NEW FACULTY ORIENTATION
2020-2021
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LEADERSHIP TEAM

Glen Krutz
Dean

Kristen A. Baum
Associate Dean, Research and Facilities

Rebecca Brienen
Associate Dean, Personnel and Faculty Development

Bobbi Kay Lewis
Associate Dean, Outreach and Communications

Thomas A. Wikle
Associate Dean, Instruction and Academic Programs

Amy Martindale
Assistant Dean, Academic Services

Reneé G. Tefertiller
Director, Fiscal Affairs

Kim Loeffert
Faculty Fellow, Diversity and Equity
Welcome
Welcome to the College of Arts and Sciences (CAS) at OSU! We are glad you are here. You are joining an excellent group of faculty who come from nationally recognized programs across the country and take pride in being student-centered scholar-teachers that integrate their research into teaching and service.

This packet is snapshot of resources that you will need as you begin to settle in here at OSU. Our intranet site, “CASNET” (casnet.okstate.edu) is an online repository of resources and links to important information, including an interactive PDF of this booklet.

About CAS
CAS offers a diverse range of innovative fields from art to zoology. With 24 departments representing the arts and humanities, social sciences, and sciences and mathematics, we are OSU’s largest and most diverse college. CAS is home to all of these, and also delivers the University’s undergraduate core curriculum to all bachelor’s degree-seeking students.

Our tagline “CONNECT. ACHIEVE. SUCCEED.” demonstrates our commitment to recruit top talent and CONNECT with prospective and incoming students; to prepare and guide our current students to ACHIEVE both inside and outside of the classroom by offering quality instruction and an array of hands-on learning opportunities; and to provide our alumni with a solid foundation to SUCCEED in their careers and make a positive impact on our community, state, nation and world.

Our Mission
The College of Arts and Sciences at Oklahoma State University, consistent with the University’s land-grant mission, promotes distinction in teaching and student learning; fosters research, scholarship and creative activities by faculty and students; and engages the entire university community, the people of Oklahoma, the nation and the world by advancing knowledge of science and the arts in an environment that encourages innovation. In carrying out its mission, the college maintains its commitment to academic freedom, academic responsibility, and diversity of expression, experience and culture.

Vision Statement
The College of Arts and Sciences will be recognized as a center of interdisciplinary collaboration and imaginative, groundbreaking scholarship. The college will be a leading academic unit among land-grant universities by fostering engaged student learning, pursuing innovative research and translating our discoveries into accessible knowledge. Our graduates will be prepared to flourish both professionally and personally and to contribute to the well-being of an increasingly diverse, global and connected society.

Social Media
Follow us on social media: @osuartssciences and share your CAS stories using #CAScowboys!
INTRODUCTION

All OSU students, employees, and visitors must wear a cloth facial covering (mask) upon entering any campus building and when near or are encountering others. COVID-19 can be spread when people are asymptomatic, which means they do not know they are sick yet. Wearing facial coverings has been shown to reduce the spread of COVID-19 to others. It is important that OSU is a safe place to work and study, and taking this step creates a safe environment for all of us as advised by the CDC. As a reminder, facial coverings do not replace the need to maintain social distancing, frequent handwashing, and rigorous cleaning and disinfecting routines. This action is not about keeping you safe, it is about showing that you care about your fellow Cowboys and are doing your part to keep our campus community safe. More on facial covering guidelines.

Guidelines for Facial Coverings

- You may wear your own clean, well-maintained, and professional facial covering from home instead of the OSU-provided covering if you choose.
- You must wear a facial covering at all times in hallways, classrooms, public spaces, restrooms, and other common areas across campus where social distancing is hard to maintain.
- Facial coverings are also required outdoors if safe social distancing is not possible.
- The facial covering is not only a protection for you. More importantly, it is primarily a protection for others near you to prevent you from unknowingly spreading the COVID-19 virus to others. Studies have shown that if everyone is wearing a mask and following other safety measures the spread of viruses is reduced 80-85%.
- You should carry at least two facial coverings with you daily to ensure that you have a replacement if one becomes unusable while you are on campus.
Communicating Expectations

Like other classroom expectations, instructors should feel empowered to address any concerning behavior in their classrooms.

1. Reiterate the university’s expectation of facial coverings in your syllabus.
2. Consider emailing students before the start of the course to clarify this expectation in writing.
3. Verbally discuss this expectation in the first-class period.
4. Empower students to respectfully address their peers who are not wearing a mask.
5. Continue to remind and encourage facial covering by thanking everyone for following the expectation.

Syllabus Statement

All OSU students, employees, and visitors must wear a facial covering (mask) upon entering any campus building and when near or encountering others. This includes during class. Students who fail to wear their facial covering in class will be asked to leave the classroom and return after retrieving their facial covering.

Students who continuously fail to comply with this university expectation will be referred to Student Conduct for the Student Code of Conduct’s Failure to Comply policy.

COVID-19 can be spread when people are asymptomatic, which means they do not know they are sick yet. Wearing facial coverings has been shown to reduce the spread of COVID-19 to others. It is important that OSU is a safe place to work and study, and taking this step creates a safe environment for all of us as advised by the CDC. More on facial covering guidelines.

Addressing Failure to Comply with Expectations

When you address students who are not meeting classroom expectations, consider the following:

- **Stay calm:** Even when discussing topics that we are very passionate about we may not be able to get the best message across when angry. By being angry we may put others on the defensive.

- **Choose a good time and place for the conversation:** When possible, find a place free from interruptions to have difficult conversations. This also allows you to have the time to formulate how you would like the conversation to look. Crowded areas may put others on the defensive.

- **Focus on the problem:** Focus on the concerning behavior, rather than focusing on the person.

- **Use facts:** When discussing the issue with others be sure to use factual information to support your argument.

- **Respond vs. reply:** Take time to hear the other person, recognize thoughts and feelings, and respond to what he or she said. Do not reply only to have your thoughts heard.
### Continual Failure to Comply with Expectations

When students are not meeting classroom expectations, instructors should address these concerns with students. However, after instructors have addressed the concern and the behavior continues, then a referral should be made to Student Conduct. Reports of students intentionally failing to comply with the expectation of wearing facial coverings could violate the Student Code of Conduct Failure to Comply policy.

**Section II, 32, Failure to Comply:** Failing to comply with the lawful directions of any university employee acting within the scope of their official duties or failing to identify oneself to such a person when requested to do so.

Complaints can be filed online at [https://studentconduct.okstate.edu/report](https://studentconduct.okstate.edu/report). Student Conduct will have specialized educational sanctions for students found responsible for violating this policy. Permanent removal from the classroom will not be likely unless there are repeated violations or outright refusal to cooperate with requests.

<table>
<thead>
<tr>
<th>Guidance for Conversations</th>
<th>Clearly state the behavior causing the disruption</th>
<th>“Pete, as we discussed at the start of this course, as stated in the syllabus, and communicated by the university, it is an expectation that everyone in the classroom is wearing a facial covering.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow the student to respond</td>
<td>“Can you please share why you were not wearing a facial mask?”</td>
<td></td>
</tr>
<tr>
<td>Set expectations going forward</td>
<td>“It is my expectation in all future classes, you will be wearing a facial covering when you enter the building and classroom.”</td>
<td></td>
</tr>
<tr>
<td>Explain what will happen in the future if expectations are not met</td>
<td>“This expectation is in place for the safety of our OSU community. Therefore, continued failure to comply with this expectation will lead me to refer the incident to Student Conduct.”</td>
<td></td>
</tr>
<tr>
<td>Discuss resources to promote student success</td>
<td>“Do you have anything else we need to talk about regarding facial covering or anything else you need from me?”</td>
<td></td>
</tr>
<tr>
<td>Document in an email to the student a summary of the conversation</td>
<td>“I will send you an email summarizing this conversation and my expectation going forward.”</td>
<td></td>
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</tbody>
</table>
Student Academic Services is part of the Student Success Center on the second floor of Life Sciences East. The director represents the dean in day-to-day matters concerning undergraduates. Major functions are:

**Academic Advising**
We provide academic advising for freshmen, undeclared and non-degree-seeking students. These groups include approximately 1,200 students, or about 25 percent of CAS enrollment. When students are ready and eligible to declare a major, they are assigned to an advisor in the academic department. Our academic advisors also assist declared majors when departmental advisors are unavailable.

**CAS Career Services**
Career Consultants provide assistance with career exploration, resume development, mock interviews, and the individual job and internship search needs of CAS students. Career Consultants are available for classroom and student organization presentations.

**First-Year Seminar**
We coordinate the College’s required freshman seminar course (A&S 1111), a one-credit class. Student Academic Services academic advisors and volunteers from among CAS faculty, departmental advisors, and Student Affairs professional staff teach a combined total of 38 to 40 sections each fall and two sections in the spring.

**Other Functions**
- Reminders to faculty when final grades are due each term
- Academic appeals (violations of academic integrity or grade appeals on behalf of the Dean)
- Transfer and articulation issues (with community college advisors)
- Coordination of class schedule preparation with CAS departments
- Student petitions for late drop, excessive hours, general education substitutions, etc.
- Grade changes (on behalf of the Dean)
- Catalog revisions (CAS/A&S sections)

**Syllabus Attachment**
Please include the Syllabus Attachment with your syllabus for each course. Updated versions for each semester may be found at [http://osu.okstate.edu/acadaffr/](http://osu.okstate.edu/acadaffr/) under Resources for Faculty & Staff.
Adding Classes
The “unrestricted” add period runs through the first day of the second week of classes. Students may drop and add online during this time.

The “restricted” add period runs Tuesday through Friday of the second week of classes. Students may add during this period if (1) class enrollment is below classroom capacity and the departmentally established maximum and (2) the course instructor gives permission. A drop/add card will need to be signed by instructor and advisor, then the student must take the card to the Registrar, 322 Student Union.

Only department heads (and their designees) may change the size of a course to allow a student to enroll in a full course.

Course Drop Policy
Be careful with terminology in your syllabus. At OSU, “drop” refers to an individual course; “withdraw” means to drop out of all courses. The deadlines for dropping (12th week) and withdrawing (14th week) are different and can be confusing for students. There are no administrative or instructor-initiated course drops at OSU.

Key drop and withdrawal dates
Through the first day of the second week: dropping a course results in no transcript notation, no tuition or fees charged for the course, and no action required on the part of the instructor. Students may drop online.

Tuesday through Friday of the second week: students may drop with no grade, but only a partial refund of tuition and fees.

Weeks 3-12: dropping a course results in automatic W, which does not affect grade point average. Please have at least one major exam or major assignment graded and returned by this deadline so students can make an informed decision regarding remaining in your course.

In weeks 13 and 14: students may drop individual courses (or multiple/all courses), but the instructor will assign a final grade of W or F.

Students withdrawing from the university (i.e., dropping all classes) receive automatic W’s through week 12; then W or F as assigned for each course from week 13-14. Courses withdrawn with F show on transcript and calculate in GPAs just the same as courses completed with F.
Disabilities
Direct students who identify themselves to you as having a disability to Student Accessibility Services (405-744-7116) if they have not already contacted that office. The staff in that office will meet with the student to review and verify documentation of a qualified disability. If accommodation is determined necessary in your course, you will receive a letter from Student Accessibility Services with recommendations (e.g., special testing arrangements).

Academic Alerts
Faculty can submit information about students with excessive absences or having difficulty. These alerts produce an email notification to both student and advisor, and advisors typically follow up by phone to encourage the student to take appropriate action. Advisors are encouraged to email faculty regarding their contact with the student.

Pre-finals Week
OSU Policies and Procedures Letter 2-0210
- Classes meet as scheduled.
- No assignment, test or examination accounting for more than 5% of the course grade may be given.
- No activity or field trip may be scheduled that conflicts with another class.
- This policy excludes make-up and laboratory examinations, out-of-class assignments or projects made prior to pre-finals week, and independent study courses.
- Deviations require advance approval of the department head, dean and executive vice president.

Final Exams
The final exam schedule for the semester is included in the Enrollment Guide. Do not reschedule your final exam.

Final Exam Overload Policy
(Academic Regulation 3.13)
In the event that a student has three or more final exams scheduled for a single day, that student is entitled to arrange with the faculty member instructing the highest numbered course (4-digit course number) to reschedule that examination at a time of mutual convenience during final exam week.

(Common final exams are not among those to be rescheduled.) The student should submit this request in writing two weeks prior to the beginning of final exam week. The faculty member may request that the student provide a copy of his or her schedule to confirm the difficulty. The faculty member has one week prior to the beginning of final exam week to arrange a mutually convenient time for administration of the final exam, after which the student may take the request to the Office of the Provost.
Incomplete Grades
The student should initiate the request.

Assignment of grade of “incomplete” requires (1) majority of work for course completed with a grade of D or better, and (2) extenuating circumstances preventing student’s timely completion.

When the instructor specifies the conditions the student must fulfill in order to complete the course, he or she will also specify the grade the student would receive with no further work completed. This temporary grade (“IX,” “IC,” “ID” or “IF”) will be recorded on the online grade form and the unofficial transcript until the final grade is assigned. Neither a grade of “IA,” nor a condition that the student must repeat the course, is permitted.

Upon completion of any or all of the remaining requirements, the end of the instructor’s specified time limit, or the end of a one-year period from the date the incomplete grade was assigned (whichever occurs first), the temporary grade is changed to reflect the final grade for the course. A change-of-grade form is required to assign a final grade when coursework was completed. Otherwise, the default grade will automatically be assigned after one year.

Grade Changes
The “Instructor Change of Grade” form is used to correct errors after submission of final grade (due to miscalculations, etc.) or to remove an incomplete. The form may be downloaded from: http://registrar.okstate.edu/Forms (Look for “GradeChangeForm”).

The justification line must be completed. In unusual circumstances, attach a memo to provide sufficient detail.

Justifications that refer to “extra” credit after the fact cannot be approved unless the extra credit opportunity was available to the entire class (announced in class or noted in syllabus).

Grade Appeals
Information on academic appeals and violations of academic integrity can be found in the OSU Policies and Procedures Letters 2-0821 & 2-20822 at https://stillwater.sharepoint.okstate.edu/Policies or online at http://osu.okstate.edu/acadaffr/ (under Resources for Faculty & Staff/Students).
ITLE supports teaching across the OSU campus. We provide instructional-related services and resources to OSU faculty, instructors, and graduate teaching assistants.

**Teaching Support**
ITLE facilitates professional learning communities, hosts workshops, conducts course observations and consultations, and offers other learning opportunities to faculty, instructors and graduate teaching assistants on topics targeting improved instructional delivery and student performance.

**PD On Demand**
The Teaching and Learning Support Staff works with departments and colleges to develop and deliver individualized, focused professional development.

**Faculty Teaching Fellows**
Faculty in each College, who have a history of successful teaching, have been identified to provide front-line teaching support to faculty peers including syllabus review, teaching feedback, and coaching.

**Online Teaching Support**
ITLE supports faculty teaching classes using distance technologies, including all campus broadcast classrooms, and provides a program designed to prepare faculty how to design and teach online courses.

**Instructional Technology Services**
ITLE has professional staff who can work with faculty to identify effective instructional technology tools and provide technical and instructional support for using them.

**Canvas Support**
ITLE has a team of staff who provide workshops, online resources, and individual support to help faculty use the online classroom effectively.

**Multimedia Services**
ITLE works with faculty to develop instructional materials that use video, computer graphics and animations, and other multi-media sources.

“Student Engagement, Student Success”

**Dr. Christine K. Ormsbee**  
Associate Provost & Director  
142 ITLE, 744-1000  
ormsbee@okstate.edu

**Dr. J. Shane Robinson**  
Associate Director  
304 PIO, 744-1000  
shane.robinson@okstate.edu
Brochure of Student Expectations

Expectations of Students

According to the Academic Integrity policy, students are expected to:

- understand and uphold the academic integrity guidelines established by the University and the instructor;
- present their own work for evaluation by their instructors;
- appropriately cite the words and ideas of others;
- protect their work from misuse;
- accept responsibility for their own actions;
- treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed; and
- trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

Students are urged to sign the OSU Commitment to Academic Integrity (located on the front of this brochure) and inform students or notify instructors when they observe violations of academic integrity.

Behaviors that Violate Academic Integrity

Violations may include but are not limited to:

- Unauthorized collaboration
- Plagiarism
- Multiple submissions
- Cheating on examinations
- Fabricating information
- Helping another person cheat
- Unauthorized advance access to examinations
- Altering or destroying the work of others
- Fraudulently altering academic records

Possible Violation Sanctions

The instructor awards an academic sanction for alleged violations of academic integrity. The following sanctions are recommended based on the seriousness of the violation:

- **Admonition**: award a grade reduction.
- **Level One Sanction**: award a grade of "zero" or "F" for the assignment or examination.
- **Level Two Sanction**: award a grade of "F1" for the course. A grade of "F1" (pronounced F shriek) on the transcript signifies that the student failed the course because of an alleged violation of academic integrity.
- **Level Three Sanction**: permanent transcript notation and dismissal from the graduate or professional education program, and dismissal from the university.

The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W" if the allegation is dismissed or if the student admits responsibility for a level one sanction. A student may not drop a course in which the "F1" grade was assigned.

Certain violations (e.g., theft of an examination) may also violate the Student Code of Conduct.

Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an "F" for the course, even if both incidents were level one violations. Students who are accused of a second alleged violation of academic integrity resulting in a second "F" will be referred to the Academic Integrity Panel.

Undergraduate students who are found responsible for multiple violations could be suspended from the university. Examples of circumstances that could result in suspension include, but are not limited to:

- Two or more level two violations
- A level two violation followed by a level one violation
- Three or more violations

Rights of the Student in the Academic Integrity Appeals Process

The procedures for the Academic Integrity Panel afford the student his/her rights by providing:

- Written notification of the time and place of the appeal hearing will be sent to the student’s university email address.
- A copy of the Academic Integrity Violation and Resolution forms.
- The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
- The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
- The right to be accompanied by one advisor (colleague or friend); however, the advisor may not address the hearing panel.
- The right to call witnesses to assist in establishing facts of the case.
- The right to ask questions.
- The right to an explanation of the reasons for any decision rendered.
- The right to be free from retaliation by the instructor.
- The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by the act or with written permission of the student.
Appeals Procedures

The assigned sanction becomes final if the student does not submit appeals documentation to the Panel by the five day deadline (see below).

1. If the student appeals the alleged violation of academic integrity (including cases in which the instructor and student do not agree on the violation or sanction), the student and instructor will meet with the Hearing Panel.

2. The student will use the following procedures in filing an appeal:
   a. The student obtains and completes an appeal form that is available from the Office of Academic Affairs, 101 Whitehurst or online at academicintegrity.okstate.edu. The student should submit documentation to support his or her appeal.
   b. The student submits the appeal form to the Academic Integrity Manager within five school days after receiving official notification from the Office of Academic Affairs. The Academic Integrity Manager gives the student notice of receipt of the appeal, notifies the instructor of the course, assembles the supporting documents, and transmits the case to the Academic Integrity Panel.

3. The instructor submits sufficient information to substantiate the alleged violation of academic integrity and the sanction.

4. The student and instructor have the right to appear in a hearing before an Academic Integrity Hearing Panel. (Refer to the "Rights of the Student in the Academic Integrity Appeals Process").

5. The Academic Integrity Panel determines if a) the student committed an act that violates academic integrity and b) the sanction is appropriate.

6. The student may submit a written request for a final appeal before the Appeals Panel. The student must submit an appeal within five school days after the hearing report is sent to the student’s university email address if procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year. The Chair of the Appeals Panel will determine if the final appeal will be considered.

7. The student will use the following procedures in filing a final appeal:
   a. The student obtains and completes a final appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the student to establish his/her case with a preponderance of information.
   b. The student submits the final appeal form to the Academic Integrity Manager by the date specified on the hearing report. The Academic Integrity Manager gives the student notice of receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

6. The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel upholds the decision of the hearing or requests another hearing.

9. The decision of the Appeals Panel is final.

Oklahoma State University, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act), the Americans with Disabilities Act of 1990, and other federal and state laws and regulations, does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, genetic information, gender identity or expression, national origin, disability, protected veteran status, or other protected category, in any of its policies, practices or procedures. This provision includes, but is not limited to: admissions, employment, financial aid, and educational services.

Oklahoma State University’s Commitment to Academic Integrity:
“I will respect Oklahoma State University’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.”

This is a brief overview of the procedures for academic integrity violations. Use this brochure as a quick reference and for more detailed information see the policy and procedures in their entirety at: http://academicintegrity.okstate.edu.

If you have questions, contact the Academic Integrity Manager, 101 Whitehurst, (405) 744-5627
Oklahoma State University Policy and Procedures

APPEAL OF FINAL GRADE NOT INVOLVING ALLEGED VIOLATIONS OF ACADEMIC INTEGRITY

POLICY

1.01 It is the responsibility of the faculty members of Oklahoma State University to communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the student's final grade, the student shall have the right to appeal the case to the Grade Appeals Board if informal discussions fail to resolve the issue. The burden of proof rests with the student. The proof shall be a preponderance of evidence.

1.02 The deadline for filing grade appeals is no later than four months after the date the grades are officially due in the Registrar's office, or six weeks after the student begins a new semester, whichever comes first. Deadlines for filing a grade appeal for short courses or intersession courses will be those deadlines that apply to the semester in which credit is granted. For courses offered during the summer sessions appeals deadlines will be those of the Fall semester unless the appeal impacts the student's graduation. If graduation during the summer is impacted then appeal becomes a "Priority Appeal" and is governed by those procedures (section 3.01).

1.03 The guidelines of the Board specify that the process is not an adversarial process. The Board makes a determined effort to provide a mechanism for exchanging information between student and instructor, and affecting reconciliation without creating an air of judicial inquiry. The intent is not to embarrass students or instructors, nor to assess penalty or retribution when mistakes on either side are discovered, but to provide a forum in which honest differences of opinion are discussed rationally and peacefully. For these reasons, the Board does not have the student and the instructor appear at the same time in the proceedings.

A. The University considers the syllabus a contract between a faculty member and each student within a course. As such, the Grade Appeals Board hears appeals based on concerns related to the course syllabus. Types of issues that might come before the Board related to a syllabus include, but are not limited to:
1. The student was not adequately informed of the details of the requirements of the course, the prerequisites for the course, and/or the grading system.

2. The evaluation system was not consistently and fairly applied to all students.

3. Criteria for determining the final grade were changed during the course of the semester, and the students were not adequately notified of this change. It is important to note that changes in syllabi need not be made in writing as long as students are given adequate notice of the changes.

4. All students did not receive equal notification and consideration of extra credit or other grade adjustment opportunities that were provided during the course of the semester.

5. Items such as attendance, participation, and/or attitude were criteria for determining the final grade and were not made clear in advance to the student.

6. The student was not adequately informed in advance of criteria used in making subjective evaluations of academic activities such as essay examinations, papers, projects, speeches, and practice teaching.

7. The grading system included non-academic criteria.

B. When evaluating the grading system of an instructor, the Board makes no attempt to establish whether a grading system is academically sound; that is, the Board is not in a position to decide the case on the instructor's choice of one particular grading system over another. Rather, the Board must rule solely upon whether the grade was assigned fairly within the grading system adopted and announced by the faculty member. In all other instances, the case will be referred back to the departmental and college levels for resolution. The following guidelines have been cautiously developed to be used when examining the internal merits of any grading system:

   1. Were errors made in calculating the final grade?

   2. Was the student accurately informed, in writing, of the instructor's grading system; that is, was the student clearly and
precisely informed of the decision-making process the instructor was using in determining the final grade for the course?

3. Student absence is not to be considered a valid excuse for being unaware of the details of the grading system.

4. Subjective criteria are recognized as valid in determining a grade. The grading system can be subjective but not arbitrary, capricious or personally biased.

5. Did the instructor consistently and fairly apply the grading system to all students?

6. Did the instructor change the grading system during the course of the semester in such a way that it put the student at a serious disadvantage or without adequately communicating the change to the students in the class?

7. Were all students given a chance to improve their grades when grade adjustment opportunities were made available during the course of the semester?

8. Did the instructor single out the student for arbitrary or discriminatory treatment?

C. It is very important to note that the Board, while considering all the above issues does not engage in the following activities:

1. Grading papers or examinations or challenging the instructor's evaluation of oral participation in class.

2. Hearing cases involving graduate oral or qualifying examinations or theses/dissertations.

3. Making decisions on the basis of the academic soundness of the instructor's teaching methods or grading system.

4. Basing decisions on a general consideration of "good" or "bad" instruction.

D. The Board does not have the academic competency in the various fields that are involved to evaluate field specific instruction; nor can the Board overcome the differences of opinion over soundness of teaching methods. Recourse against generally "bad" instruction must be handled
at the department or college level; therefore, these cases will be referred back to the departmental and college levels for resolution.

1.04 The Grade Appeals Board has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P."

1.05 The Grade Appeals Board consists of twenty faculty who are appointed by the President of the University in consultation with the Chair of the Faculty Council, eight undergraduate students who are appointed by the President of the Student Government Association, and four graduate students who are appointed by the President of the Graduate and Professional Student Association. No fewer than two Faculty members on the GAB must be members of the Academic Standards and Policy Committee (ASAPC) of the Faculty Council. Two faculty members serve as co-chairs to divide the Board so that all cases filed within that semester can be handled quickly. When the Board is so divided, each panel shall have the authority of the full Board, providing a section has a quorum present. A quorum for the full Board or a hearing panel shall consist of three voting members, two of whom are faculty, and a chair. In addition, the Board will be assisted by an Executive Assistant and an Assistant who are appointed by the Office of Academic Affairs.

A. Before any member may serve on an appeal committee he/she must attend an orientation session, conducted by the Chair of the Grade Appeals Board, regarding the regulations for hearing/not hearing an appeal and all processes associated with the appeal.

B. GAB members shall be appointed for a two-year term and cannot be reappointed for the following term.

C. The chair and co-chair of the GAB are appointed by the President of OSU after consultation with the Chair of the Faculty Council.

1.06 Aside from the duties described elsewhere, the responsibilities of the Chair are to educate and train members of the GAB and to make an annual report on GAB activities to the ASAPC. When issues of violations of academic integrity, presentation of false information, or graduate thesis/dissertation issues are raised at any point in the process the Chair/co-chair has the responsibility to halt the proceedings and to refer the case to the appropriate body for resolution.

PROCEDURE

2.01 In cases where a student appeals a final course grade and where allegations of violations of academic integrity are not involved, the following procedures shall be used:
A. Student obtains and completes an appeal form. Appeal forms are available at the Office of Academic Affairs the day after grades are posted and available to students on the Internet. In completing the form, the student must discuss the action with an advisor, the instructor, the instructor's department head, and the instructor's dean and thereby informs each official of the pending action. For the purposes of 2.01a of this document, 'instructor' shall mean 'instructor of record'. This procedure may encourage any dispute to be solved by the instructor, the department head and the instructor's dean before it is heard by the Grade Appeals Board. If during these discussions it becomes clear that a grade change is necessary, the instructor will submit a change of grade form to the registrar. When the instructor is no longer employed by the university, the responsibility falls to the department Head.

B. Form is submitted to Assistant to the Appeals Board. The Assistant, who can be contacted in the Office of Academic Affairs, accepts the form and notifies all parties concerned when the case is ready for hearing. The Executive Assistant to the Grade Appeals Board meets with both the instructor and student before the hearings are scheduled to obtain information pertaining to the case. Information includes, but is not limited to, the official grade book. Prior to the hearing, the student will receive a copy of the instructor's verification form and the instructor will receive a copy of the student's form and written statement.

C. Appeals Board schedules hearings for both student and instructor. Appointments for hearings are confirmed by mail. Both hearings are generally held on the same day but never simultaneously so that there will be no confrontation between student and instructor. Both parties have the right to call witnesses to assist in establishing the facts of the case. Each party is permitted to have one silent observer of their choosing present during their part of the hearing and the right to call a short recess and consult with that observer outside the hearing.

D. Instructor's verification form. The Instructor's verification form needs to be returned five working days after signing the students Form "A." If a student has conferred with the instructor in question and has delivered the appropriate form to the instructor, but the completed instructor's form is not returned in a reasonable amount of time, the Grade Appeals Board may hear the case without the instructor's form. In such a case, the Grade Appeals Board should hear the case without prejudice, and the rights of the instructor to present evidence and testimony before the Board should not be restricted. A statement of this policy and the address to which the
forms are to be returned are included on the instructor's grade appeal form.

E. Appeals Board renders decision. Written notice of the decision is sent within ten working days to the student, the student's advisor, the instructor, and the instructor's department head and dean. When the Board votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

2.02 In the event that a grade appeal shall involve any current member of the Board as a party (either student or instructor), an ad hoc board shall be convened to hear the appeal.

A. The ad hoc board shall be composed of three former chairs or co-chairs of the Grade Appeals Board, a past chair of ASAPC selected by the Office of Academic Affairs, and one student selected by the Office of Academic Affairs on the advice of the President of the Student Government Association (if the appeal involves an undergraduate student) or of the President of the Graduate and Professional Student Association (if the appeal involves a graduate student). One of the faculty members shall be designated as chair of the ad hoc board by the Office of Academic Affairs.

B. The ad hoc board shall hear the appeal as soon as is reasonably possible and shall adhere to all rules, regulations, and procedures applicable to the Grade Appeals Board which shall be in force at the time of the consideration of the appeal.

2.03 The procedures of the Grade Appeals Board assume that faculty will ensure the existence of relevant evidence in the form of major projects and exams. (A major project or exam that is considered worth 10 percent or more of the final grade.) The faculty member is expected to do this by (a) returning the project or exam to the student, or (b) retaining it for a period not less than the time during which an appeal can be made. It is understood that if the faculty returns the work, the student shall be provided a reasonable opportunity to pick it up.

2.04 Both parties have five (5) business days to file a written appeal with the Provost's Office of the GAB decision. The ad hoc panel hearing the appeal will be the three former chairs or co-chairs of the Grade Appeals Board, a past chair of ASAPC selected by the Office of Academic Affairs, and one student from the Grade Appeals Board who did not participate in the original hearing. The ad hoc panel may either uphold the decision of the GAB, nullify the decision, or return the case to the GAB for rehearing. Grounds for appeal will be the failure of the GAB to follow its own policy and procedures or if new information related to the original decision becomes
available. To be heard, the appeal must include specific written information stating the grounds of the appeal.

PRIORITIES APPEALS

3.01 The Priority Grade Appeals Board (PGAB) meets after the end of each semester to expedite time-sensitive grade appeals (note: because of unique exigencies in the academic calendar of the Center for Veterinary Health Sciences, veterinary students should follow the plan outlined in section 4.0 below). To request consideration of an appeal as "Priority" the student must meet one or more of the following criteria, and verification is to be proved with the application as indicated below (in italics).

A. A student whose degree completion depends on the grade in question. Provide confirmation from the Office of the Director of Student Academic Services within the student's college.

B. A student whose admission to an academic or professional program, or whose employment status, is contingent on the grade in question may justify the appeal by attaching a copy of the official academic or professional program admission letter or proof of employment such as a copy of a letter of offer.

C. A student whose immediate advancement to the next phase of a time-locked sequential curriculum is contingent on the grade in question. Attach a statement from the office of the Director of Student Academic Services within the student's college.

D. A student who faces academic suspension, the loss of scholarship or financial aid, or other severe penalty because of the grade in question. Such cases will be verified by the staff of the Office of Academic Affairs, to whom the appeal request is submitted.

3.02 The PGAB has the authority to instruct the registrar to change a final course grade to any letter including "W," "F" and "P."

3.03 The PGAB consists of at least five members, including at least four faculty members one of whom is currently serving on the ASAPC and one student member, selected by the OSU Grade Appeals Board (GAB) from among its current or previous members. PGAB members must be available for possible appeal hearings on the Friday prior to the first class day of the following semester (if no priority appeals are filed in a given semester, this meeting of the PGAB will be cancelled). The current chair of the GAB will be responsible to see that a PGAB is selected prior to the end of the previous semester. One PGAB member will be elected Chair by the PGAB, and will vote only in a case of a tie. A quorum of three PGAB members (two faculty
members plus the chair) is required to hear a case and offer a decision. Members who have conflicts of interest (student's advisor, student's instructor in the course, instructor of record) in an appeal will be excused from hearing the case.

3.04 Procedure. In cases where a student appeals a final grade and where allegations of violations of academic integrity are not involved, the following procedures shall be utilized.

A. Student completes an appeal form. Appeal forms are available from the Office of Academic Affairs the day after grades are posted and available to students on the internet. The student is directed to discuss the action with the advisor, the instructor of record, the instructor's department head and the instructor's Associate Dean for Academic Affairs. However, if one or more of these individuals are unavailable, see section 3.04(f). Indicate on the form the request for consideration as Priority Appeal, indicate or attach appropriate verification of priority urgency and submit it to the Office of Academic Affairs. The deadline for filing is Tuesday of the week prior to the first week of classes of the regular academic term immediately following the academic term for which the appeal is being filed.

B. The Chair of the PGAB will determine whether the student's request meets the requirements for consideration as a Priority Appeal. If the request does not meet these requirements, the application will be moved to the regular grade appeals process.

C. Involvement of instructor. The instructor of record will receive a copy of the form and the student's written statement, and will return his or her verification form to the Office of Academic Affairs. A copy of the verification will be provided to the student.

D. The PGAB holds hearings for both student and instructor. The hearings will occur on the Friday prior to the first day of classes. Only persons invited by the Board may be present.

E. The PGAB renders a decision. By Monday, the first class day, notice of the decision is provided to the student, the student's advisor, the instructor and the instructor's department head and dean. When the PGAB votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

F. Unavailability of involved individuals. Because priority appeals are heard outside of the class calendar, it is possible that the instructor of
record, the student's advisor, the department head, or the instructor's dean may not be available for an initial discussion with the student, for the completion of the instructor's verification form, and/or to attend the hearing. A reasonable attempt will be made by the student to complete the discussions described in section 3.04(a), and by the Chair of the PGAB to contact the instructor. If the completed instructor's form is not returned within the designated time, the PGAB may hear the case without prejudice, but the rights of the instructor to present evidence and testimony at the hearing should not be restricted. If the instructor is unavailable for a hearing on the Friday before classes begin, the student may enroll and attend classes for that week as though his/her appeal had been approved. In these cases, the hearing will be scheduled during the first week of classes and will be decided no later than Friday of that week.

3.05 Policies 1.01, 1.02, 2.02 and 2.03 of the OSU Policy and Procedures for the normal Appeal of Final Grade Not Involving Allegation of Violations of Academic Integrity will apply also in cases identified as Priority Appeals.

EXAMPLE CALENDAR FOR PRIORITY APPEALS
(FALL-SPRING)

DAY AFTER GRADES DUE ACTION

December
T Grades due to registrar by 5pm.
W Grades posted by evening and available to students on the Internet.
Th Appeal forms available in the Office of Academic Affairs.
F Suspension notifications mailed.

DAY BEFORE 1st CLASS ACTION

January
T Student discusses grade with required parties, completes forms, gets signatures, and delivers the appeal forms to the Office of Academic Affairs.
W-Th Instructor is notified. Instructor verification form is submitted.
F Hearings (one for student, one for instructor). PGAB notifies all interested parties of the decision.
Priority Appeal of Final Grade Not Involving Allegation of violations of
Academic Integrity–Students in the Center for Veterinary Health Sciences Only

4.01 An Emergency Grade Appeals Board (EGAB) for the Center for Veterinary Health Sciences (CVHS) will act to expedite time sensitive grade appeals for students enrolled in the CVHS curriculum. The EGAB will hear appeals of "D" and "F" grades. All other grade appeals will be referred to the University Grade Appeals Board.

4.02 It is the responsibility of faculty members in the Center for Veterinary Health Sciences to communicate to students a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently and accurately followed when the instructor determined the student's final grade, the student shall have the right to appeal the case to the EGAB if informal discussions with the instructor of record fail to resolve the issue.

4.03 In hearing a case, the EGAB shall base its decision of changing or not changing the assigned grade solely upon whether the grade was assigned consistently and accurately within the grading system adopted and announced by the faculty member.

4.04 The EGAB has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P."

4.05 The Emergency Grade Appeals Board for the Center for Veterinary Health Sciences consists of at least five tenured faculty members recommended by the Veterinary Medicine Faculty Council and appointed by the dean. Two faculty members from the University Grade Appeals Board will also be appointed. A quorum of two faculty members from CVHS and one from the University Board is required to hear a case and offer a decision. A faculty member elected by the EGAB from the hearing board membership will chair the EGAB. In a case of tie votes, the chair can cast the deciding vote. Members that have conflicts of interest (student's advisor, members of the Professional Standards Committee, student's instructor in the course, instructor of record for course) in an appeal will be excused from hearing the case. The Chair of the Professional Standards Committee will be an ex-officio member of the committee.

4.06 Procedure. In cases where a student appeals a final grade of "D" or "F" and where allegations of violations of academic integrity are not involved, the following procedures shall be utilized:
A. Student obtains and completes an appeal form. Appeal forms are available in the dean's office. In completing the form, the student must discuss the action with the advisor, the instructor of record, the instructor's department head and the associate dean for academic affairs. For Year I-III students, the deadline for filing an emergency appeal is no later than two days after final grades are due in the Registrar's office. For Year IV students, the deadline for filing an appeal is no later than two days after clinical course grades are made available to students. The associate dean and department head may grant a delay for those students that may be off campus when grades are posted.

B. Form is submitted to the Chair, Emergency Grade Appeals Board, Center for Veterinary Health Sciences. The Chair will provide the instructor of record a copy of the student's form and written statement and the student will receive a copy of the instructor's verification form.

C. The Board schedules hearings for both student and instructor. These are usually held on the same day but never simultaneously. Only persons invited by the Board may be present. To expedite cases, hearings are usually scheduled within three working days after receipt of student's written appeal.

D. Emergency Grade Appeals Board renders decision. Written notice of the decision is sent to the student, student's advisor, instructor of record, instructor's department head, and dean. Decisions will be rendered within 24 hours after date of hearing. When the Board votes to change a grade, the decision is sent to the Office of the Registrar and the grade is changed.

E. Conflict of interest. In the event that a grade appeal shall involve any current member of the Board as a party (instructor), an alternate member shall be selected by the Chair to hear the case.

Approved: Faculty Council, December 2, 1996
Deans Council, February 27, 1997

Revised: September 1983
March 1997
December 1999 – Addition of Priority and Emergency Appeals
June 2001
Approved: Faculty Council, May 2005
Approved with revisions: Instruction Council, October 2005
Approved: Council of Deans, October 2005
What behaviors violate academic integrity?
Oklahoma State University’s Academic Integrity policy identifies behaviors that violate the fundamental values of academic integrity. These behaviors are described below:

- Unauthorized collaboration: Completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.

- Plagiarism: Presenting the written, published, or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:
  - Copying another student’s assignment, computer program, or examination with or without permission from the author.
  - Copying another student’s computer program and changing only minor items such as logic, variable names, or labels.
  - Copying or paraphrasing material from an Internet or written source without proper citation.
  - Copying words and then changing them a little, even if you give the source.
  - Verbatim copying without using quotation marks, even if the source is cited.
  - Expressing in the student’s own words someone else’s ideas without giving proper credit.

- Multiple submissions: Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.

- Cheating on examinations: Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student take an examination for the student.

- Fabricating information: Making up references for a bibliography, falsifying laboratory or research data (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.

- Helping another person cheat: Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

- Unauthorized advance access to examinations: Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.
Academic Integrity Guidelines for Instructors

- Altering or destroying the work of others: Changing or damaging computer files, papers, or other academic products that belong to others.
- Altering academic records: Altering graded papers, computer materials or records, course withdrawal slips, or academic documents. This includes forging an instructor or advisor signature and altering transcripts.

Instructors may identify other behaviors that violate academic integrity.

What standard of proof is required for alleged violations of academic integrity?

When an instructor confronts a student with an alleged violation of academic integrity the instructor is expected to provide sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred. The standard of proof requires more than a mere assertion by an instructor that a student has been involved in an alleged violation of academic integrity. In most circumstances, information supporting the instructor’s assertion of a violation of academic integrity should be presented in the form of documents or corroborating statements from other University faculty or staff, or both.

Only in instances in which no other supporting information is available should the instructor ask other students in a class to support an allegation of a violation of academic integrity. An instructor should not report a violation of academic integrity based on an allegation by another student that is unsupported either by documents or observation of the alleged violation by a member of the University faculty or staff.

Examples of documents that have been found helpful in past cases include examinations with identical or highly similar answers, particularly when the answer on one or both examinations is incorrect, and when the instructor can demonstrate that the papers were produced by students seated in close proximity to one another during an examination; copies of a student’s written work and the original source(s) from which the work is alleged to have been taken; improper source materials such as notes taken from a student during the course of an examination for which no notes were allowed; and texts or other materials improperly in possession of a student during the examination. In these situations, the documents should be retained by the instructor. It strengthens the instructor’s case to have another witness to the presence of improper materials during the examination, particularly if there is a dispute as to the presence of the materials.

Written statements by persons who do not attend the Academic Integrity Panel hearing normally will not be considered by the panel. In the event that a majority of the panel concludes that such written statements are necessary, the record of the case shall contain the reasons for the conclusion.

What happens after an instructor discovers an alleged violation of academic integrity?

Step 1: Within five school days of discovery, the instructor prepares the Academic Integrity Inquiry Form (Form A) and gives or emails the form to the student. The student must contact the instructor within five school days of the receiving the form to schedule an Academic Integrity Resolution Meeting.

Step 2: The student, the instructor, and an Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form (either Form B or C). The student has the opportunity to admit or deny responsibility for the violation. If, after discussion with the student, the instructor believes he/she has sufficient information to substantiate a violation, the instructor will assign a sanction. The student may agree or disagree with the sanction.
Step 3: The student will receive a signed copy of the Academic Integrity Resolution Form (either Form B or C), and the instructor will retain a copy and send copies to his/her department head and the Office of Academic Affairs.

Step 4: The student will receive an official notification regarding the violation from the Office of Academic Affairs by email. The student will have five school days from the date the notification is sent to appeal the violation and/or sanction. If the student does not appeal, the sanction becomes final after the five school day deadline. If the student appeals, the student and the instructor will meet with the Academic Integrity Panel.

What is the role of the Academic Integrity Facilitator?
An Academic Integrity Facilitator is an instructor, adviser or academic administrator who is trained in academic integrity policy and procedures. The role of the Academic Integrity Facilitator is to provide information about Oklahoma State University’s academic integrity policy and procedures, and serve as an impartial observer during the initial meeting between the instructor and student. The facilitator does not act as a mediator or negotiator, but aids the academic integrity process by explaining the standard of proof required for an allegation and encouraging the instructor and student to reach their own conclusion after they discuss the evidence supporting the alleged violation of academic integrity. The facilitator will describe the appeals process if the student and instructor disagree about the student’s responsibility for the violation or the appropriateness of the sanction and provide a copy of the appeal form.

What sanctions will be assigned by the instructor for alleged violations of academic integrity?
Four sanctions are recommended based on the seriousness of the violation.

1. Admonition: warning issued by the instructor and a grade reduction that does not exceed the value of the assignment in question for violations including but not limited to the following:
   - Plagiarism/copying of work done for a course, if the plagiarized/copied material is less than 10% of the assignment or deemed minor by the instructor.
   - Unauthorized collaboration on homework assignments making up less than 10% of the assignment or deemed minor by the instructor.

2. Level one sanction: award a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:
   - Copying a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.
   - Cheating on a quiz or minor assignment (less than 10% of the final grade).
   - Receiving unpermitted help on an assignment.
   - Working on an assignment with others when the instructor asked for individual work.
   - Using a false excuse to obtain an extension on a due date.
   - Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
   Instructors can also assign students found responsible for level one violations an academic integrity education sanction.

3. Level two sanction: award a grade of "F!" for the course for violations including but not limited to the following:
   - Turning in a paper copied from another student.
   - Turning in a paper obtained in full or in part from a term paper “mill” or website.
Academic Integrity Guidelines for Instructors

- Copying material almost word for word from a written source and turning it in as one's own work.
- Fabricating or falsifying a bibliography.
- Getting questions or answers from someone who has taken an examination.
- Obtaining an unauthorized copy of an examination in advance.
- Using unauthorized notes during an examination.
- Having another student take an examination.
- Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
- Copying from another student during an examination with or without his/her knowledge.
- Helping someone else cheat on an examination.
- Stealing an examination or problem answer from the instructor.
- Altering a grade or scoring on an examination or paper to obtain unearned credit.
- In a course requiring computer work, copying another student’s program rather than writing one’s own.
- Fabricating or falsifying laboratory or research data.
- Inappropriately sharing or using work on an online assignment or examination.
- Turning in work done by someone else.
- Submitting substantial portions of the same assignment to more than one class without permission of the instructors.

For level two sanctions the transcript will indicate that a grade of “F!” signifies that the student failed the course because of an alleged violation of academic integrity.

4. Level three sanction: recommend a transcript notation of “Administrative Withdrawal for Academic Integrity Violation” and dismissal from the graduate or professional program and dismissal from the university for the following types of violations:
   - Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, professional education portfolio, or professional presentations or publications.
   - Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation or publication.
   - Altering academic records such as transcripts, falsification of applications for admission or cheating on required prerequisite exams.

An admonition should be assigned for first time, minor violations. A first offense is not automatically treated as an admonition. An instructor can assign you an Academic Integrity Education Program for violations that result in a zero or “F.” All violations, except those assigned an admonition, are entered into the student conduct database and become a part of a student’s educational record for up to ten years.

In any case where it is determined a violation of academic integrity occurred, the student’s academic advisor will be notified.

What is a grade of “F!”?
A grade of “F!” (pronounced F shriek) on a student’s transcript indicates that the student received a failing grade in the course because of an alleged violation of academic integrity. The first “!” may be
removed through successful completion of an academic integrity education program; however, the “I” will remain on the transcript for at least one semester.

Can a student drop a course once a violation of academic integrity has been identified?
The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must drop the course by the drop deadline. A student may not drop a course in which the “F!” grade was assigned.

How does the student appeal the instructor’s decision?
Step 1: The student submits the appeal form to the Academic Integrity Coordinator within five school days after the official email notification is sent from the Office of Academic Affairs. The Coordinator notifies the instructor of the appeal, assembles supporting documents, and transmits the case to the Academic Integrity Panel.

Step 2: The Academic Integrity Panel will schedule a hearing to listen to statements by the student and the instructor, review materials submitted by the student and the instructor, decide if it is “more likely than not” that the student committed the alleged violation, and determine if the sanction is appropriate for the violation. The Academic Integrity Panel will make one of the following decisions:

- The student is not responsible for a violation of academic integrity. The instructor will remove the sanction and assign an appropriate grade.
- The student is responsible for a violation and the sanction is appropriate.
- The student is responsible for a violation, but the sanction is not appropriate. The panel may increase or decrease the sanction. Students who violate the academic integrity policy a second time may be suspended from OSU.

Step 3: After the Academic Integrity Panel makes a decision, the student will receive an email from the Office of Academic Affairs with the outcome of the hearing. The decision is also provided to the instructor, the instructor’s department head, your academic advisor, your college’s dean, and Registrar (if needed).

What is the Academic Integrity Panel?
The Academic Integrity Panel is composed of faculty, undergraduate student, and graduate student representatives from each college. When a hearing panel is convened to hear an appeal, it will be composed of a student chair and at least two student members and two faculty members. The hearing panel will listen to statements by the instructor, student, and others who have direct knowledge of the incident; review materials submitted by the instructor and student; decide if it is “more likely than not” that the student committed the alleged violation; and determine if the sanction is appropriate for the violation.

What are the student’s rights during an Academic Integrity Panel?
The academic integrity procedures afford the student the following rights during a hearing:

- Written notification of the time and place of the appeal hearing. This notice will be sent to the student’s OSU email address.
- A copy of the Academic Integrity Inquiry and Resolution forms.
Can the student or instructor appeal the decision of the Academic Integrity Hearing Panel?

Only the student can appeal a decision of the Academic Integrity Hearing Panel. The student may submit a written request for a decision (final) appeal before the Appeals Panel within five school days after the Hearing Report is sent by the Office of Academic Affairs if the academic integrity procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year.

The student will use the following procedures in filing a decision (final) appeal:
Step 1: The student obtains and completes a Decision (final) Appeal Form (F) that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the student to establish his/her case with a preponderance of information.

Step 2: The student submits the decision appeal form to the Academic Integrity Coordinator by the date specified on the email sent to the student’s University email address. The Coordinator gives the student receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

The Academic Integrity Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Hearing Panel. The Academic Integrity Appeals Panel may take any of the following actions:

- The academic integrity procedure was not followed. The Academic Integrity Appeals Panel may remand the case to the Academic Integrity Hearing Panel.
- Academic integrity procedure was followed. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
- New information does not warrant a new hearing. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
- New information warrants another hearing in front of the Academic Integrity Hearing Panel.
The Academic Integrity Coordinator notifies the student and instructor of the Appeals Panel decision. The decision of the Academic Integrity Appeals Panel is final.

**What happens to students who violate academic integrity a second time?**

Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an “F!” for the course, even if both incidents were level one violations.

Students who are accused of a second alleged violation of academic integrity resulting in a second “F!” will be referred to the Academic Integrity Panel. The panel will conduct a hearing and determine if the student violated academic integrity.

Students who are found responsible for multiple academic integrity violations could be suspended from the University. If a student is found responsible for a violation resulting in suspension during the spring semester (even if the violation occurred during the previous fall or winter intersession semester), the student will be suspended for the subsequent summer and fall semesters. If a student is found responsible for a violation during the fall semester (even if the violation occurred during the previous spring or summer semester), the student will be suspended the subsequent spring and summer semesters. Examples of circumstances that could result in suspension include, but are not limited to:

- Two or more level two violations.
- A level two violation followed by a level one violation
- Three or more violations (level one and/or level two)
- In rare circumstances, the Academic Integrity Panel may consider a different sanction if two violations occur at or about the same time.

**What is an approved Academic Integrity Education Program?**

Students may remove the first “!” from their transcript by successfully completing an Academic Integrity Education Program. The Academic Integrity Education Program includes the Multimedia Integrity Teaching Tool (MITT) and the OSU academic integrity video program.

- The MITT is a self-paced integrity education course on a computer in 101 Whitehurst on the Stillwater campus or Enrollment Services on the OSU-Tulsa campus. The MITT program covers various topics of academic integrity via video and tests the student on each of the topics. Proficiency in each section is required to complete this course.
- The OSU academic integrity video is an overview of our university policy and procedures. The student is required to take a test on the information covered in the video.

Both parts must be completed and passed in order for the “!” to be removed from the student’s transcript after one semester.

**How will the Office of Academic Affairs handle allegations of violations of academic integrity that are received through EthicsPoint?**

The Vice Provost will receive reports of alleged violations of academic integrity from EthicsPoint, a confidential reporting service that has a contract with OSU. These reports will be immediately forwarded to the instructor of record for the class. The instructor will determine if it is appropriate to conduct an investigation of the allegation.
**Academic Integrity Guidelines for Instructors**

**Are instructors obligated to report all alleged violations of academic integrity to the Academic Integrity Panel?**

When an instructor suspects that a student violated academic integrity, they are obligated to investigate the allegation and determine if there is sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

- If sufficient information exists, the instructor should meet with the student and Academic Integrity Facilitator to discuss the case. If the instructor believes that the student violated academic integrity, he or she is expected to report the incident to the Office of Academic Affairs. These reports will identify students who repeatedly violate academic integrity. Unreported violations will not be considered when hearing an appeal.

- Each classroom environment is unique regarding the level of instruction regarding academic integrity and the expectations of how assignments should be completed. Therefore, it is up to the instructor to determine if the alleged violation constitutes a sanction or a “teachable moment.” A “teachable moment” can occur when the student has made an error but there is not enough evidence to substantiate the claim of a violation. It may also be defined as a misunderstanding or miscommunication occurring between the student and instructor regarding the process by which the assignment should be completed. In this case the instructor does not feel that the student is responsible for a violation. This would be an opportunity to educate the student regarding academic integrity and the danger of their actions. The assignment would be graded as an error but not processed as a violation of academic integrity.

**Does the Academic Integrity Policy and Procedures apply to the Center for Health Sciences, OSU-Okmulgee, or OSU-Oklahoma City?**

No. The Academic Integrity Policy and Procedures applies to students and instructors of OSU-Stillwater, OSU-Tulsa and Center for Veterinary Health Sciences courses.

**Does the Academic Integrity Panel consider grade appeals?**

No. While a grade change may occur as the result of an academic integrity hearing the Academic Integrity Panel deals only with violations of academic integrity. Grade appeals are handled by the Grade Appeals Board.

**Does the Academic Integrity Panel hear cases of alleged violation of academic integrity by graduate students outside of classes?**

Yes. For appeals involving alleged violations of academic integrity by graduate students outside of class (e.g., qualifying or comprehensive examinations, proposals, theses, or dissertations), the Academic Integrity Panel will be composed of graduate students and members of the graduate faculty.

The complete academic integrity policy and procedures (P&P 2-20822) are posted online at [https://stw.sp.okstate.edu/policies/Shared%20Documents/Academic%20Integrity%20Policy.pdf](https://stw.sp.okstate.edu/policies/Shared%20Documents/Academic%20Integrity%20Policy.pdf).
Student Guidance on Wearing Cloth Facial Coverings

All OSU students, employees, and visitors must wear a facial covering (mask) upon entering any campus building and when near or encountering others. This includes during class. Students who fail to wear their facial covering in class will be asked to leave the classroom and return after retrieving their facial covering.

Students who continuously fail to comply with this university expectation will be referred to the Office of Student Conduct Education and Administration for the Student Code of Conduct’s Failure to Comply policy.

COVID-19 can be spread when people are asymptomatic, which means they do not know they are sick yet. Wearing facial coverings has been shown to reduce the spread of COVID-19 to others. It is important that OSU is a safe place to work and study, and taking this step creates a safe environment for all of us as advised by the CDC. More on facial covering guidelines.https://go.okstate.edu/coronavirus/campus-reopening-plan/plan-at-a-glance/face-coverings.html

Your success as a student is our top priority so the following information is provided to answer questions most often asked by students. Be assured the OSU faculty and staff want you to be successful in your educational pursuits. If you have questions or concerns, please be sure to seek help EARLY! We are here to assist you.

COVID-19 UPDATES
https://go.okstate.edu/coronavirus/index.html
Please visit this webpage for information regarding the university’s response to the COVID-19 pandemic, answers to frequently asked questions, and important updates.

IMPORTANT DATES
Last day to add a class (without instructor permission) 08/24/2020
Last day to drop a class with no grade and 100% refund 08/24/2020
Last day to add a class (requires instructor & advisor permission) 08/28/2020
Last day to drop a class or withdraw from the University with no grade and receive a partial refund 08/28/2020
Last day to post 6 week grades 09/30/2020
Last day to file graduation application (for name to appear in Fall Commencement program) 11/02/2020
Last day to drop a class or withdraw from the University with an automatic “W” 11/06/2020
Last day to request to drop a class with an assigned grade of “W” or “F” (requires instructor & advisor permission) 11/20/2020
Last day to withdraw from the University with an assigned grade of “W” or “F” 11/20/2020
Pre-Finals Week 11/30/2020-12/04/2020
Final examinations 12/07/2020-12/11/2020
Final grades due from faculty 12/16/2020

Note: Outreach, Internet, and short courses have unique drop/add and refund deadlines; look up the specific deadlines for these courses on the Short, Internet, and Outreach Class Schedules page of the Registrar’s website http://registrar.okstate.edu/SIO-Schedule.

DROPPING A COURSE AND WITHDRAWING FROM THE UNIVERSITY, students often confuse these terms.

Dropping a Course refers to the dropping of one or more classes while remaining enrolled in at least one other OSU course for a given semester. Drop and refund deadlines can be found within the Academic Calendar. Summer courses and other short courses that vary from the standard 16-week semester follow proportionate drop and refund periods.

Withdrawing from the university means dropping all courses and you are no longer enrolled for the current semester. The withdrawal process is initiated with your academic advisor. Withdrawal deadlines can be found within the Academic Calendar. Withdrawal deadlines involving summer courses and other short courses that vary from the standard 16-week semester follow proportionate withdrawal periods.

Exceptions to the deadlines above may only be considered by petition due to documented extraordinary circumstances and committee approval. The Retroactive Drop/Withdraw and Refund of Tuition and Fees petition is available on the Academic Affairs website: http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses.

ALERTS AND RESCHEDULING
If the OSU campus officially closes due to inclement weather or other emergencies, alerts are provided to local news media and posted on the OSU website. Missed exams, classes, or assignments may be rescheduled at times outside the normal meeting schedule. If valid, documented circumstances prohibit students from attending the rescheduled classes, instructors should provide reasonable alternative means for makeup.

Fall Semester Holidays
University Holiday 09/07/2020
Student’s Fall Break 11/23/2020-11/25/2020
University Holiday 11/26/2020-11/27/2020
FINAL EXAM OVERLOAD POLICY
In the event you have three or more final exams scheduled for a single day, you are entitled to arrange with the instructor of the highest numbered course (4 digit course number) or two highest, if you have four finals on one day, to re-schedule that examination(s) at a time and place of mutual convenience during final exam week. If the final exam overload includes a common final exam, the common final exam is excluded from rescheduling unless multiple common exams are scheduled at the same time. You should submit this request in writing, with a copy of your class schedule, at least two weeks prior to the beginning of final exam week. The instructor has one week prior to the beginning of final exam week to arrange a mutually convenient time and place for administration of the final exam. After one week, if an agreement cannot be reached, take the request to the department head.

INFORMATION TECHNOLOGY
Student Email - OSU uses your OKSTATE.EDU email address as a primary form of communication. Students are expected to check their OSU email on a frequent and consistent basis to remain informed of their official university business. If you do not use the OSU email system you must redirect your okstate.edu email using the Orange-Key System (www.okstate.edu). Failure to maintain an accurate email address may result in missed or lost university communications. For email assistance contact the IT Helpdesk at 405-744-HELP (4357).

Computer Labs - A complete description of computer labs and hours of operations are available at their website: https://it.sp.okstate.edu/technologysupport/edeskside/public/labs.htm
Lab information is also available by calling the Information Technology Help Desk at 405-744-HELP (4357).

EQUAL OPPORTUNITY
409 General Academic Building/405-744-7607
https://is2many.okstate.edu/
OSU is committed to maintaining a learning environment that is free from discriminatory conduct based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. OSU does not discriminate on the basis of sex in its educational programs and activities. Examples of sexual misconduct and/or sex discrimination include: sexual violence, sexual harassment, sexual assault, domestic and intimate partner violence, stalking, or gender-based discrimination. OSU encourages any student who thinks that he or she may have been a victim of sexual misconduct or sexual discrimination to immediately report the incident to the Title IX Coordinator (405-744-7737) or Deputy Title IX Coordinator (405-744-5470). Students may also report incidents of sexual misconduct or sex discrimination to a faculty or staff member, who is then required by federal law (Title IX) to notify the Title IX or Deputy Title IX Coordinator. If a reporting student would like to keep the details confidential, the student may speak with staff in the Student Counseling Center (405-744-5472) or one of the University’s Sexual Assault Victim Advocates (Mon-Fri 8 AM-5 PM, 405-564-2129 or 24 Hour Help Line 405-624-3020).

STUDENT ACCESSIBILITY SERVICES
1202 W. Farm Rd #155/405-744-7116/http://sds.okstate.edu/
According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of the disability and requesting accommodations. If you think you have a qualifying disability and need accommodations, contact the Office of Student Accessibility Services to start the registration process and to ensure timely implementation of appropriate accommodations. To receive services, you must submit appropriate documentation and complete an intake process to verify the existence of a qualified disability and identify reasonable accommodations. Faculty have an obligation to respond when they receive official notice of accommodations but are under no obligation to provide retroactive accommodations.

STUDENT CONDUCT EDUCATION AND ADMINISTRATION
328 Student Union/405-744-5470/http://studentconduct.okstate.edu/
By enrolling at Oklahoma State University, you accept responsibility for complying with all University policies and contracts, and for local, state and federal laws on- or off-campus that relate to the University’s mission. The Student Code of Conduct educates students about their civic and social responsibilities including policies and procedures involving student misconduct.

In general, the University expects students to aspire to follow and promote the Cowboy Community Standards or integrity, community, social justice, respect, and responsibility.

EDMON LOW LIBRARY HOURS
www.library.okstate.edu
405-744-9775 or 405-744-9741
Text 405-592-4128
Sunday
Noon-7:00 PM
Monday-Thursday
7:30 AM-10:00 PM
Friday
7:30 AM-6:00 PM
Saturday
Noon-7:00 PM
*For holiday and intersession hours, check
http://library.okstate.edu/about/hours

*Contact the following for information on hours of operation:
Architecture Library
405-744-6047
Curriculum Materials Library
405-744-6310
Veterinary Medicine Library
405-744-6655

WHERE TO GO FOR HELP
ACADEMIC RELATED SERVICES
Instructor - If you have questions regarding your class, talk to your instructor. Faculty members usually include their office hours and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with him/her prior to or immediately following your class session or check with the departmental office on when the instructor may be available.

Academic Advisor - All students will benefit by conferring with an advisor on a regular basis. If you do not know your advisor or would like to learn more, talk to the Student Academic Services Director for your college.

Bursar
113 Student Union/405-744-5993
http://bursar.okstate.edu/
The Bursar Office bills and collects tuition, fees, campus housing, and other university related charges. The Bursar Office also processes and disburses all federal and campus-based funds to students’ bursar accounts and refunds any overpayments on students’ bursar accounts.

Career Services
360 Student Union/405-744-5253
http://hireosugrads.com

Concurrent Student Services and Advising
University College/405-744-1389
http://universitycollege.okstate.edu/concurrent/index.html
Find out about academic services for concurrent students or to schedule your next advising appointment.

Foreign Language Placement Test
206 Gunderson Hall/405-744-9547
http://languages.okstate.edu/
Students with prior foreign language experience in French, German, or Spanish who take the placement exam and then score a ‘B’ or higher in a more advanced class, will get up to 6 credit hours for the classes below it. Schedule your free test by emailing Nick Howland at nick/howland@okstate.edu.
Multicultural Affairs
240 Student Union/405-744-5481
http://oma.okstate.edu/
Academic, career, and personal success programs are available. Student organizations representing diverse communities and annual events are offered.

Pre-Professional Academic Support Services
University College/040 Student Union/405-744-9965
http://preprofessional.okstate.edu
Support services available to all OSU students, regardless of major who desire to pursue a professional education in health care or law.

Registrar
322 Student Union/405-744-6876
http://registrar.okstate.edu/
The Office of the Registrar provides services related to the creation and maintenance of student academic records. We are here to assist students with enrollment, official transcript requests, degree and enrollment verification, updating personal information in the Student Information System, graduation, and other services.

Scholarships & Financial Aid
119 Student Union/405-744-6604
http://financialaid.okstate.edu
Over 80 percent of Oklahoma State University students received scholarships, grants, work, and low-interest loans totaling over $320 million last year. Contact the Office of Scholarships & Financial Aid to apply for financial aid or to meet with a financial aid counselor.

Transfer Students Services
University College/104 North Classroom Building/405-744-1390
http://universitycollege.okstate.edu/transfer/index.html
This office provides undergraduate transfer students with a seamless transition to OSU by collaborating with various departments on campus, including the Office of Undergraduate Admissions, the LASSO Center, the Office of the Registrar, and Financial Aid.

University Assessment and Testing
107 University Assessment and Testing Building/405-744-5958
http://uat.okstate.edu/
Campus and national tests as well as testing accommodations are provided.

Veteran Benefit Services
322 Student Union/405-744-6343
http://registrar.okstate.edu/Veteran-Benefit-Services
This office provides information and assistance in completing the appropriate forms to apply for educational benefits through the U.S. Department of Veterans Affairs and through the State of Oklahoma.

Veteran Student Academic Services
University College/104 North Classroom Building/405-744-1390
http://universitycollege.okstate.edu/veteran/index.html
This office works with veteran and military-affiliated students to aid in their transition from military service to successful careers by ensuring they succeed academically through coordination of support services from both on- and off-campus entities.

Health Related Services
Counseling Psychology Clinic
107 Public Information Office/405-744-6980
https://education.okstate.edu/ccp_clinic/index.html
Faculty and graduate students offer high quality and cost efficient psychological and mental health services to students Monday through Friday.

University Counseling Services
320 Student Union/405-744-5458
https://uuc.okstate.edu/
Services include personal counseling, the Alcohol & Substance Abuse Center, and stress management through the Reboot Center.

University Health Services
1202 W. Farm Road/405-744-7665
http://uhs.okstate.edu/
An allergy clinic, lab services, x-ray, travel clinic, women’s clinic and pharmacy are among the services offered at this campus outpatient medical clinic.

Wellness Department
405-744-5510
http://wellness.okstate.edu/
Intramurals, group fitness and sports clubs are among the many programs and services available through the Wellness Department.

CAMPUS LIFE RELATED SERVICES
Fraternity & Sorority Affairs
211J Student Union/405-744-5490
https://lcl.okstate.edu/gogreek/
For questions and comments about fraternity and sorority organizations, contact Fraternity and Sorority Affairs.

Housing & Residential Life
100 Iba Hall/405-744-5592
http://reslife.okstate.edu
For questions and comments about housing and residential life, contact the Housing administration office.

Leadership and Campus Life
211 Student Union/405-744-5488
http://lcl.okstate.edu
Get involved through student organizations; the Center for Ethical Leadership; International Students & Scholars; Non-traditional Student Services; and Parent & Family Relations.

Service-Learning Volunteer Center
211G Student Union/405-744-5145
https://lcl.okstate.edu/volunteer/
Find volunteer opportunities and earn the recognition C.O.R.D. to wear at graduation.

University Dining Services
076 Student Union/405-744-4424
http://dining.okstate.edu/
For questions and comments about meal plans or university dining operations, contact University Dining Services.

ACADEMIC SUPPORT RESOURCES AND TUTORING
Learning and Student Success Opportunity (LASSO) Tutoring Center
021 Classroom Building/405-744-3309
https://universitycollege.okstate.edu/lasso/
LASSO offers free individual and group tutoring for a variety of courses.

STUDENT ACADEMIC SERVICES CENTERS
Ferguson College of Agriculture
136 Agricultural Hall/405-744-5395
Contact: Dr. Deb VanOverbeke
http://casnr.okstate.edu/students/ssc
Academic support and career guidance resources are available for CASNR students.
Academic support and career guidance resources are available for Arts & Sciences students.

Education and Human Sciences
101 Human Sciences/405-744-5053
Contact: Ms. Kristi Seuhs
https://education.okstate.edu/undergraduate-students/index.html
Academic support, advisement and career counseling is available to all Education and Human Sciences majors.

Engineering, Architecture & Technology
111 Engineering North/405-744-5276
Contact: Mr. Lance Millis
https://studentservices.okstate.edu/advising
Academic advising and career services are available for all CEAT students. Tutoring is offered for general math, science, and engineering courses.

Sears School of Business
155 Business Building/405-744-2772
Contact: Ms. Marissa McIntyre
https://business.okstate.edu/student-services/
Academic advisement is provided for freshmen through seniors in all business major areas.

University College Advising
214 Student Union/405-744-5333
Contact: Ms. Missy Wikle
https://universitycollege.okstate.edu/uca/
University College Advising has academic advisors to help with your academic needs, whether planning your semester schedule, teaching your First-Year Seminar class, looking at degree options, or helping to bridge the gap between student life and academic success. Call or visit the office anytime Monday through Friday, between 8:00 a.m. and 5:00 p.m.

DISCIPLINE SPECIFIC TUTORING

Accounting
416 Business Building/405-744-2863
https://spears.okstate.edu/accounting/ace/
Support is provided to all students enrolled in classes offered by the OSU School of Accounting.

Biology
303 Life Sciences West
http://biol1114.okstate.edu
Tutoring is provided for BIOL 1114.

College of Engineering, Architecture & Technology Tutoring
ENDEAVOR 102/405-744-1750
https://studentservices.okstate.edu/coaching
Tutoring is provided for Engineering and Engineering Science courses.

The Language Lab
205 Gunderson Hall/405-744-9547
http://languages.okstate.edu/
Two 28-user labs fully equipped with personal computers and listening/recording devices are available. Students may practice vocabulary building and grammar in the target language.

Graduate Research and Writing Lab
306 Edmon Low Library/405-744-1241
http://info.library.okstate.edu/RLS/grads
Offers one-on-one consultations, workshops, and other services for graduate students.

History
101 Social Sciences and Humanities / 405-744-5680
http://history.okstate.edu/contact
Tutoring is given for Survey of History and upper division courses.

Mathematics Learning Success Center
5th Floor Edmon Low Library/405-744-5818
https://mls.okstate.com/
The MLSC provides drop-in tutoring for all students enrolled in 1000 and 2000 level mathematics classes.

Writing Center
440 Student Union/405-744-6671
http://osuwritingcenter.okstate.edu
The Writing Center helps writers throughout the composing process; plan to visit early and often throughout the semester, not just the day before an assignment is due. Tutors work with students to improve brainstorming, organizational, and composing techniques. Multiple locations are available on campus, as well as online tutoring.

FOR MORE INFORMATION

go.okstate.edu/apps
The OState app is your link to campus departments, OSU news, and maps. The Rave Guardian app is the official safety app of OSU.

my.okstate.edu
This portal connects students to a wide range of campus services including links to student email, the library, and the Online Classroom and Community (Canvas).

For other comments and inquiries, please contact academics@okstate.edu.
FOR SEXUAL ASSAULT COMPLAINTS, CONTACT:
OSU Police
104 USDA Building
744-6523

FOR PSYCHOLOGICAL ASSISTANCE, CONTACT:
University Counseling Services for Students
320 Student Union
744-5472

Employee Assistance Program
ComPsych
(855) 850-2397

For a copy of the Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure 1-0702 go to:
Office of Equal Opportunity
408 Whitehurst

Online: http://osu.okstate.edu/
Go to Quick Links: Equal Opportunity
Click: Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure

Gender Discrimination & Sexual Harassment

Oklahoma State University, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act), the Americans with Disabilities Act of 1990, and other federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, genetic information, sex, age, sexual orientation, gender identity, religion, disability, or status as a veteran, in any of its policies, practices or procedures. This provision includes, but is not limited to, admissions, employment, financial aid, and educational services. The Director of Equal Opportunity, 408 Whitehurst, OKSU, Stillwater, OK 74078-1035; Phone 405-744-5377; email: eeo@okstate.edu has been designated to handle inquiries regarding non-discrimination policies. Director of Equal Opportunity. Any person (student, faculty, or staff) who believes that discriminatory practices have been engaged in based on gender may discuss his or her concerns and file informal or formal complaints of possible violations of Title IX with OSU's Title IX Coordinator 405-744-9154.
UNIVERSITY POLICY

Oklahoma State University PROHIBITS gender discrimination in any form, including sexual harassment of students, faculty, and staff (OSU Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure 1-0702). All students, faculty, and staff are required to comply with this policy. OSU subscribes to an educational and work environment where everyone is treated with respect and dignity and therefore, condemns insulting, degrading, and exploitive treatment of its students and employees. The University strives to maintain a safe, non-discriminatory environment for all members of its campus community.

THE LAW

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, and Title 25 of the Oklahoma Statutes.

I. GENDER DISCRIMINATION DEFINED

Gender discrimination is unequal or disadvantageous treatment of an individual or group of individuals based on gender. Sexual harassment is a form of illegal gender discrimination.

Gender discrimination can be treating an individual differently based upon his/her gender in academia or extracurricular activities, academic programs, discipline, classroom assignment, physical education, grading, and/or athletics.

EXAMPLES OF GENDER DISCRIMINATION

The following types of conduct may constitute gender discrimination:

- A faculty hiring only male graduate assistants
- A professor giving higher grades to female students
- A coach only allowing males to play during an intramural game

II. SEXUAL HARASSMENT DEFINED

Sexual harassment, as prohibited under federal law, state law, and University policy, is defined as unwelcome sexual advances, sexual assaults, or requests for sexual favors, and other verbal or physical conduct of a sexual nature. This conduct constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing,
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive educational or work environment.

If conduct is unwelcome, could be offensive to a reasonable person, and in fact is offensive to someone complaining about certain physical and/or verbal acts, then the conduct may constitute sexual harassment, even if it was not intended to be offensive.
Sexual harassment can occur between any two individuals. Although sexual harassment typically occurs when one person is in a position of power over another, it can also occur among peers. Sexual harassment can also occur if a supervisor or faculty member grants special favors or opportunities to a person with whom they are having a sexual relationship, but does not grant similarly equal opportunities or advantages to other persons.

Sexual harassment may also occur, in some cases, if employees of contractors or vendors performing services or doing business with the university engage in harassing conduct.

EXAMPLES OF SEXUAL HARASSMENT

The following types of conduct may constitute sexual harassment:

- Inappropriate touching, patting, or pinching
- Displaying sexually, demeaning or offensive objects and pictures
- Physical assault or coerced sexual activity
- Sexually suggestive jokes or innuendos; derogatory, degrading, or sexist remarks about a person's body, clothing, or sexual activities
- Suggestive or insulting sounds, whistles, catcalls
- Obscene phone calls, e-mail, or gestures

EXAMPLES OF SEXUAL HARASSMENT WITHIN THE WORK AND ACADEMIC ENVIRONMENT

Sharon's supervisor kept asking her for a date. He said getting to know him better would improve her chances for a promotion. She felt uncomfortable and wished he would stop. She kept refusing him, but he wouldn't take 'No' for an answer.

What should Sharon do? She may go to her department head, dean, or appropriate administrator or Title IX Officer for assistance.

Cindy's professor told her that refusal to have a sexual relationship with him would lower her grade in his course.

What should Cindy do? She may go to the Head of the Department for which the faculty member works, the faculty member's Dean, or Title IX Officer.

Barbara, a student in a student organization, constantly makes derogatory jokes about men's bodies during the weekly meetings. The male students in the organization are embarrassed by her remarks.

What should the male students in this case do? They may go to their advisor of the student organization, the Office of Student Conduct, or Title IX Officer.

WHAT IS:

Sex Discrimination

- Sex discrimination includes all forms of sexual harassment, including verbal and non-verbal sexual harassment and gender violence by employees, students or third parties against employees, students or third parties.
- Sex discrimination also includes unequal pay based on gender, discrimination on the basis of pregnancy, unequal distribution of athletic funds, and unequal admissions and financial aid practices.

Gender Violence

- The term “gender violence” reflects the idea that violence often serves to maintain structural gender inequalities, and includes all types of gender-based violence. This type of violence in some way influences or is influenced by gender relations.
- Gender violence includes rape, sexual assault, dating violence, domestic violence, sexual harassment and stalking.

Rape

- Is a nonconsensual intercourse that involves the threat of force, violence, immediate and unlawful bodily injury, or threat of future retaliation and duress.

Sexual Assault

- Is broader in definition than rape. Any nonconsensual act may be considered sexual assault.

Effective Consent

To engage in mutually consensual relationship effective consent by both parties is required and consists of:

- Being Informed;
- Freely and actively given;
- Mutually understandable words or actions; and
- Indicate a willingness to participate in mutually agreed upon sexual activity.

Sexual Harassment

- Unwelcome conduct of a sexual nature. Includes verbal and non-verbal behaviors and actions.

Dating Violence

- A patterned of abusive behaviors used to exert power and control over a partner. This violence can be physical, sexual, emotional, spiritual, economic, or psychological.

Domestic Violence

- Crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim.

Stalking

- A pattern of behavior that makes you feel afraid, nervous, harassed, or in danger. A person may repeatedly contact you, follow you, send you things, talk to you when you don't want them to, or threaten you.
Gender Discrimination & Sexual Harassment Brochure

RESPONSIBILITIES OF PERSON RECEIVING COMPLAINT

1. Listen.
2. Take the report seriously.
3. DON’T tell the student/supervisee that they ought to be able to handle it themselves, that they have no sense of humor, or that they are taking the behavior too seriously.
4. Know whom to refer the person to and encourage the complainant to meet with the designated person.
5. Report to Title IX Officer.

CONFIDENTIALITY
Confidentiality shall be maintained to the greatest extent possible within the requirements of conducting reasonable investigations. Only those who have an immediate need to know may find out the identity of the parties.

RETRIALATION
It is illegal to retaliate against anyone who complains about sexual harassment or assists in a sexual harassment complaint. Retaliation, threats, or other forms of intimidation against any party involved WILL NOT BE TOLERATED.

PREVENTING SEXUAL HARASSMENT
Each member of the campus community is responsible for preventing sexual harassment and ensuring that the work and academic environments are harassment-free. Become informed about sexual harassment. Evaluate your own behavior to ensure that you are not engaging in sexual harassment.

Ask Yourself
“Was my behavior appropriate?”
“Was it welcomed?”
“Was it offensive?”

SUGGESTED RESOURCES
Sexual harassment is serious and it is important that you talk with someone about it. You may contact your Department Head, Dean, Director of Equal Opportunity, Human Resources, or the Title IX Officer.

Also you can visit the 1is2many website for more info: 1is2many.okstate.edu

YOU MAY ALSO CONTACT
Employees
(faculty and staff):
Office of Institutional Diversity
408 Whitehurst
744-9154

Students
Office of Student Conduct
328 Student Union
744-5470
Executive Summary

The Beginning College Survey of Student Engagement is designed to collect data regarding entering college students' high school academic and co-curricular experiences as well as their expectations for dissipating in educationally purposeful activities during their first year of college. The BCSSE survey was administered at Oklahoma State University during late Summer 2014. Below is a brief summary of some key findings from the 2014 Survey:

Student Characteristics
- 98% of respondents reported graduating in 2014.
- 98% of respondents reported that they are full time students.
- 66% of respondents were female, and 34% of respondents were male.
- 60% of respondents indicated they were not first generation college students, while 40% of respondents indicated they were a first generation college student.
- 90% of respondents reported they are taking at least 5 classes for credit at OSU in Fall 2014, and 94% of the classes they reported taking were not online courses.
- 63% of respondents expected paying college expenses would be difficult (4 or higher on a 6-point scale). To pay for education expenses, 81% of respondents were using help from parents or relatives, 46% were using student loans, 89% were using grants or scholarships, and 64% were using their personal savings/job.
- 96% of respondents intended to graduate from this college.
- 81% of respondents reported this institution was their 1st choice for college.
- 69% of respondents reported that this institution is less than four hours (in driving time) from the home where they lived during their last year of high school.
- 89% of respondents reported they would be living on campus this school year.

High School Experiences
- 91% of respondents attended public high schools.
- 76% of respondents reported most of their high school grades were A- or A.
- 27% of respondents reported completing 1-2 Advanced Placement classes in high school, and 24% of respondents reported taking 1-2 college courses for credit during high school.
- 47% of respondents reported spending 1-5 hours per week preparing for class (studying, doing homework, rehearsing, etc.). Only 11% of respondents reported more than 16 hours per week preparing for class.
- 49% of respondents reported spending 5 hours or less per week working for pay. 28% reported working for pay more than 16 hours per week.
- 20% of respondents reported spending 11-15 hours per week participating in co-curricular activities (organizations, school publications, student government, sports, etc.). 38% of respondents reported spending 16 or more hours per week participating in co-curricular activities.
- 32% of respondents reported spending 6-10 hours per week relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.). 42% of respondents reported spending 11 or more hours per week relaxing and socializing.
Expectations for College

- 34% of respondents expected to spend 21 or more hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).
- 33% of respondents expected to work for pay on- or off-campus 0 hours per week.
- 57% of respondents expected to discuss their academic performance with a faculty member often or very often.
- 46% of respondents expected to discuss course topics, ideas, or concepts with a faculty member outside of class often or very often.
- When respondents were asked how often they expected to have discussions with people different than themselves, 84% expected to interact with people from a different race or ethnicity than their own often or very often, 88% expected to interact with people from a different economic background than their own often or very often, 82% expected to interact with people with different religious beliefs than their own often or very often, and 82.58 expected to interact with people with different political views than their own often or very often.
- 89% of respondents expected to ask instructors for help when they struggle with course assignments (4 or higher on a 6-point scale).
- 87% of respondents were prepared to write clearly and effectively, 85% were prepared to speak clearly and effectively, 89% were prepared to think critically and analytically, and 79% were prepared to analyze numerical or statistical problems, 92% were prepared to work effectively with others, 85% were prepared to use computing and information technology, and 88% were prepared to learn effectively on their own (4 or higher on a 6-point scale).
- 63% expected most of their grades in the coming year to be A or A-.

Support Expected to be Provided by the Institution

- 80% of respondents reported it was important for the institution to provide a challenging academic experience (4 or higher on a 6-point scale).
- 96% of respondents reported it was important for the institution to provide support to help students succeed academically (4 or higher on a 6-point scale).
- 81% of respondents reported it was important for the institution to provide opportunities to interact with students from different backgrounds (4 or higher on a 6-point scale).
- 78% of respondents reported it was important for the institution to provide help managing their non-academic responsibilities (e.g., work, family, etc.; 4 or higher on a 6-point scale).
- 90% of respondents reported it was important for the institution to provide opportunities to be involved socially (4 or higher on a 6-point scale).
- 91% of respondents reported it was important for the institution to provide opportunities to attend campus activities and events (4 or higher on a 6-point scale).
- 85% of respondents reported it was important for the institution to provide learning support services (e.g., tutoring services, writing center, etc.; 4 or higher on a 6-point scale).
CAS RESEARCH
CASresearch@okstate.edu

Associate Dean for Research and Facilities 201 LSE

Dr. Kristen Baum
405-744-5663 - kristen.baum@okstate.edu

Research Support Services 202 LSE

Tory Lightfoot - Research Support Services Manager
405-744-3336 - tory.lightfoot@okstate.edu

Melissa Mikesell - Proposal Development Specialist
405-744-8458 - melissa.mikesell@okstate.edu

Melissa Harrison - Administrative Support Assistant II
405-744-6683 - melissa.harrison@okstate.edu

Grants and Contracts Specialists 202 LSE

Jennifer Heusel - Grants Coordinator
405-744-8453 - jennifer.heusel@okstate.edu
Chemistry; Computer Science; Geography; Languages and Literatures; Media and Strategic Communications; Microbiology and Molecular Genetics; Music; Statistics

Jami Moery - Grants Coordinator
405-744-8455 - jami.spiva@okstate.edu
Art, Graphic Design and Art History; Geology; History; Mathematics; Physics; Theatre

Lisa Sperry - Grants Coordinator
405-744-8452 - lisa.sperry@okstate.edu
Communication Sciences and Disorders; English; Integrative Biology; Philosophy; Plant Biology, Ecology, and Evolution; Political Science; Psychology; Sociology
Proposal Submission Process

Notify CAS Research Support Services of your plan to submit a proposal
Requires a minimum of 3 weeks notice

Meet with your Grants Coordinator to develop a budget

Provide budget justification, project summary and additional documents as needed for routing packet

Grants Coordinator generates routing packet

Requires 7-10 working days
- Principal investigators
- Department Heads
- Associate Dean for Research
- OSU Compliance (University Research Services)
- OSU Grants and Contracts Financial Admin. (GCFA)
- OSU VP for Research

Fully executed routing is returned to RSS

RSS downloads application materials, sets up proposal files, reads guidance and starts proposal application

RSS sends detailed checklist and internal deadlines to PI

Send documents to RSS

RSS fills out proposal application and uploads proposal documents

RSS sends complete proposal package to PI for final approval

Give approval to submit

Proposal submitted
OVERVIEW

Tenure-Track Faculty
- New Assistant Professors - select a department mentor and a university mentor by May
- All mentors must be tenured and should be at a rank above the mentee
- Examples of variations to the mentor-mentee model: mentoring committee with 2-3 department mentors; two mentors outside the department

Career-Track Faculty
- New Teaching Assistant Professor - select a department mentor by May
- Mentors may be tenure-track or career-track and should be at a rank above the mentee

Associate Dean Responsibilities
- Provide suggestions for university mentors when required
- Provide resources on best practices
- Annual workshop for mentees
- Annual workshop for mentors

CAS Responsibilities
- Request mentoring activities be included in A&Ds, excluding confidential content

Department Head Responsibilities
- Designate temporary mentor for new faculty
- Meet with new faculty to discuss selection of mentors
- Facilitate selection of mentors
- Encourage mentoring

Department Responsibilities
- Develop a document to describe how the program will be implemented within the department
- Support culture of mentoring

Additional Details about Mentoring
- Department mentor meets with mentee monthly (one meeting per semester is required)
- University mentor meets with mentee once or twice per semester
- Mentee is responsible for arranging meetings
- Mentor changes occur through the Department Head (ADR included if needed)

CAS Faculty Mentoring Program Contact
Rebecca Brienen
Associate Dean for Personnel and Faculty Development
rebecca.brienen@okstate.edu - 405-744-5663
Faculty Mentoring, College of Arts and Sciences, Oklahoma State University
Effective 2018-2019

Introduction:
Departments within the College of Arts and Sciences are already actively engaging in mentoring, through an informal process. The purpose of the formal mentoring program is to build upon these practices and create a broader culture of mentoring across the College and University. Numerous studies show the positive impacts mentoring relationships have. For example, female faculty in economics who applied to be in a mentoring program were randomly assigned to participate in the program (treatment group) or not (control group). After five years, those in the treatment group had on average: three additional publications, four more NSF or NIH grants and a 25 percent higher likelihood of having a top-tier publication. Mentoring should not be only at the level of junior faculty. In fact, research shows faculty often feel their mentoring ends at promotion. However, faculty need successful mentoring to continue through promotion to professor and regent’s professor.

This is intended to be a living document to outline the mentoring program for CAS at OSU and will focus on the policies surrounding the program and the timeline for implementation. Departments will be tasked with implementation of the program and providing an additional document for faculty specific to the implementation of the program at the department level.

Mentoring Requirements:
New tenure-track faculty members:
All new tenure-track faculty will select a department mentor and a University mentor by the end of their first year, beginning in 2018-2019. Mentors should be tenured faculty. Selection will be in consultation with their department head/departmental advisory committee. Additional suggestions can be solicited from the Dean’s office for University mentors. For departments with bigger faculty numbers, the mentee can form a mentoring committee with two or three department mentors. For smaller departments, two mentors
outside of the department can be used, instead of one within the
department and one outside of the department.

Faculty who have not undergone reappointment before 2018-
2019 will be required to select a department and University mentor. Pre-
tenure faculty who have gone through successful re-appointment have
the option to select a department and University mentor.

New non tenure-track faculty members:
All new non-tenure track faculty will select a department mentor
by the end of their first year beginning in 2018-2019. Faculty who have
not undergone re-appointment before 2018-2019 will be required to
select a department mentor. Faculty who have gone through successful
re-appointment have the option to select a department mentor.

Associate Professors:
All Associate Professors will select a department mentor by the
end of the first semester of their promotion, beginning in 2019-2020.
This faculty member should be a Professor within the department or
University. It is recommended that, beginning 2019-2020, all associate
professors select a mentor.

Responsibilities of the Dean’s Office:
The Dean’s office, through the Associate Dean of Personnel and
Faculty Development, oversees the mentoring program. The Associate
Dean or a representative will keep a list of all mentoring pairs within the
College and University. Each year, the Associate Dean will sponsor two
workshops—one for mentors and one for mentees. The purpose of these
workshops is to provide resources to faculty on best practices for
mentoring and to develop and strengthen the culture of mentoring
already occurring with the College. The Associate Dean will also provide
supplemental help to mentors and mentees by way of additional best
practices and resources. The Associate Dean’s office will designate a
person of contact for all mentors and mentees to contact with any
questions, concerns or issues. The Dean’s office will also ask for
mentoring activities to be included in the annual Appraisal and
Development, for both mentors and mentees.

Responsibilities of Department Heads/Chairs:
Each department head/chair should designate a departmental
representative each year to serve as a temporary mentor for the first
year for all new faculty. This would normally be a faculty member, so
information is consistent if there are multiple new hires in a given year.
During the first year, department heads should encourage faculty to
meet and discuss possible mentoring relationships. By the end of the
first year, department heads will meet with each new faculty member
and discuss the selection of the mentors. Mentor selection is the
responsibility of the mentee, but department heads help facilitate this process by setting the timeframe when a mentor should be selected and offering advice if requested. Departments heads can also help connect faculty to University mentors outside of the department. Department heads should not serve as formal mentors for faculty within their own department.

**Responsibilities of Departments:**
Many departments already have a culture of informal or even formal mentoring. It is at the department level that tenure standards are effectively communicated to all faculty. Departments are encouraged to continue to develop a climate of mentoring, including allowing informal, ongoing mentoring by everyone within the department. Departments should also encourage peer mentoring within the department and activities to support engagement across ranks, such as brown-bag lunches focused on teaching and/or research.

**Responsibilities of Mentors:**
Successful mentoring begins with selecting a mentor who the mentee knows, trusts and wants to seek out for advice. Successful mentors need to be willing to make time to meet regularly with their mentees and help mentees establish goals from the relationship. The mentor is expected to report on mentoring activities during the annual Appraisal and Development review.

**Qualities of a good mentor**
Accessibility: the mentor needs to be available to meet with the mentee regularly. A regular schedule of meetings might be arranged at the start of each semester to facilitate the process.

Communication and Trust: successful mentors are able to communicate effectively with faculty and build a trusting relationship that allows for constructive feedback. Mentors are also willing to intervene on behalf of mentees (e.g., help in overseeing if a mentee has an excessive service load and raising this with the head of department).

Knowledge of department/University: successful mentors understand the expectations of the department and hold at minimum the rank the faculty member seeks during the next promotion.

**Benefits to the Mentor**
- Increased job satisfaction
- Strengthening the department
- Increased collaboration
- Exposure to new ideas
• Organizational recognition
• Ideas for feedback about the mentor’s own research and teaching

**Types of Mentors:**

**Department Mentors:**
Successful mentoring, especially for promotion, begins at the department level with mentors. The department mentor will be asked to meet with the department mentee more regularly than occurs between the University mentor and mentee, approximately once per month. Department mentors are expected to convey promotion and tenure standards and help faculty navigate through the department. Mentoring pairs are also encouraged to visit one another’s classrooms at least once per semester so they may discuss teaching strategies and problems. Department mentors should also give guidance on quality and quantity of publications, appropriate discipline-level service and help steer faculty toward appropriate (and not burdensome) service (for pre-tenure faculty).

**University Mentors:**
University mentors do not have a direct role in the mentee’s promotion or tenure. As such, he/she may be able to provide general guidance and advice on broader issues, such as establishing a career-long research trajectory, work-life balance, and general questions about teaching, pedagogy and service. University mentors will be asked to meet with their mentee at least once or twice per semester through the tenure process.

**Responsibilities of Mentees:**
Mentees are responsible for:
• Selecting a mentor by the end of their first year
• Arranging regular meetings with the mentor (at least one per semester)
• Establishing short- and long-term goals, in consultation with the mentor
• The mentee is expected to report on mentoring activities during the annual Appraisal and Development review.

**Benefits to the Mentee**
• Increased career satisfaction
• Increased career commitment
• Increased job satisfaction
• Better career outcomes (compensation and promotions)
• Increased networking opportunities
• Faster promotions
• Increased collaboration
• Exposure to new ideas

**Expectations for Both Mentors and Mentees:**
For successful mentoring, mentors and mentees should meet regularly throughout the year, regardless of how busy the mentor and mentee are. At a minimum, one meeting per semester is required. Research shows regular meetings provide keys to success. During the initial meeting(s), the mentor and faculty member should develop a list of goals for the mentoring relationship. A “roadmap to promotion” should be established with annual goals. Confidentiality of meetings should be maintained. During A&D, mentors and mentees should report the mentoring activities engaged in (such as frequency of meetings), so as not to break the confidence of the relationship.

**Goals for the Mentor and Mentee:**
Mentors and mentees should have clearly established goals for specific time-periods. Mentees should set goals with specific needs in mind.

**Examples of Short-Term Goals:**
- familiarization with the campus, University, College and academic environment
- networking
- understanding of policies and procedures, expectations for A&D, promotion and tenure
- helping set priorities-time management, balancing research, teaching and service
- resources if problems arise

**Examples of Long-Term Goals:**
- career advancement
- developing visibility and prominence within the profession

**Mentoring Areas (sample areas)**
- getting to know the institution
- excelling at teaching and research
- understanding tenure and evaluation
- creating work-life balance
- developing professional networks

**Mentorship Activities (sample ideas)**
- discussing expectation regarding the mentorship relationships; agree on goals, schedule and objectives
• discussing short- and long-term career goals and professional interests; help plan a research and publication schedule; and critique manuscripts or proposals
• attending professional development programs/events/workshops sponsored by the institution or professional associations
• performing peer teaching observations; discussing effective instructional techniques, course development, curricular issues, teaching strategies and syllabi; inviting mentee to observe mentor’s classes
• exploring scholarships and funding opportunities; discussing opportunities for joint research or evaluating applications
• discussing academic policies and guidelines and university governance; informing mentee of institutional resources and support system
• discussing student issues such as advising, motivating and preventing academic dishonesty
• sharing experiences on stress management, life/work balance and effectively managing time; discussing how to deal with feedback on teaching from students and administration
• discussing preparation for tenure and promotion and career advancement; assisting with the preparation of annual-review materials
• addressing special needs, concerns or questions and help in troubleshooting difficult situations
• facilitating introduction between mentee and other faculty with shared interests

Changing Mentors:
In the case of changing commitments, leave of absences, mentor leaves OSU, incompatibility or where the mentoring relationship is not mutually fulfilling, a change in mentor can be made. The mentee should meet with the department-head first; however, if a faculty member would rather not discuss a unsatisfactory mentoring relationship with their head, the faculty member should meet with the ADR to discuss a new mentor. Changes in mentors can and should be made without prejudice or fault. Faculty should be encouraged to seek out additional mentors or change mentors as the need arises.

Due to changing commitments and circumstances, as well as incompatibility and lack of a mutually fulfilling relationship, a change in mentor may be made. The mentee should meet with the department head first; however, if a faculty member would rather not discuss an unsatisfactory mentoring relationship with their head, the faculty member should meet with the Associate Dean of Personnel and Faculty Development to discuss a new mentor. Changes in mentors can and should be made without prejudice or fault. Faculty should be encouraged to seek out additional mentors or change mentors as the need arises.
The College of Arts and Sciences provides start-up funds (as negotiated at the time of hire) for new faculty. The Office of the Vice President for Research provides partial funding for some positions in disciplines where external funding is expected. The funds are to be used for a computer, equipment, supplies, lab renovations, travel, and non-faculty personnel costs necessary to establish a nationally recognized research program.

**POLICIES**

- All faculty are required to buy an office computer using their start-up funds, unless specified otherwise in their offer letter.
- Funds must be expended within 36 months of the first day of employment.
- Start-up may be spent on salary for post-doctoral scholars, technicians, graduate students, and undergraduate students. Start-up may not be used for faculty salary. In most cases salaries are a small percent of a start-up budget (20% or less), with the exception of disciplines where people are the primary resource needed for research. The VPR’s Office recommends not using start-up to support post-doctoral scholars during the first year, as this is often not an effective use of funds when setting up a research lab.
- Funds up to $10,000 may be budgeted for conference travel over three years. Other types of travel (e.g., travel to research sites and/or laboratories) should be listed separately.
- Start-up may **not** be used for individual memberships, such as for professional societies.
- **All faculty with start-up of $25,000 or greater** must provide a detailed budget with itemized expenses for a computer, equipment (items greater than $5,000 listed separately), supplies, lab renovations, travel (including number of trips), salaries (including pay rate and length of employment), and benefits.
  - Some departments may have specific restrictions on expenditures based on departmental policies. Please discuss your start-up budget plans with your Department Head.
  - Budgets must be approved by the Associate Dean for Research (ADR) prior to purchases, with the exception of an office computer. Budgets must be approved during the first semester of appointment.
  - Requests to reallocate funds from one category to another must be submitted in writing and approved by the ADR. Movement of funds into the salary category may not be allowed.

**EXTENSIONS**

Time extensions are generally not allowed. In the case of extenuating circumstances, requests for extensions must be submitted in writing to the ADR, with an endorsement by the Department Head, no later than three months before the end of the start-up period.
The College of Arts and Sciences Technical Services (also known as CASTS) assists Arts and Sciences departments, faculty, staff, and students with computer related issues. Services include desktop C/deskside, carry-in, computer lab, and multimedia support. Below is a short list of services that we provide. For a more comprehensive list of services and online forms visit our website at http://support.okstate.edu.

The unit is staffed by full-time professional technicians and experienced student technicians. We also work closely with the University’s Information Technology division (IT). CASTS and IT cooperatively use a common service ticket database to track and document service requests. We strive to provide timely response and resolutions to all requests.

**Contact Information:**

- Technology Manager ———————————————————————————————————— Norma Earp
- Lab Coordinator/Computer Specialist ———————————————————— Cheryl Price
- Sr. Systems Administrator ———————————————————————————— Daniel Scott
- Computer Support Specialist ———————————————————————— Susan Hartson
- Accounting Specialist Administrative ——————————————————— Michele DeRaps
- Support Assistant ———————————————————————————— Susan Brinker

8AM To 5PM  001 Life Sciences East  http://support.okstate.edu
M-F       cas-help@okstate.edu  phone: 744-6844
SERVICES WE PROVIDE

New Computers:
Pre-purchase consulting (assessment, advice, quote preparation)
Configuration and Setup (delivery, software installation, network configuration, peripheral setup)

Existing Computers:
Upgrades to Software (operating systems, applications)
Upgrades to Hardware (printer, scanner, memory, hard drive)
Hardware Repair or Replacement (troubleshoot problems and assist in ordering new if necessary)
Software Analysis (troubleshoot software incompatibilities, re-installations)
Facilitate Warranty Work and Serve as Liaison with vendors (provide loaner equipment when available)

Computer Labs, Multimedia Classrooms and Carts:
Pre-purchase consulting
Design assistance
Computer and peripheral installation
Software installation and configuration
Upgrade and replacement consulting
Maintenance (Emergency and Scheduled)

Local Area Network Servers:
Apple MacOS system administration
Apple share/IP server administration
Server configurations and upgrades

Educational Volume Software:
Coordinate volume software purchases for titles not available through
Information Technology Division (IT) such as Origin Pro, ChemDraw, STATA, and Nvivo

CASTS Website:
FAQs
Announcements
Important links
Staff information
Comment/Feedback
## Useful Contacts

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<thead>
<tr>
<th>Location</th>
<th>Website</th>
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<tr>
<td>Arts and Sciences Web Service</td>
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<tr>
<td>Assistive Technology &amp; Accessibility</td>
<td><a href="http://access.okstate.edu">http://access.okstate.edu</a></td>
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<td>ABLE Tech- Assistive Tech Device Loaner Program</td>
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<td>744-7117 <a href="mailto:liblap@okstate.edu">liblap@okstate.edu</a></td>
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<td>College of Education</td>
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### Technology Purchases

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<th>Purchasing Department</th>
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<td>Recommended Brands: Dell, HP, Microsoft</td>
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<td>Apple</td>
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<td><a href="http://universitystore.okstate.edu/orangetech">http://universitystore.okstate.edu/orangetech</a></td>
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<td>Catalogs: Dell, CDWG, Govconnection, Staples, B&amp;H Photo</td>
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As part of the free resources you can access, the department of web services can assist you in the hosting and development of websites for your use. We provide secure web hosting of Joomla, WordPress and HTML-based websites, along with the technical support and customizing your site.

Web services provides a standardized Joomla! CMS template for your use and the training to maintain content on your site for those who decide to utilize Joomla as their site foundation. Our training is provided one-to-one and can be done anytime that is convenient for you.

Web services can help to customize your site for your needs – and assist with bed photography and video editing of your site content. We are located in rooms 003-005 in the basement of Life Sciences East. Please feel free to come by, call or email us with any questions related your web presence.

- Web Hosting
- Web Development
- Online Video Conferencing
- Photo And Video Editing
- Consulting
Oklahoma State University Policy and Procedures

APPROPRIATE USE POLICY

PURPOSE

1.01 As an institution of higher learning, Oklahoma State University encourages, supports, and protects freedom of expression, the free exchange of ideas, and an open environment that facilitates the pursuit of scholarly inquiry. The purpose of this policy is to outline, in general terms, the University’s philosophy about acceptable use of information technology resources, with the overall objective of remaining consistent with other OSU A&M policies, and respecting the rights and obligations of academic freedom while protecting the rights of others.

1.02 As a public University, the resources of Oklahoma State University, discussed in this policy, are intended for use by users with no expectation of privacy. In this context, this policy addresses this intent and responsibility of the University to the public.

SCOPE

2.01 This policy applies to all University owned or controlled information technology resources whether individually controlled or shared, stand alone or networked.

2.02 This policy applies to the users of University information technology resources, whether such persons are students, staff, faculty, or authorized third-party users.

2.03 This policy applies to all information technology resource facilities owned, leased, operated, or contracted by the University

2.04 This Policy applies equally to all University-owned or University-leased information technology resources.

DEFINITIONS

3.01 A user is a person, whether authorized or not, who makes use of University information technology resources from any location.

3.02 Information technology resources – Technology and/or computer resources including, but not limited to, personal computers, workstations, mainframes, mobile devices (laptops, tablets, smart phones, etc.), printing equipment, and all associated
peripherals and software, and electronic mail accounts, regardless of whether the resource is used for administration, research, teaching, or other purposes.

**POLICY**

4.01 User Responsibility and Expectations

Within the following sections, examples of acts or omissions, though not covering every situation, are included to specify some of the responsibilities that accompany computer use at Oklahoma State University, and to outline acts or omissions that are considered unethical and unacceptable, and which may result in immediate revocation of privileges to use the University's computing resources and/or just cause for taking disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action, which may include referral for criminal investigation and/or prosecution.

4.02 Use Purposes

A. Appropriate use of OSU’s computing and networking resources includes purposes such as instruction, independent study, authorized research, independent research, communications and official work of the offices, units, recognized student and campus organizations of Oklahoma State University. University computing facilities, systems, accounts and network resources are to be used for University-related activities for which they are assigned. At all times, use of the University’s information technology resources must comply with federal and state law, and University policies.

B. University information technology resources are not intended to be used for generating or accessing obscene material as defined by Oklahoma or federal law and acceptable community standards or for creating a hostile work and/or educational environment.

C. Incidental personal use of University information technology resources is permitted, but must not interfere with a user’s performance of official University business, result in direct costs to the University, expose the University to unnecessary risks, or violate applicable laws or other University or Board policy. Users shall have no expectation of privacy in any personal information stored by a user on a University information technology resource, including University electronic mail accounts. Storage of any electronic mail messages, voice messages, file, or documents created by incidental personal use by a user must be nominal.

4.03 Personal Devices and Systems

Users who connect to the University’s information technology resources using privately owned personal computers, or other privately owned devices, consent to being scanned by
the University’s scanning programs for security purposes, such as malicious network traffic, while connected to those technology resources.

4.04 System Abuse and Disruptive Use

A. Users are expected to report suspected illegal activity or abuse, especially if related to any damage to or problems with their files, to abuse@okstate.edu or Ethics Point. Any defects discovered in the system accounting or system security are to be reported, as well, so that steps can be taken to investigate and solve the problem. The cooperation of all users is needed to ensure prompt action. System administrators are required to report suspected unlawful or improper activities to the proper University authorities. Users have an affirmative duty to cooperate with system administrators in investigations of system abuse.

B. It is a violation of this policy to use the University’s information technology resources for transmitting political campaigning, commercial or personal advertisements, solicitations, promotions, or programs, to libel, harass, threaten, or without authorization invade the privacy of other individuals. It is also a violation to use University information technology resources for the purpose of introducing a malicious program into the network, any server or any computer connected to the network. The use of any unauthorized or destructive program may result in legal civil action for damages or other punitive action by any injured party, including the University, as well as criminal action. This policy prohibits both the circumvention of mechanisms which protect private or restricted information, systems, or networks, as well as use of University resources for unauthorized access to private or restricted systems or networks and/or damage to software or hardware components of those systems or networks.

C. Modifying or removing computer equipment, software, or peripherals without proper authorization is a violation of this policy. Users will use great care to ensure that they do not use programs or utilities which interfere with other users or which modify normally protected or restricted systems, networks or user accounts. It is inappropriate to encroach on others' use of the University's computers, via intended, unintended or negligent behaviors including but not limited to: sending of excessive electronic communications (‘spam’), either locally or off-campus; printing excess copies of documents, files, data, or programs; running grossly inefficient programs when efficient alternatives are known to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a University computer; damaging or vandalizing University computing facilities, equipment, software, or computer files.

D. Interfering with the intended use of information resources or without authorization, destroying, altering, dismantling, disfiguring, preventing rightful
access to or otherwise interfering with the integrity of electronic information and/or information systems are not all, but further examples of systems abuse.

4.05 User Accounts and Passwords

A. The integrity of most systems is maintained by password protection of accounts. Users are responsible for assisting in the protection of the systems they use. The integrity and secrecy of an individual’s password is a key element of that responsibility. The security of your user account is your responsibility. Users are responsible for ensuring account passwords are strong according to best practices and by not using:

1. passwords from other accounts such as social media, external email, or other web sites
2. dictionary words
3. personal names
4. computer system names
5. adjacent keyboard combinations such as ‘qwerty’, ‘asdfxc’ or ‘12345’

B. Users may use only their own computer accounts and are personally responsible for all use of their computer account(s). Users who have been authorized to use computing resources (by provision of a user account) may be subject to both criminal and civil liability, as well as University discipline, if the user discloses a password or otherwise makes those resources available to others without the permission of the system administrator.

C. Gaining, or attempting to gain access to the account of another user either by using programs or devices to intercept or decode passwords or similar access control information or by using any other means is prohibited. The negligence or naïveté of another user in revealing an account name or password is not considered authorized use. Convenience of file or printer sharing is not sufficient reason for sharing a computer account. Intentionally allowing or assisting others to gain unauthorized access to information technology resources is prohibited, regardless of whether the computer, software, data, information, or network in question is owned by the University. Abuse of the networks to which the University belongs or the systems at other sites connected to those networks will be treated as an abuse of Oklahoma State University information technology resources privileges.

4.06 System Logging, Reviews, Privacy
A. Users of the University’s information technology resources are placed on notice that all computer systems maintain audit logs and/or file logs within the computer and that user information is backed up periodically. Information collected and stored may include, but is not limited to, user identification, date and time of the session, software used/accessed, files used/accessed, internet use and access, when requested and deemed necessary. The University reserves the right to view or scan any file or software stored on the computer or passing through the network, and will do so periodically to verify that software and hardware are working correctly, to look for particular kinds of data or software (such as computer viruses), or to audit the use of University resources. For example, analysis of audit files may indicate why a particular data file is being erased, when it was erased, and what user identification has erased it.

B. Users should be aware that information transmitted via the Internet may be intercepted by others. Accordingly, the privacy of electronic mail, voicemail and similar data should not be presumed. With regard to all information system data, users should also be aware that the University, as an agency of the State of Oklahoma, and as its officers and employees, are subject to the provisions of the Oklahoma Open Records Act, 51 Okla. Stat. § 24A.1, et seq.

4.07 Additional Responsibilities

Some departments may have additional use restrictions and it is the user’s responsibility to adhere to them. Individual units within the University may define "conditions of use" for information resources under their control. These statements must be consistent with this overall Policy but may provide additional detail, guidelines and/or restrictions. Such policies may not relax or subtract from, this policy.

4.08 Email Use

A. General Purpose Use

1. As with other University resources, electronic mail (email) is made available to faculty, staff and students, to further the teaching, research, service, and Extension/outreach goals and mission of the University. Use of University email services, therefore, is intended to be in furtherance of such goals and mission. Incidental personal use of electronic mail is permitted, but must not interfere with a user’s performance of official University business, result in direct costs to the University, expose the University to unnecessary risks, or violate applicable laws or other University or Board policy. Users shall have no expectation of privacy in any personal information sent, received, or stored by a user using University electronic mail accounts. Storage of any electronic mail messages created by incidental personal use by a user must be nominal.
2. Users shall respect the purpose and charters of electronic mailing lists (including local or network news groups and social media). It is the responsibility of any user of an electronic mailing list to determine the purpose of the list before sending messages to the list or receiving messages from the list. Persons subscribing to an electronic mailing list will be viewed as having solicited any material delivered by the list as long as that material is consistent with the purpose of the list. Persons sending to a mailing list any materials which are not consistent with the purpose of the mailing list will be viewed as having sent unsolicited material to the mailing list.

3. Graduates and retirees are granted life-long use of their institutional email accounts with the understanding that they will adhere to the same policies and procedures which apply to students, faculty and staff. This privilege can be revoked by the University if use of the account results in a violation of policies or procedures, or if the account is needed for business continuity by the area which it served.

B. Reporting Offensive Email

The University provides email services to the University to support the academic and administrative activities, and email is used as an official form of communication. As members of the University’s community, all users are expected to demonstrate good taste and sensitivity to others in their communications. However, the University cannot protect individuals against the existence or receipt of material that may offend them, and users are warned that they may willingly or unwillingly come across, or be recipients of, material they find offensive. To report material received via email, send a complaint to abuse@okstate.edu or Ethics Point.

C. University Access to User Email

1. Users should be aware that the University, as an agency of the State of Oklahoma, as well as its officers and employees, are subject to the provisions of the Oklahoma Open Records Act. There is no privacy associated with use of University email resources. The University owns, and has right of access to, for any purpose, the contents of all computing information transmitted through or stored on its systems. The University may access and disclose any, or all, of the following:
   a. Data transmitted through or stored on its electronic mail and Internet access systems, regardless of the content of the data,
   b. Information related to the use of electronic communication.

2. If an occasion arises when a University officer or supervisor believes that access to an individual's email account is required for the conduct of University business, the University individual is not available (i.e., death,
disability, illness or separation from the University), and a system administrator is required to access the individual's email account, the following procedure shall be followed:

a. The University official or supervisor shall secure permission to access the email account from the Provost and Senior Vice President (Provost) or the designee of such officer.

b. If the Provost approves the request, he/she will provide written authorization to the Information Security Officer (ISO), who will direct the system administrator to access the email account.

c. When email communications from a specific individual’s University email account are requested by a third party pursuant to the Oklahoma Open Records Act, as part of an internal University investigation, or pursuant to court order or other legal proceeding, the University may, when reasonable and allowed by law, make a reasonable and timely effort to notify the individual whose email account is accessed. However, the University is not required to make such notification.

D. Email Content Classification

It is the responsibility of email users to follow the OSU Data Classifications Policy regarding email content classification and restrictions, protections, or other applicable limitations on email distribution and storage.

4.09 Digital Media Communications / Social Media Use

A. Digital Media Defined

This section applies to any faculty, employee or associate involved in creating, contributing to or distributing University-related information via digital media communication channels often times referred to as Social Media platforms. The term digital media refers to any communications facilitated by technology. This can include online channels, phone/app-based communications and more.

B. Professional and Personal Use

1. The University utilizes social media technologies to enhance more direct communications with its faculty, staff, students, alumni, and prospective students.

2. University employees that use social media should use caution when using their personal social media accounts for business purposes. Specifically:
a. Individuals should not use their personal account to act or be perceived as acting as representatives of a University, their college, school division, etc. unless given the expressed authority to do so by University Communications. This will help prevent the perception that published personal content is an expression of an official University position. See OSU Policy 1-0103, Use of University Name, for more information.

b. Individuals should never share proprietary or confidential information or comment on anything related to legal matters without the appropriate approval.

c. Content shared via social media platforms must also adhere to OSU and OSU A&M policies and procedures as well as state and federal regulations, including though not limited to, FERPA, HIPAA, PCI DSS and NCAA limitations

C. Registering Digital Media Accounts

1. Any person that would like to register a digital media account on behalf of an OSU A&M organization, department or college must request access to the official registration form and work with the Office of Communications to ensure accounts are set up properly. All registered digital media accounts also must adhere to the Digital Media Policy above and University Social Media Guidelines.

2. For questions concerning the use of OSU trademarks, including the OSU logo, please visit, https://trademarks.okstate.edu/.

4.10 Network Usage

Excessive or inappropriate use of the network and network resources may result in network access restriction, revocation of access privileges entirely, or further sanctions covered in Section 4.06 regarding Non-Compliance.

A. Prohibited Devices on Network

1. Users of University information technology resources, specifically those using the University’s network are authorized to use only network devices authorized by the campus Information Technology department. Specifically, prohibited devices include, but are not limited to, hubs, switches, repeaters, routers, network modems and wireless access points. These devices may be incorrectly configured or incompatible with the University network causing outages and reliability problems to all or part of the network. Devices not approved for use on the network will be disabled to ensure the stability and availability of the network.
2. For more information on network use, reference the OSU Network Policy at it.okstate.edu/policies.

4.11 Software Licenses and Copyrights

A. Software Licenses

Violating any software license agreement or copyright, including copying or redistributing copyrighted computer software, data, or reports without proper, recorded authorization is prohibited. Software protected by copyright shall not be copied except as specifically stipulated by the owner of the copyright. Protected software is not to be copied into, from, or by any University facility or system, except by license. The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract.

B. General Use of Copyright Material

1. All users of University technology resources are required to abide by and comply with all state and federal laws governing software license, leasing, or copyright agreements.

2. More information on copyright compliance can be found through the United States copyright Office, the Copyright Clearance Center, or the OSU A&M Libraries Copyright pages.

4.12 Non-Compliance

Violations of this policy may result in immediate revocation of privileges to use the University's computing resources and/or just cause for taking disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action, which may include referral for criminal investigation and/or prosecution.

Approved by E-Team, June 2017
Approved by Board of Regents, June 2017
Suggested Guidelines for Using Social Networks In University Courses

Research consistently shows that social networking sites like Twitter, Facebook, Instagram, and others can, if used properly, be an effective tool for engaging university students with course content. Even though online social networks can have many benefits to instruction, they also represent serious dangers to important privacy standards mandated by FERPA and followed by OSU and other universities. Those dangers include the selling of student contact information to advertisers, sharing educational records (e.g., assignment feedback, etc) in a public forum, exposing faculty to possible illegal activities of students like underage drinking or drug use, forcing students to associate with others who become linked through networks like Twitter followers, Facebook friends, etc., and impacting future employment opportunities for students.

If social networks are used, the following recommended practices are designed to provide guidance to course instructors about the use of social networks so that the integrity of course-based assignments using social networking sites is supported as well as protecting students’ privacy rights. When planning the use of public social networking sites for course assignments, instructors should consider the following:

1. Prioritize use of University teaching software features that are like those found in social networks including user profiles, discussion boards, multimedia sharing and video conferencing.
2. Review the Terms of Use/Agreement for the site you plan to use to ensure that students’ FERPA rights are not at risk and will not be violated. Provide students with disclosure information provided by sites so that they can evaluate potential privacy concerns (see links to Terms of Agreement).
3. Use private or closed groups within social networks to protect against third parties intruding on the class discussion and sharing.
4. Allow students to “opt out” of using public social networking sites, and provide a comparable alternative option for completing any assignment that involves such sites.
5. Provide students with expectations regarding online posting and interactions including appropriate language, respectful tone, and avoidance of prejudicial or harassing statements. Share Netiquette Guidelines with students (i.e. rules for conduct when posting threads, sharing photos, replying to others, etc.) and enforce them.
6. Establish criteria for replying to student submissions, including timeliness and appropriateness.
7. Consider accessibility for individuals with vision, hearing, or other disabilities that would impede their full participation.
8. Determine the technology requirements for participating in social network activities including device requirements, data requirements, software or application size, cost, and time. Identify avenues to accessing free technology for students who do not own smartphones, tablets or other devices that might be required to participate.
9. Be aware of unique instances where students may be prohibited from using social networking sites (e.g., student athletes are discouraged from using social networking sites to prevent inappropriate contact with professional agents) or may be at risk on a
social networking site for reasons such as personal or religious beliefs, a past history of abuse, etc.

10. Faculty using student social networking activities as part of a research project must receive IRB approval and, as part of that process, must allow students to opt-out and offer a comparable alternative option to meet course requirements.

Terms of Use
Common Social Networks

Social Networks are digital communities that bring people together for a common purpose or interest. A website or other technology is used to facilitate communication within the community. Social Networks may be private or public. Examples include:

Facebook (https://www.facebook.com/legal/terms)

Twitter (https://support.twitter.com/articles/20169199)

Blogster (http://www.blogster.com/terms)

Instagram (https://help.instagram.com/4787455588525110)

Myspace (https://myspace.com/pages/terms/terms)

Pinterest (https://about.pinterest.com/en/terms-service)


Snapchat (https://www.snapchat.com/terms/)

LinkedIn (https://www.linkedin.com/legal/user-agreement)

Prezi (https://prezi.com/terms-of-use/)

Weebly.com (www.weebly.com/terms-of-service)

Wordle (http://www.wordle.net/faq#license)
MISSION

CAS Outreach inspires enthusiasm for lifelong learning by elevating student success, strengthening engagement between the university and community, and providing enrichment opportunities to learners of all ages.

VISION

CAS Outreach strives to:

- ADVANCE knowledge through amplified teaching and learning opportunities via online programs, study abroad, professional development, conferences, camps and more.
- MAGNIFY the reputation of the College and its position as a national leader in liberal arts and sciences education and scholarship.
- STRENGTHEN the impact of the College by creating a bridge to community engagement and enrichment through partnerships, programming, research and service.
TEACHING AND LEARNING

Outreach is here to provide resources for you and your department to provide learning experiences beyond the traditional classroom, including:

• Online Courses and Programs
• Faculty-Led Study Abroad Courses
• Concurrent Enrollment for High School Students

We offer support for these programs through overload pay, instructional design, a fully-equipped multimedia studio and producer, logistics for proctoring, coordination and budgeting.

COMMUNITY PROGRAMS

Aligning with the university’s land-grant mission in preparing people to make a positive impact in the world, Outreach works with departments to provide quality community programs including:

• Professional development and career enrichment programs
• Conferences, workshops, webinars
• Community courses (noncredit) for lifelong learning and personal enrichment
• Day and resident camps for the K-12 audience
• German language learning for high school students across the nation
A big part of the Outreach mission is to increase the visibility and awareness of the distinguished programs, cutting-edge research, transformational services, and diversity in CAS. Our team works aggressively to help build the CAS brand for quality — to recruit the very best faculty and students, and celebrate the intellectual, cultural, professional and scholarly achievements of our faculty, students and alumni.

Outreach provides marketing and promotional support for the college through:

- Recruitment/Events
- Web Services
- Media Relations
- Spotlight Stories
- Social Media/Digital Marketing
- Video Storytelling
- Photography
- Newsletters/Email Marketing
- Magazines
- Podcasts
The School of Global Studies offers an interdisciplinary graduate degree in global studies, drawing upon the expertise of faculty from across all the academic colleges of Oklahoma State University. The SGSP also works with faculty across the university to enhance the global reputation, reach, and impact of Oklahoma State University. The SGSP also works with affiliate faculty to promote the international expertise of our faculty through media and elsewhere. If you are interested in affiliating with the SGSP, either by teaching a class or working with us to advance OSU’s global impact, please complete this form & obtain the signatures of your Department Head & Dean. Appointments are for three years, and are renewable. Upon completion, submit this form to Cathie Kincaid at Cathie.kincaid@okstate.edu, or by campus mail to the SGSP Dean’s Office, Wes Watkins Center 107, Stillwater, OK.

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**Brief Statement of Interest, Goals, Objectives, or Other Relevant Items**
(such as study abroad, technical assistance, collaborative research, international outreach courses, etc.)

| International oriented Courses you currently teach or might like to teach at OSU (Course Number & Title) |  |
| International Research (Specify type of activity & country) |  |
| International Outreach (Specify type of activity & country) |  |

**Relevant Honors & Awards**

**Internationally Related Publications** (Three most recent or significant)

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Area(s) of International Expertise (A statement we may use in public domain relevant to your expertise)

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Regional Area(s) of Interest (check all that apply):  

☐ African  
☐ Asian and Pacific Affairs  
☐ European and Eurasian Affairs  
☐ Near Eastern Affairs  
☐ Western Hemisphere Affairs

Country Expertise:  

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Language Proficiencies (If you are interested in assisting with foreign language activities, please identify language(s) which you have proficiency speaking and reading.)  

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May we have your permission to utilize the information contained in this application on the School of International Studies Website and in School publications?  

☐ Yes  ☐ No

Date Submitted ______________________

---------------------------------------------------------

Faculty Member ______________________ Department Head ______________________ Dean ______________________

Please Attach current Curriculum Vitae.

Completed forms should be sent to:

School of Global Studies and Partnerships  
107 Wes Watkins Center  
Stillwater, Oklahoma 74078-8084  
405.744.6606  
405.744.7923 Fax  
Cathie.kincaid@okstate.edu  
global.okstate.edu

Approval by SGSP Academic Committee  

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<tr>
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<td>Dean</td>
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<td>Executive Admin. Assistant</td>
<td></td>
<td>x8704</td>
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<td>Coordinator CAS Business</td>
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<td>Director Fiscal Affairs</td>
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| O’Leary, Collin     | Coordinator Career Services | x8527  
collio@okstate.edu |
| Weichold, Beth      | Coordinator Career Services | x8119  
beth.weichold@okstate.edu |
| Fax                 |                          | x3152 |

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| Brown, Kendra       | Event Specialist          | x8214  
kendra.brown@okstate.edu |
| Hess, Lucas         | Web Designer              | x7471  
luke.hess@okstate.edu |
| Longan, Jacob       | Coordinator of Communications & Marketing | x7497  
jacob.longan@okstate.edu |
| Potts, Donovan      | Multimedia Producer       | x4226  
donovan.potts@okstate.edu |
| Wallace, Jason      | Graphic Designer          | x4035  
jason.wallace@okstate.edu |

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<tr>
<th><strong>Foundation Officers</strong></th>
<th><strong>400 S. Monroe</strong></th>
</tr>
</thead>
</table>
| Berry, Burck            | Director of Development | 405-385-0726  
bberry@OSUgiving.com |
| Rodman, Kathryn         | Constituent Relations Associate | 405-385-5139  
krodman@osugiving.com |
| Ketchum, Laura          | Director of Development and Team Lead | 405-385-0701  
lketchum@OSUgiving.com |
| Killingsworth, Karissa  | Development Coordinator | 405-385-0966  
kkillingsworth@osugiving.com |
| Zannotti, Glenn         | Director of Development | 918-594-8438  
gzannotti@osugiving.com |
<p>| Fax                     |                          | 405-385-0735 |</p>
<table>
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<tr>
<td>Frailey, Logan</td>
<td>GO Instructor</td>
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<tr>
<td>Lewis, Sabine</td>
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<td>Robinson, Estee</td>
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<td>Scheaffer, Ellie</td>
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<th><strong>Outreach</strong></th>
<th><strong>213 Life Sciences East</strong></th>
<th><strong>405-744-5647</strong></th>
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<tr>
<td>Lewis, Bobbi Kay</td>
<td>Associate Dean</td>
<td>x5647 <a href="mailto:bobbikay.lewis@okstate.edu">bobbikay.lewis@okstate.edu</a></td>
</tr>
<tr>
<td>Barnes, Caitlin</td>
<td>Assistant Director</td>
<td>x9009 <a href="mailto:caitlin.barnes@okstate.edu">caitlin.barnes@okstate.edu</a></td>
</tr>
<tr>
<td>Ambrose, Natalie</td>
<td>Recruiter</td>
<td>x9590 <a href="mailto:natalie.ambrose@okstate.edu">natalie.ambrose@okstate.edu</a></td>
</tr>
<tr>
<td>Burch, Sharon</td>
<td>Admin Support Coordinator</td>
<td>x5652 <a href="mailto:sburch@okstate.edu">sburch@okstate.edu</a></td>
</tr>
<tr>
<td>Eddington, Andrea</td>
<td>Admin Support Asst. II</td>
<td>x6974 <a href="mailto:andrea.s.eddington@okstate.edu">andrea.s.eddington@okstate.edu</a></td>
</tr>
<tr>
<td>Freshley, Lonna</td>
<td>Coordinator of Prospective Student Svcs.</td>
<td>x8703 <a href="mailto:lonna.freshley@okstate.edu">lonna.freshley@okstate.edu</a></td>
</tr>
<tr>
<td>Gutierrez, Karla</td>
<td>Recruiter</td>
<td>x9641 <a href="mailto:kgutierrez@okstate.edu">kgutierrez@okstate.edu</a></td>
</tr>
<tr>
<td>Hass, Brenda</td>
<td>Financial Assistant</td>
<td>x5647 <a href="mailto:brenda.hass@okstate.edu">brenda.hass@okstate.edu</a></td>
</tr>
<tr>
<td>Homann, Samantha</td>
<td>Marketing Assistant</td>
<td>x7015 <a href="mailto:samantha.homann@okstate.edu">samantha.homann@okstate.edu</a></td>
</tr>
<tr>
<td>Kelly, Angie</td>
<td>Program Coordinator</td>
<td>x6989 <a href="mailto:angie.kelly@okstate.edu">angie.kelly@okstate.edu</a></td>
</tr>
<tr>
<td>Miller, Melissa</td>
<td>Fiscal Operations Coordinator</td>
<td>x6035 <a href="mailto:melissa.miller@okstate.edu">melissa.miller@okstate.edu</a></td>
</tr>
<tr>
<td>O’Mealey, Shane</td>
<td>Program Coordinator</td>
<td>x8462 <a href="mailto:shane.omealey@okstate.edu">shane.omealey@okstate.edu</a></td>
</tr>
<tr>
<td>Sawyer, Scott</td>
<td>Program Coordinator</td>
<td>x8703 <a href="mailto:scott.sawyer@okstate.edu">scott.sawyer@okstate.edu</a></td>
</tr>
<tr>
<td>Research Support Services</td>
<td>202 Life Sciences East</td>
<td>405-744-5654</td>
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<tr>
<td>Harrison, Melissa</td>
<td>Admin. Support Ast. II</td>
<td>x6683</td>
</tr>
<tr>
<td>Heusel, Jennifer</td>
<td>Grant Coordinator</td>
<td>x5657</td>
</tr>
<tr>
<td>Lightfoot, Tory</td>
<td>Manager Research Support Services</td>
<td>x3336</td>
</tr>
<tr>
<td>Mikesell, Melissa</td>
<td>Prop. Development Specialist</td>
<td>x8458</td>
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<tr>
<td>Moery, Jami</td>
<td>Grant Coordinator</td>
<td>x8455</td>
</tr>
<tr>
<td>Sperry, Lisa</td>
<td>Grant Coordinator</td>
<td>x8452</td>
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<td>Fax</td>
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<td>405-744-3285</td>
</tr>
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<tr>
<th>Student Services</th>
<th>213 Life Sciences East</th>
<th>405-744-5658</th>
</tr>
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<tbody>
<tr>
<td>Bayhylle, Cheryl</td>
<td>Sr. Admin. Supp. Specialist</td>
<td><a href="mailto:cheryl.bayhylle@okstate.edu">cheryl.bayhylle@okstate.edu</a></td>
</tr>
<tr>
<td>Brandon, Jeannie</td>
<td>Sr. Admin. Supp. Specialist</td>
<td><a href="mailto:jeannib@okstate.edu">jeannib@okstate.edu</a></td>
</tr>
<tr>
<td>Brun, Cara</td>
<td>Sr. Academic Advisor I</td>
<td><a href="mailto:cara.brun@okstate.edu">cara.brun@okstate.edu</a></td>
</tr>
<tr>
<td>Frick, Zakery</td>
<td>Sr. Admin. Supp. Specialist</td>
<td><a href="mailto:zfrick@okstate.edu">zfrick@okstate.edu</a></td>
</tr>
<tr>
<td>Gustafson, Tracy</td>
<td>Sr. Academic Advisor II</td>
<td><a href="mailto:tracy.gustafson@okstate.edu">tracy.gustafson@okstate.edu</a></td>
</tr>
<tr>
<td>Martindale, Amy</td>
<td>Assistant Dean of Student Academic Services</td>
<td><a href="mailto:amy.martindale@okstate.edu">amy.martindale@okstate.edu</a></td>
</tr>
<tr>
<td>Mehan, Sandra</td>
<td>Graduate Certificate Specialist</td>
<td><a href="mailto:sandra.mehan@okstate.edu">sandra.mehan@okstate.edu</a></td>
</tr>
<tr>
<td>Rivkovitch, Ilana</td>
<td>Sr. Academic Advisor II</td>
<td><a href="mailto:ilana.rivkovich@okstate.edu">ilana.rivkovich@okstate.edu</a></td>
</tr>
<tr>
<td>Rose, Shawn</td>
<td>Sr. Academic Advisor II - Assistant Director</td>
<td><a href="mailto:shawn.rose@okstate.edu">shawn.rose@okstate.edu</a></td>
</tr>
<tr>
<td>Shelton Justice, Caitlin</td>
<td>Sr. Academic Advisor</td>
<td><a href="mailto:caitlin.shelton_justice@okstate.edu">caitlin.shelton_justice@okstate.edu</a></td>
</tr>
</tbody>
</table>

Continued on next page...
Student Services (continued)

Talbert, Kandice  
Academic Advisor II  
kandice.talbert@okstate.edu

Valentine, Anthony  
Sr. Academic Advisor II  
anthony.valentine@okstate.edu

Williams, Orville  
Sr. Academic Advisor II  
orville.williams@okstate.edu

Work Room  
Fax  
405-744-5660  
405-744-3152

Technical Services  
001 Life Sciences East  
405-744-6844

Brinker, Susan  
Admin Support Specialist  
susan.brinker@okstate.edu

DeRaps, Michele  
Accounting Specialist  
michele.deraps@okstate.edu

Earp, Norma  
IT Manager  
norma.earp@okstate.edu

Hartson, Susan  
Computer Specialist  
susan.e.hartson@okstate.edu

Price, Cheryl  
Computer Specialist  
cheryl.price@okstate.edu

Scott, Daniel  
Sr. System Administrator  
daniel.p.scott@okstate.edu

Stoutsenberger, Aaron  
Sr. System Administrator  
aaron.stoutzenberger@okstate.edu

Web Services  
003 Life Sciences East

Jones, Gary  
IT Web Manager  
x2918  
gary.jones@okstate.edu

Morgan, Mark  
Systems Administrator  
x2484  
mark.morgan@okstate.edu