don't really like that kind of stuff, you know. And I don't really have to do too much of that. I just like the competitive atmosphere and stuff like that.

P 4 - I am not sure what I want to do when I graduate, but I knew I wanted to be a theatre major. I might teach or something. Or, I might go to law school. I think a lot of law is having the... self-confidence to present your arguments, and theatre, you know, definitely gives you that.

P 3 - I guess I have always just loved science.

P 5 - Yeah, me too. Besides, business won't get you very far into vet med.

M - (P 2) You said something about a competitive atmosphere. In terms of...

P 2 - Just like in the work force, I mean, not everyone will make it in broadcasting and if you do make it you don't have that much job stability. I mean, anytime, I mean pretty much any time, a person can come in and take your job. Until you are there for 15 years you don't really have the stability. Which is scary to some people, but I guess that is what drives me to do better. Do better than the rest.

M - Do you feel more a part of you major, or OSU in general, or the College of Arts and Science? Where do you feel the most connected?

P 2 - I'd say total university.

P 5 - Me too.

P 3 - I'd say department.

P 1 - I'd say both the department and the university as a whole. Because I am involved in a lot of clubs and stuff and a lot of the different groups on campus. But at the same time, my department, especially, the political science department and, I know all of the advisors and my advisor is really neat. He... If a professor walks by or whatever, he will take you through the first day after you have declared and introduce you to all the professors. So, by the time you walk into class, they know who you are and everything.

P 4 - My department for sure. Like, I spend so much time over there, sometimes I feel like I should just move in or something. But that's cool because everybody else in the department hangs out over there too. So you always know where everybody is.

M - Nobody said the College of Arts and Sciences. Why do you feel the least amount of connection to the college?

P 5 - Where is the college? I don't think I have ever been in the college.

P 2 - It's in Life Science East. I only know 'cause I'm on the Arts and Sciences student council and so I know all the authorities or whatever and like the president of arts and sciences and you know... Like, I know everyone in it. And so I feel connected to it. At the same time, even though that is the Arts and Science group, I feel more... a connection with the university because I know most in the people in Arts and Science student council from other clubs and organizations.

P 3 - I have only been to the Arts and Sciences offices two or three times. I never have really had a need to go over there.

P 2 - Yeah, there is not much you do in that office.

M - There is no communication from the Arts and Sciences?

P 5 - I am not sure I really knew I was in the college.

P 2 - Maybe 'cause you weren't here as a freshman. You start over there for advising and stuff.

P 1 - Well, my advisor for Arts and Sciences, she is really good about, sending out stuff and telling you what's going on and stuff, but she is also responsible for another club that I am in, so I see her at other times. So I don't know if it is more the club or Arts and Sciences.

M - Should there be more effort to connect everybody to the different departments or does it matter?

P 2 - Well, I notice that Arts and Sciences doesn't have a career fair, that's very well known. I mean like Business College career fair, that like everyone goes to, you can, like, take your resumes and pass them out and like Arts and Sciences doesn't really do that. And, I mean, like, given, I am probably not going to benefit from going to an entire Arts and Sciences career fair. I mean like (he) is Chemistry and I am Broadcasting, and those are two totally different things in the same college. So, we could do more than one kind of career fair. Like, maybe and arts career fair and a sciences career fair.

P 1 - And there is like, even at homecoming, many of the other colleges do a whole lot more stuff. Not that I ever have a lot of time to do anything, but Arts and Sciences doesn't do anything, really.

P 2 - Plus, every freshman is in arts and sciences if they don't know their major. And so it is like overloaded, you know, there again because there are so many people. I guess there is not any other way you can do that, so... Unless you have, like, general advisors or something.

P 4 - I don't know when I would have time to, you know, be doing any of that stuff. I do the gen. ed. classes because I have to and that is about, like, the only time I see other parts of the campus, you know? I mean I probably should get to know more people outside of the theatre department, but most of the time they don't understand why I have to spend so much time in the theatre. They think I am just blowing them off or something.

M - Sounds like the Arts and Sciences area is so diverse and there is not enough activity. Is that just inevitable or should they be trying to pull together the various areas more?

P 1 - Well, it might be easier if they didn't lump in all the freshman who didn't know what they wanted to do at all in there. Because we have everybody who has no idea what they want to do in there and so it makes the college so much bigger than what it really is. So it might be a little easier if they would break it down.

P 5 - Yeah, I agree.

P 2 - And it doesn't seem as prestigious. You know, I mean, like, your in the business college or something. It is like you're in a business college because that is where ... you know, you are going to go into something like that. Arts and Sciences, you can be in this college no matter what. It is like there is no air of like ....

P 1 - The engineering college or something.

P 2 - Yeah.

P 1 - They have like T-shirts and stuff like that, because it is almost an honor to be in their college. Whereas Arts and Sciences... You are there because you don't know what you want to do.

P 5 - I mean, I am just here to meet the requirements so I can get into vet school. One of the people that came to talk to one of my classes said that she didn't even have a degree when she went into vet med. She

said she just got all the requirements complete and then went on. I will probably get the degree, I am so close. But it is really just a way to get what I want.

M - So, you mentioned the idea of I think, of something for people who haven't decided yet that is different. An undeclared major college or something?

P 2 - Yeah, and if they don't want to make another like general place for people who are undergrad go, that's fine but they could at least like put 30 people who don't know what they want to do here 30 people in business and... You know? 'Cause, like, they all come to the Arts and Sciences. Almost like everyone...

P 1 - It makes it more difficult to talk to your advisors because you know what to do and there are all these other people who don't know what they want to do. And even more so for like spring enrollment, a lot of them still don't know what they want to do. And it is time to enroll and so they spend a lot of time with the advisors. So you almost have to make an appointment now so you can talk to your advisor in April.

M - And you have no difference in the way that they deal with you whether you are really an Arts and Sciences person or whether you are an undeclared major.

P 3 - I know people that have been to their advisor and they know what they are supposed to take, but their advisor has no idea. They are just like kinda telling them to go into these classes and they are not really much help to them.

M - If you were wanting to promote the Arts and Science area to like my daughter for example, versus business or engineering. What would you promote about the general Arts and Sciences degree?

P 2 - It is very broad. If you don't know what you want to do and you are here, you don't have to take like only business classes or only engineering classes or... I mean, it is a pretty wide spectrum of what you can take.

P 4 - Or decide what you want to do. Some majors, like in theatre and music and stuff, don't have a choice. I am here for the department, not the college.

P 1 - If you do want to take electives, there is not a core set of electives that they tell you, here you can choose from these four and you only get one. That's not the case. I mean you have lots of different things - you get a little bit of art and a little bit of math and little bit of science. And, if you are not a math person, that is okay. You are not inundated with it.

M - Does the Arts and Sciences College do anything better than the other colleges.

(Pause)

P 2 - I think that, I mean, I haven't taken too many classes outside the Arts and Sciences, so I can't say for sure, but it seems like Arts and Sciences is easier to build that professor / student relationship than in most other classes.

M - Why is that?

P 2 - I don't know. I mean it isn't... A lot of times you don't have as many people in your class.

P 1 - 'Cause they have more sections.

P 2 - A lot more sections.

P 1 - My classes are smaller than like those that are in engineering or business because, they don't have... You will have seven or eight or nine or ten or more sections of one class versus the one section that business has. And so, they all have to take it at that one time and so they have more scheduling conflicts

and classes are 100% full.

P 3 - It's kind of fun, like, I'm mining in economics, so it is kind of fun to go to those classes and the teachers see that I am a chemistry major. You know, they just kind of like get to know me because they want to get to know me, because I am so different from the rest of the class.

P 1 - That is how it is in my psychology class. I am the only one who is not in the psychology department, so I stand out.

M - Why did you want to take economics.

P 3 - I, um, like I had a really good economics class in high school. So, as one of my electives, I took economics here the first semester. And, like, I enjoyed that so I just kept going.

M - Could you use that as a fall back direction?

P 3 - It was just interest. Yeah, I don't really have a reason for taking that. I have got these upper level electives that I have got to take, so I'm taking economics to fill that requirement.

P 1 - I think that is it, about Arts and Sciences, that in so many of the other colleges you don't get to do that. So it is real hard to get a double major or a major and a strong minor. You can't take something just because it interests you, you have to be more focused.

P 4 - For me, it is because I can do anything with my degree, like, how many engineering students can say that? I think having a degree is most important and where you have a degree from is important, but not as much as having the piece of paper.

M - If the College of Arts and Sciences wanted to communicate to you better what is going on in various areas, what would be the best way? Newsletter? E-mail?

P 2 - I want to say newsletters. 'Cause e-mail if... unless it is from your professor or your friend you can always just delete it. I don't really read it.

P 1 - I don't either. I usually check my e-mail only if I know I have something. But newsletters, I mean, I never get mail, so I always go to the mailbox. Just in case I might get something. I like junk mail, just because it is mail.

P 4 - Oh, man, not me. I am always on my computer. Sometimes I have weird hours and stuff and so I never get to talk to anyone, you know, like on the phone. So I email everyone. The only thing that comes to me in the mail is bills.

M - What about you? Do you read your mail?

P 5 - If it is something that comes every month or so, and I read a couple of them and they are not really worth it, I just end up throwing it out. If it was something worthwhile, I'd read it.

P 3 - Yeah, me too.

P 1 - Particularly if it is in an envelope. I tend to read it. If it is just a folded up sheet of paper, I don't know. I think it needs to be in an envelope.

P 2 - Keep it brief. You know, like a piece of paper this big (she holds up a 8 ½ by 11 sheet of paper), fluorescent pink.

P 1 - Yeah. And no so often that you get it once a week or whatever. But every so often.

M - Would you , what would you put in? Would you put in information about what the students are doing or what awards professors got or what?

P 4 - The schedule of shows for the department.

(Everyone laughs)

P 1 - Scholarships. That is one thing that I wish they would let us know like when deadlines are for scholarships. Instead, I've been lucky that my departmental advisors tell me, but otherwise I wouldn't know and I would have to just keep going in there to check and see if scholarships are available. Whereas if they would just put it in a newsletter or something. It would be so much easier for me than having to walk all the way over to see what scholarships are coming out. Especially just arts and sciences general ones.

P 2 - Yeah, I would definitely agree with that. Cause like I always find the scholarships, but I really have to hunt for them. Which can be a good thing, because if, maybe, you do have kind of hunt for them, then not as many people will apply. Because they may not be willing to take the time. And like, you get the reward if you pay the time, but...

P 1 - It is still, like, nothing is posted and then all of the sudden, the next time you check, the deadline is like, tomorrow.

P 3 - I think with scholarships, we really need to let people know what is available and when it is available.

M - What about your classes? Do you have many alumni or people in the field coming in to guest lecture or something like that? Does that go on very much.

P 2 - It does in some of my media classes. Like last year I took media and society. And we had like special speakers come in, which was really interesting. And then my professor in style and structure this year has been in the business. I mean he has been like a broadcaster and a reporter and a journalist. And so that helps. But other than in my media classes that has never happened.

P 3 - There really haven't been professionals in our classrooms or anything, but sometimes I go to the graduate student seminars and sit-in on those. And they bring professors in from other schools and stuff.

P 5 - I've done that. Way over my head.

M - Would it be good or not to have the outside world come into the classroom?

P 2 - Good, yeah.

P 4 - We have people come in sometimes. Professional designers and actors and stuff. It is cool to think that they are earning their living doing what they love. Really keeps you going.

P 1 - My freshman year, the very first semester, in one of my classes, we had... It was a political science class that we had with lawyers and judges and stuff. And it just seems like it made more sense when they would tell us exactly how it really applies. In other words, sometimes you kind of wonder how what you are learning applies to what you will be doing. And otherwise, I only get that contact from the other clubs that I am in.

P 2 - I went to the Oklahoma Association of Broadcasters seminar, and there was like ten people that got to go. And there was, like, literally, like, three or four people that changed their major after going to that, because we were talking to like real live broadcasters. And like they totally de-glamorized it. Because a lot of times, stuff in the media is pumped up to be, like, you know, all good and nothing really bad about it. And I know that definitely three, maybe even four people changed their major just after that one day.



P 1 - Same thing. Listening to lawyers talk about what law school is really like, and then change their major because that is not what they want to do. I think it is better to learn in your freshman or sophomore year especially that that's not what you want to do, than waiting until second semester of your senior year to decide, oh, that's not what I want to do. Even after you graduate.

P 3 - In my classes there is not really enough time to like spend a day and have somebody come in, because the teachers, like have this whole plan and they have to get from beginning to end. I have like one teacher. We met on Martin Luther King Day because she didn't feel like we could waste the day. But, like, listening to the guest speakers and stuff, a lot of it is over my head, just like (P 5) said. But, like the ones I can understand are real interesting. And it is nice to see something that I am doing in class fitting into some real life situation.

M - A couple of slogans that have come out in terms of the College of Arts and Sciences. I don't know if they have used these or not. One of them is "The Heart of OSU" and the other one is "The Beginning of Life Long Learning." Do either of those mean anything to you? Appeal to you?

P 2 - I like them both.

P 1 - I kind of like the second one a little better than the first.

M - What do you like about it?

P 1 - It kind of sounds like to me exciting and especially if I was a freshman, if I hadn't been here already. It sounded kind of neat because it sounded so important.

M - Are you talking about the Heart of OSU or the Lifelong learning?

P 1 - The life-long learning.

P 2 - I would agree with (P 1) on that. If I were a freshman, I think that would be exciting for them. And whenever, life long learning - that is what we are here for - we are here to learn all this knowledge in four years and then apply it to the rest of our lives. And "The Heart of OSU," it is just, it kind of makes it sound like you belong here.

P 4 - Yeah, especially for me. You can't ever stop learning - especially in theatre. We used to go to the mall in Tulsa just to watch people so you could get character ideas for class assignments. It really is a process of life long learning.

P 1 - But, life-long learning also makes it sound like you are not just going to be learning what this mathematical equation is, but like actual other things that are going to apply to your whole life. Not just in the classroom, but your entire college experiences.

P 5 - The life long learning thing... It kind of shows, some people that come to college with the thought of getting through and then they never have to learn again. But it is like, this is just the beginning of the process. Learning your field and then you will continue to learn throughout your whole life.

M- Anything that would be better?

M - Okay, think outside the box. What should the college be like in ten years? Should it be the same as it is now? Should it... you know, new technologies and new ways of doing things. Should they ignore it?

P 2 - It is going to, I mean as much as technology is influencing us now, in ten years there is going to be so much more technology in practical life experiences that you are going to have know what's going on. I mean you are going to have to learn a different way.

P 4 - I just hope that we don't get to a point there aren't professors in the room. And I know that there are a

lot now, but it is still more professors. Because, it is just sometimes, I don't think... I mean I would rather sit and actually have the person actually in the room than on a TV screen going out to thousands of people and have no idea who I am.

P 2 - I have friends who take classes via satellite.

P 1 - It is hard to ask questions and, you know, it is hard to make them realize because they are so much on a time schedule than if it was in a classroom.

P 2 - Yeah, I would hate that.

P 5 - I don't know how I will learn about animals if I can't touch them and so forth. Learning is done in other places besides the classroom.

P 3 - Some of the technology isn't real good. Like, whenever the teacher just puts up something on the screen, like, video or slides or stuff. You don't really have time to copy down the notes or whatever and pay attention to them. And, like, I've had classes where they just, like, the book came with programs or whatever that they just project on the screen and that's it. I had a class one time and it was the teacher's first time in the class. He didn't even know what the videos were of. He didn't even know what the videos were of.

M - If technology were better than it is now, where you can sit in your room and have panels of all the other students at the same time, and have a discussion going on, you could get a lecture on demand. If there were some type of game approach in too, is there a place for that or are we still thinking it is important to have class in a more traditional manner.

P 2 - I personally think the more traditional.

P 3 - That stuff might be good outside of class. After you have gone to class and stuff to back-up what you learn.

P 4 - Live performance and technology... I can't imagine going through an improv class online or via satellite. It is all about reacting and getting the energy of other people.

P 1 - I met some of my best friends because they were sitting next to me and they had no idea what the professor was talking about either. I mean, if I was in my room, doing it on my own time, then I think I would miss a big part of college, which is meeting people. I couldn't handle that. I am a big people person. It would really, really, really bother me. PLC was one of my favorite classes and with all two hundred people and I think if you were to sit and watch it on a screen, it wouldn't be the same at all. I would feel I hadn't learned some of the life lessons that I probably should have.

P 2 - And the college is not only, like... I mean it is, like, people skills too. It is not only the things you can learn from a book.

M - How important is that? The social skills?

P 2 - Well, you have to have social skill, because, I mean, most people will be interviewed for their job. And you can't just go in there and not know how to talk or carry on a conversation, you know.

P 1 - And it helps, you know, when you are real stressed because you have an exam or something and there are five or six other people that you have met in your class that are also having that same exam. You can study with them or talk about it. Get a cup of coffee or play in the rain or whatever, because that's what I have to do to get rid of the stress or I would just explode.

P 5 - A lot of times you can study it forever, but if you sit down and talk to someone about it, just like talk back and forth and get ideas, you will remember it.

P 2 - Yeah, like in my history class, I'm not that great in history. I was like an honors history class and I was so nervous because I heard horror stories about this class. And a friend of mine that I met in the class, like, he and I just talked over, like, kind of like, an outline of what was going to, you know, be on the test or whatever. And we both ended up with an A in the class. And like, I literally went in there not knowing anything about history. And, like, without bouncing ideas back and forth off each other, neither one of us would have had any clue what was going on. Because there is stuff that you understand better than they do about what is going on and there is stuff they understand better.

P 1 - That is how I met another one of my friends. It was the first day of class, freshman year. We were both kind of lost. And we went in to the professor, a political science class, very first class. Of course we had never even been to college - our first college class. And we were both so scared and we got to talking about that. Now, we have taken a class together every semester. It got to where we know each other so well, that I know what she understands and she knows what I understand. And we can just talk about it forever. It usually makes a big difference in our scores.

M - How important is going off to college versus staying home.

P 2 - Very. You have to get out of your comfort zone, you know. Because eventually in life there is going to come a time when have to be out of your comfort zone, so you might as well just go. And I don't even mean like, natural process, like, graduate from high school, go to college, get a job, get married, have kids. I don't even care if you do that in whatever order. But, I think it is important to get out after graduation, your high school graduation, get out of your comfort zone a little bit or chances are you will end up there your whole life. Or who knows you might not ever experience something that might change your whole life.

P 1 - I remember in high school I was kind of afraid. I mean, Stillwater is only an hour from where I live, but I was still kind of nervous. And I like Christmas break, and I like spring break and I love the summer, but I hate going back to my town because my friends aren't there. It is just a completely different way of life. And I'm so used to not being there that it is tough to go back. And I know that if I hadn't actually left to begin with I would have stayed with the same friends and I wouldn't have made some of the best friends I have ever known.

P 3 - It was quite a change me when I first got here, 'cause you know, I am from New York. It took a while to get used to it, but now that I have gotten used to it, I enjoy it. The people, the dorms, the classes, like what I have been able to experience here...

P 5 - That is, like, the whole reason I went to K State to begin with. It was far enough away from home that I wasn't going to see all the same old people, but it was close enough that I could come home when I needed to.

M - If you were put on a committee. OSU got a lot of money, what would we do to make OSU the best? Particularly the College of Arts and Sciences.

P 2 - I think, hire more professionals who have been in the field and know more about what is going on. I think that is so important. It is so hard to learn from someone who you are like, have you ever even used... Do you even know what you are talking about, you know?

P 3 - Give everybody a chance to do research, if they want to. Because you are actually getting hands on experience with your field and what you want to do.

P 1 - I think, more scholarships. Because if you give more scholarships, then you can get more people to college that wouldn't come otherwise. And an education is so important if you want to do something else in life.

M - Anything else? Better professors who have practical experience, scholarships and I guess, better

practical opportunities for research.

P 3 - Yeah. Like being able to not just learn concepts in class, but actually see how they work.

M - Anything else? Well, I don't think we have too much more. Anything else that you would change about the College of Arts and Sciences?

P 4 - More student involvement, probably. And more opinions from students.

P 2 - Yeah, more student input.

P 1 - Probably more communication between faculty and especially, like, the advisors about what is going on with their students. And they need more advisors so there are not 100 students per one advisor. That way the advisors can get to know you better and know what you want to take.

P 3 - Yeah. 'Cause I pretty much know nothing about the College of Arts and Sciences because I never get with them. So, like if they had more communication, just like, what they are doing, scholarships and whatever...

M - Same question for your departments. Anything they can be doing better?

P 2 - I know for Broadcast Journalism and Journalism Broadcasting and Public Relations and every other media type major, there is only one advisor. For all of us. PR is like one of the biggest majors here at OSU. And it like stresses her out. And I mean, she doesn't run around like that, but she can't help it.

P 1 - I think with psychology there is one, and there is a lot of people in that department. There is one or two. And so, it is really hard to get into see her. But, with Political Science, there is only one advisor, but somehow, he is always there. So, he is not hard to get into and I don't know why.

P 3 - With my advisor, like, I work for him in the lab. So he is like, always around in case somebody has a question or needs help. But, when he is in the lab working on his research and stuff, it is a pain because, you know, somebody will call up and will just be like, can I come up and go over my schedule with you? And he doesn't seem to mind that. There is one advisor, but there is not that many chemistry majors, so...

M - Besides advisors, anything else

P 2 - I would just say, once again, practical experience.

P 1 - Not hire so many TAs to teach the classes because they don't really know. Some of them don't know any more than you. Some of them are okay, but some of them are not.

P 2 - I have a TA this year who actually has already been in the workforce, like doing public relations and broadcast stuff. And like, it is so obvious how much more she knows as opposed to someone who just graduated. Really, they may know more about the subject, but they don't really know about applying it or using it in the future.

P 1 - I learned statistics from a guy who hadn't even graduated yet. And so he wasn't really a TA, he just hadn't graduated yet. And so it made it hard. I mean, he knew a lot, but it was really hard for him because he was only like a year older than us. So it was hard for him. And he had no real world experience, whereas at least the professors and a few of the TAs who have actually taught... It just seems a lot more what we are paying for instead of, oh, I could teach this course.

M - (P 2 and P 4) Your comments about getting input from students, what is the best way to do that?

P 4 - Ask.

P 2 - We have a comment box and that is pointless. Like you might get one comment a month, maybe.

P 1 - What do you think about someone calling you, just to see what you think?

P 2 - You could do like a random assignment and just call somebody and be like...

P 1 - The polling kind of thing. Hey, we just have a couple of questions... That would be most effective to get my attention, because, I am likely to talk five minutes on the phone.

P 3 - It would help if there was some way to remain anonymous. Like if even the person asking the questions didn't know who they were talking to. Then they might be more ready to share their real thoughts.

P 5 - Yeah, some of the things I would not want them to be able to track back to me. If I slam a professor or something.

P 1 - Getting some benefit type thing. I mean, just pizza is always a draw. Free pizza brings them out all the time. Even if they just had a little forum thing where you could talk and have a piece of pizza.

M - Okay, let's talk about that. One idea would be a meeting. If you were doing a survey, would you rather participate in a telephone survey, mail survey, internet survey... Say all of them had some sort of incentive, which one would you be more likely to do?

P 2 - I don't think I would do mail or internet. If someone called and said, I'm from the Arts and Sciences College and we were wondering if there are any improvements you could suggest, that we could make as a college. I might be like well, we could do this or this. But chances are, I would throw the mail away and I hate computers, so...

P 1 - Yeah, same here.

P 2 - I mean, they don't hate computers. (Gestures toward P 3 and P 4)

P 3 - Yeah, if I get an email and say there is like an online survey, I'll usually go to the web site and do the survey.

P 2 - Really?

P 1 - Wow.

P 3 - Yeah.

P 1 - I just go, euwww. Delete that one. If I were going to do it, it would be telephone, mail and then internet. I hate when professors put stuff and you have to download it and print it off.

P 2 - YES! Like course campus.

P 1 - Yes.

P 2 - OHHH. I HATE course campus.

P 1 - And then they put it on the campus drive and you have to come to campus because I don't live on campus. I hate computers.

P 2 - Like I was all excited to get my test back today and she was like it is on course complicit. And I thought, seriously?

M - What is course campus?

P 2 - It is just, like you go and you have this password and it is this long. And you get into it and it tells you, like announcements from your teacher. Where you click on it and it says, hi class... And you can get your grades on it and notes say from a chapter or something. But it is so much easier if you just... I mean, in my eyes... I guess not everyone is like that, but... Like I would rather get my test back and be able to see what I missed and know why I missed it, than okay, you missed ten. Well, that great. Which ten did I miss? You know, so I can get it right next time.

P 1 - And they put their notes and stuff just on the campus drive and if you don't live on campus then you have to drive all the way back up here, find a parking spot, 'cause it is usually at night, and then try to find a computer to get the information off, if it works and if the printer...

P 2 - I know the library is such a good thing. But I just cannot stand going to the library.

P 1 - Yeah, me neither.

P 3 - It's a pain in the library, printing off notes, because like, you find a printer and then it doesn't work or there is no ink.

P 5 - Yeah, and I never can seem to get help if I can't find something... On-line, I mean. And the system goes down. That is a real pain. One of my professors doesn't seem to understand that part.

P 1 - And the notes are like eighty pages long, it is not just one or two pages. So, it takes forever and then the person next to you has their eighty pages of notes and you are there for just way too long.

P 2 - Like, teachers don't understand conciseness a lot of times. I mean, like, think about it. The Ten Commandments in the Bible, how concise are they. I mean, like most people could tell you at least five of them. I mean, if stuff is concise, people remember it. But then you look at some big file that is like this long and you think, forget it.

P 1 - Or that they feel their class is the most important class and the only class you are taking. So, they assign eight chapters to read. That is on top of all of your other classes. Plus you have to go to the computer lab to print of their notes.

P 4 - It is a pain when, like, a teacher runs five minutes over and then you have like a gen. ed. class on the other side of campus.

P 1 - Yeah. I hate that when you have one class in the classroom building and then you have to run all the way over to HS, only to have your next class back in the classroom building.

P 2 - Last year I went from Serentien to NRC and back.

P 1 - Yeah, I hate the and back part.

P 2 - Overall, I love OSU.

P 1 - Yeah, me too and I wasn't even going to come here.

Listen, we are out of time. Thank you.....

APPENDIX K

Oklahoma State University  
Institutional Review Board

Protocol Expires: 2/17/03

Date: Monday, February 18, 2002

IRB Application No AS0240

Proposal Title: AN IMAGE STUDY FOR THE COLLEGE OF ARTS AND SCIENCES, OKLAHOMA  
STATE UNIVERSITY

Principal  
Investigator(s):

Kelly Clark Fonkalsrud  
4229 E 77th  
Tulsa, OK 74136

Dr. Steven Smethers  
313 Paul Miller  
Stillwater, OK 74078

Reviewed and  
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

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Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

  
Carol Olson, Chair  
Institutional Review Board