

*JOURNAL OF THE FACULTY SENATE*

The University of Oklahoma (Norman campus)

Regular session – April 11, 2016 – 3:30 p.m. – Jacobson Faculty Hall, Room 102

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*Note: The remarks of the Senators and others are summarized and not verbatim. A recording of this meeting is available in the Faculty Senate office.*

The Faculty Senate was called to order by Professor Tassie Hirschfeld, Chair.

PRESENT: Anderson, Asprey, Ayres, Barker, Bemben, Bergey, Bradshaw, Brede, Burke, Burstein, Cifelli, Coleman, Cracknell, Crain, Davidson, Ellis, Elwood Madden, Fiedler, Forman, Gutierrez, Halterman, Hirschfeld, Irvine, B. Johnson, E. Johnson, Koch, Kornelson, Laubach, Lawson, Livingood, Markham, Merchan-Merchan, Miller, Moxley, Mortimer, Raman, Riggs, Safiejko-Mrocza, Schmeltzer, Scrivener, Sharma, Sikavitsas, Sims, Stock, Swinkin, Terry, Weaver

Provost's Representative: Provost Harper

ISA representative(s): Chris Cook, Dan Hough

SGA Representative(s): ---

Others: Scott Miller, Mark Morvant, Felix Wao

ABSENT: Bisel, Harm, Hart, Kong, Kozadayev, Rodriquez, Volz

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**APPROVAL OF JOURNAL**

The Faculty Senate Journal for the regular session of March 7, 2016 was approved with no changes.

**ANNOUNCEMENTS**

The Faculty Senate is sad to report the death of retired faculty members Donald Barton Turkington (Aerospace and Mechanical Engineering) on March 10, 2016 and Frank E. Heaston (Journalism and Mass Communication) on March 22, 2016.

The 2016 Staff Awards ceremony will be held on Tuesday, April 26, 2016 at 11:00 a.m. in the Molly Shi Boren Ballroom of the Oklahoma Memorial Union.

**REMARKS BY SCOTT MILLER, DIRECTOR OF THE UNIVERSITY COUNSELING CENTER REGARDING THE BEHAVIOR INTERVENTION TEAM (BIT)**

Prof. Hirschfeld introduced Dr. Scott Miller, Director of the Goddard Counseling Center. He distributed a brochure about the Behavior Intervention Team (BIT). He said that since Susan Sasso has retired, he is the primary contact for the team. Dr. Miller noted that to the world outside a university, it seems that the different parts of campus should talk to each other and share information, but that this does not always occur in practice. If faculty and staff can work together and identify students, faculty, and staff that are struggling, we can work to help them. He said that faculty members are the ones who spend the most time with students and thus may be most aware of deviations from normal behavior in terms of attendance, appearance, and performance. Faculty may also hear from students about other students. He stated that the BIT program is about care and concern, not discipline.

When a faculty or staff member submits a report to BIT, the team of Dr. Miller, Kent Ray from the OUPD and Katy Powers look at the report and they will do outreach to the individual to plug them into support opportunities. If a faculty member questions whether to make a report, he/she should contact the team and they will help make that decision. If it seems that the individual may pose a threat, there is a Threat Assessment Review Committee (TARC) that BIT works with to solve those problems. BIT has helped 750 people since inception four years ago and generally is working to help about 50 students, faculty, and staff at any time. While maintaining confidentiality, BIT does try to let the reporter know that the person they are concerned about received help.

Prof. Fiedler asked about what happened before BIT's inception and what happens long-term with individuals referred to BIT. Dr. Miller said in the past, OU tended to manage crisis individually; we are doing better at coordinating that effort now. Prof. Merchan-Merchan asked how a faculty member knows if it is a serious enough situation to make a report. Dr. Miller recommended making reports on any individual that you are concerned about and then to let the BIT team make the assessment.

Prof. Burke said that in the past, she has recommended students go to the Counseling Center, but never gets any feedback on whether they went or if they received help. Dr. Miller said the problem with just making a recommendation directly to a struggling student is you do not hear back what happened. Prof. Coleman verified with Dr. Miller that BIT is for students that are not necessarily a threat or concern. Dr. Miller reiterated that OU wants to provide help to any student that needs it through the BIT program. Prof. Irvine said that she hears from students that there is a very long wait to receive counseling services. Dr. Miller said that the Counseling Center now has two psychiatrists on staff making it easier for students to be prescribed medications than it was previously and every day has same day appointments intakes.

Prof. Fiedler asked if someone that has been reported through BIT could use the Freedom of Information Act to access information about the report that was made on him or her. Dr. Miller said they would have to provide the report, but would redact the information on who submitted the report. He said that the issue has only come up once in the last four years. Prof. Sharma said that cases come up with students registered with the DRC and faculty members are told to let DRC handle issues with them and asked if that is how it works with BIT. Dr. Miller said that BIT does not do counseling or make diagnoses; they are a team that works to provide access to help for students, faculty, and staff.

Dr. Miller invited faculty to contact him with any questions or concerns. There were no further questions. Prof. Hirschfeld thanked Dr. Miller for addressing the Senate. She also recommended that faculty not be afraid to contact BIT about students that seem to be struggling or troubled.

**REMARKS BY MARK MORVANT, DIRECTOR OF THE CENTER FOR TEACHING EXCELLENCE, REGARDING THE LEARNING MANAGEMENT SYSTEM SOFTWARE**

Prof. Hirschfeld introduced Prof. Morvant to speak about upcoming changes to OU's class scheduling. Prof. Morvant stated that the recommendations came out of Provost's Advisory Committee for Classrooms and Scheduling (PACCS). The goals of the initiative are higher student retention and graduation rates with greater efficiency in use of classroom Space. The concerns addressed include: low student success rates in courses with start times before 9:00 a.m., scheduling conflicts that decrease options for students to take other courses such as courses are those that cross two standard class times, and the large number of "non-standard" class times that decrease space usage efficiency and complicate student course scheduling.

The committee proposes that starting in the Fall of the 2017-18 Academic year, OU will:

- Start classes on the hour, e.g. 9:00 rather than 9:30, from 9:00-12:00 on Monday-Wednesday-Friday.
- Start Monday-Wednesday one hour and fifteen minute courses at 1:00.
- Eliminate the 7:30 and 8:30 a.m. time blocks from the standard blocks. First standard class time to start at 9:00 a.m. Earlier Classes allowed by permission.
- Evaluate all campus currently used as classroom space but NOT centrally scheduled. Bring some of these spaces into Central Scheduling, while maintaining priority scheduling for Departments and Colleges.
- Review of current non-standard and conflicting class times.

Advantages should include:

- Standard start time of 9:00 a.m. should improve student success, specifically in lower division courses.
- MW only afternoon time blocks eliminates the inherent conflict between MWF and MW time blocks and provides more 2-day-a-week course options that faculty appear to prefer.
- Late afternoon MW 4:00-5:15 time slot should be more attractive to students than the early night time slot of MW 4:30-5:45.
- 5:30 p.m. start time for night courses on MW is an optimal starting time for graduate students working a 9-5 job and provides two night time start times to give more options for students.

The process began by evaluating proposed class time changes with Deans and Chairs/Directors. Today, the proposed class time changes are being presented to the Faculty Senate for input. Next, the team will run mock schedules within scheduling system with new times as a proof of concept and seek Presidential approval for the proposal. If approved, implementation to begin Fall 2017. Prof. Morvant suggested faculty visit <http://stdclasstime.teachou.net/> for more information.

Prof. Crain asked if they had done a mock schedule for how this change will affect final exams. Prof. Morvant said that they have done that and it works well. Prof. Kornelson said that it looks like they are reducing the number of class times and wonders how that helps when there are already problems with enough classrooms. Prof. Morvant said that the time slots being removed are not highly utilized and the simplified schedule will work better for students and for classroom usage. Prof. Kornelson asked if they anticipate larger classes and fewer sections. Prof. Morvant said that is not likely, this is mainly about improving efficiency.

Prof. Cifelli expressed concern that shifting classes to later in the day may be problematic for junior faculty members with young families, especially classes later in the afternoon. Prof. Bemben asked if this applies to departmentally scheduled classrooms as well. He stated that the three rooms that his department schedules have classes back to back from 8:00 am until 4:30 pm every day. Prof. Morvant said that the concern here is the classrooms that are not fully scheduled.

Prof. Emily Johnson expressed concern about reducing the number of morning class option for student athletes. She also asked about the lack of classes scheduled for Friday afternoons. Prof. Morvant said that currently students are not electing to enroll in classes with Friday afternoon course meetings. The proposed plan would provide an option for 3-hour seminars on Fridays, especially for graduate students. Prof. Schmeltzer is concerned that the process does not include talking to students about their concerns. Prof. Morvant noted that currently 89% of our classes are between 9:00 and 3:00 pm.

Prof. Riggs said that there are only four MWF timeslots. There is a model for some classes of two 50-minute lectures with a single 50-minute recitation each week. Prof. Morvant says that can work with the new model. Prof. Riggs is also concerned about administrative changes that may happen regarding who approves classroom scheduling changes. Prof. Morvant said that PACCS provides a faculty voice into scheduling and the problem cases will be run by him.

Prof. Sikavitsas asked if the time blocks for the Final Exams would stay in the same. He noted that we are making an argument that 8:00 a.m. classes are difficult for students, but then we are asking students to take a final exam at 8:00 am. Prof. Irvine was concerned about departments that schedule afternoon seminars for 2 hours and 45 minutes and how that will fit into the schedule. Prof. Morvant said his team needs to look into that and perhaps we could centrally schedule those in specific classrooms.

Prof. Forman is concerned that the 8:00 a.m. timeslot is open. Prof. Morvant said the big problem is scheduling first-year classes during that time, but it is not a significant problem for upper division or graduate classes. Prof. Bemben is concerned that this proposal takes away some of the flexibility faculty and departments currently have to schedule classes at times that are best for them. Prof. Morvant said they are primarily concerned with first-year classes being scheduled at 8:00 a.m. They are also concerned about departmentally-scheduled classrooms that are not being utilized fully. Prof. Morvant said that a lot of this would involve discussions with departments and colleges. OU is space poor and thus needs to be smart about how we use our classroom space.

Prof. Sharma asked about providing more large classrooms that can accommodate large classes, especially those that have equipment for recording lectures. Prof. Morvant said part of the problem is that faculty often do not want to teach very far away from their offices. He noted that there is a potential problem with lecture capture since ADA would require captioning. Lecture capture should only be used when needed. There were no other questions. Prof. Hirschfeld thanked Prof. Morvant for speaking to the Senate.

***ELECTION, UNIVERSITY AND CAMPUS COUNCILS, COMMITTEES, BOARDS AND SENATE STANDING COMMITTEES***

The Senate approved the Committee on Committees' nominations for end-of-the-year vacancies on university and campus councils/committees/boards and Faculty Senate standing committees (attached). The names of the remaining volunteers will be forwarded to the administration to consider for the appointments they make.

***FORMALIZED POLICY FOR ACADEMIC ASSESSMENT FOR STUDENT LEARNING***

This policy was presented without revision at the March Senate meeting. The Senate voted against endorsing the Formal Policy for Academic Assessment of Student Learning (attached).

***RECOMMENDED APPORTIONMENT OF THE FACULTY SENATE FOR 2016-19***

Prof. Hirschfeld explained that the Faculty Senate goes through a process every three years to apportion its 50 seats. A reapportionment committee consisting of Al Schwarzkopf, Cecy Brown, and Michael Crespin was formed in the early Spring of 2016. The committee looked at the number of regular full-time equivalent (FTE) faculty appointed as of November 2015 and made a recommendation concerning the assignment of the 50 seats (attached). Faculty in non-degree granting organizations were put into their academic home departments. The committee used the Webster method of allocating seats as they had in the past. They also considered both the "rate of representation" method, as suggested by the College of Law, and also averaging the two types of rankings.

Under the proposed reapportionment, the College of Fine Arts would lose a seat, while the College of Architecture would gain a seat. Prof. Hirschfeld asked the senators to discuss the recommendations with their colleagues, and to please send any questions or comments to her. The Senate will vote on the recommended apportionment at the May meeting.

Prof. Mortimer said that the College of Fine Arts has five distinct schools and going down to four senators would significantly affect Fine Arts. Prof. Forman said that the College of Law has sometimes had one senator and sometimes has had two and this is what happens when you have a limited number of seats in a body.

***SGA'S PROPOSED REVISIONS TO FINAL EXAM PREPARATION POLICY***

Prof. Hirschfeld described the development of this proposal by the SGA (attached). Prof. Kornelson suggested that it is difficult to draw the line between a quiz and a test and that research shows that frequent evaluation is beneficial to students. She likes to give frequent low-stakes quizzes and would like to continue to do this during pre-finals week.

Prof. Bergey asked if this applies to graduate classes. Prof. Hirschfeld said this is from the undergraduate SGA and she understands it only applies to undergraduate classes. Prof. Emily Johnson suggested that OU look at schedules for final exams and try to eliminate Friday afternoon final exams that conflict with graduation events.

Prof. Weaver said that paragraph B would be problematic for engineering classes that are heavily project-based. He is also concerned about paragraph A. Prof. Sitkavitsas asked if the FS Executive Committee had responded and made suggestions to the SGA. Prof. Hirschfeld said that FSEC did provide

some feedback and the students did revise the proposal, but it did not necessarily include those suggestions.

Prof. Coleman says that for some courses, it may make sense for faculty to be able to opt out from giving a final exam. Prof. Hirschfeld said that is a university-wide issue. Prof. Miller said that in Social Work, the classes meet once a week for 3 hours. Those courses have the final exam during pre-finals week. It was noted that once a week classes are not covered by this policy.

Prof. Anderson asked if representatives from the SGA would be available at the next meeting to answer questions. Prof. Coleman would also like to hear directly from the students. Prof. Hirschfeld said she would invite the students to make a short presentation at the May meeting.

There were no other questions. Prof. Hirschfeld said that the Senate would vote on this at the next meeting.

### ***SENATE CHAIR'S REPORT, by Prof. Tassie Hirschfeld***

“On March 21, the Large Executive Committee convened for its spring meeting. This included representatives from the Faculty Senate Executive Committee plus standing committees and council chairs. The FSEC was pleased to learn of many positive developments across campus, including the ongoing support for faculty from the Research Council, and efforts by the Information Technology Council to improve faculty access to relevant IT data and metrics for teaching and advising. Ongoing IT security risks were also discussed, as well as the need for a holistic review of campus IT policies and resources in our increasingly digital work environment. The Athletics Council reported positive trends in revenues, academic achievement, student diversity, advising, and NCAA compliance. The Budget Council delivered a well-researched and thoughtful assessment of the University’s financial situation.

“On March 24, the Faculty Senate Chair participated in the President’s Trophy Committee Award selection together with representatives from the OU Office of Student Affairs, the President’s Leadership Class, the Staff Senate, and the Vice President for University Community. This was followed by an awards luncheon on April 1 to honor the outstanding academic and social service achievements of this year’s winners.

“On April 4, the Faculty Senate Executive Committee heard an engaging presentation from Dr. Mark Morvant detailing improvements to the course scheduling system. Provost Kyle Harper also shared positive news about current retention efforts across the university. These include collaborative efforts between University College, Academic Advising, and the Bursar’s office to reduce bureaucratic obstacles to student enrollment. Students will have fewer enrollment holds in the future, as the University continues to work toward better integration of educational and support systems to facilitate progress toward degree completion. The University is also planning to invest additional resources to assist struggling students, such as the creation of first year learning communities, improved math placement tools, and increased contact with financial aid coaches. Some problems with the Concur travel system were identified and discussed.

“On April 6, the Faculty Senate Chair attended the Dean’s Council meeting and enjoyed an updated presentation from Dr. Mark Morvant about the university response to the proposed changeover in Learning Management System from D2L to Canvas. The University has conducted 19 town halls, with a total of 230 participants including faculty, staff, and students. The LMS

transition is expected to be finalized in summer of 2017. A phone help line will be established to assist anyone experience problems during the transition.

“The April 6 Dean’s Council also included a presentation by Dean Rick Luce who detailed plans for upcoming library renovations. The proposed redesign for the lower level of the library includes a dramatic reconfiguration of space that is intended to facilitate faculty and graduate student collaboration. The lower level will be redeveloped to combine public and private work areas with “mixing zones” to reduce professional isolation. This will be accomplished by relocating a number of books to an off-site storage facility, along with the necessary library staff. Faculty will be able to request library materials online and have them delivered to the main library or to their personal offices. The proposed renovations will eliminate the caged study carrels.

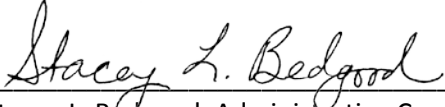
“On April 6, the FSEC also met with President David Boren who provided an update on the proposed sales tax initiative and the current state budget crisis. He described the petition drive as quite popular and noted that over 200,000 signatures have been collected and that a significant majority of individuals polled about the proposal have expressed a favorable opinion.

“The FSEC also discussed some ways to better incorporate faculty and staff into the budgetary planning process. The President affirmed that it is important to maintain good communication across the University during a budget crisis and proposed several options, including town hall discussions and the creation of online forums. He encouraged all faculty and staff to contribute creative ideas for reducing costs and generating revenue.

“On April 7, the Faculty Senate Chair was pleased to assist at the 2016 Faculty Tribute Awards Ceremony. A number of outstanding faculty members were honored at this event, including Senator Rich Cifelli (celebrating thirty years at the University) and Senator Laurie Scrivener (celebrating her twenty-year anniversary at the University). Former Faculty Senate Chair (and current Senator) Dr. Mike Bembem of the Department of Health and Exercise Science was award a very prestigious David Ross Boyd Professorship. The Faculty Senate Chair extends congratulations to all of the outstanding faculty honored at the 2016 Faculty Tribute Awards Ceremony.”

#### **ADJOURNMENT**

The meeting adjourned at 4:47 p.m. The next regular session of the Faculty Senate will be held at 3:30 p.m. on Monday, May 9, 2016, in Jacobson Faculty Hall, Room 102.

  
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 Stacey L. Bedgood, Administrative Coordinator

  
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 Sarah Ellis, Faculty Senate Secretary

**NOMINATIONS FOR FACULTY SENATE VACANCIES ON COMMITTEES (April 2016)  
(Nominated by the Committee on Committees at March 7, 2016 meeting)**

<b>Committee</b>	<b>Term</b>	<b>First Name</b>	<b>Last Name</b>	<b>Department</b>
Academic Programs Council	(2016-19) replace Prof. de Beurs	Darren	Purcell	Geography & Environmental Sustainability
Academic Programs Council	(2016-19) replace Prof. Mortimer	Christopher	Sadler	Drama
Academic Regulations Committee	(2016-19) replace Prof. Gardner	Deborah	Trytten	Computer Science
Budget Council	(2016-19) replace Prof. Tsetsura	Ed	Sankowski	Philosophy
Campus Tenure Committee	(2016-19) replace Prof. Reches	Qi	Cheng	Computer Science
Campus Tenure Committee	(2016-19) replace Prof. Jourdan	David	Boeck	Architecture
Commencement Committee	(2016-18) replace Prof. Nichol	Richard	Sprecker	Drama
Conflict of Interest Advisory Committee	(2016-18) replace Prof. Swan	Hollie	Mackey	Educational Leadership & Policy Studies
Continuing Education Council	(2016-19) replace Prof. Shehab	Bruce	Hoagland	Geography & Environmental Sustainability
Employee Benefits Committee	(2016-20) replace Prof. Leseney	Shawn	Churchman	Musical Theatre
Faculty Appeals Board	(2016-20) replace Prof. Apanasov	Boris	Apanasov	Mathematics
Faculty Appeals Board	(2016-20) replace Prof. Glatzhofer	Daniel	Glatzhofer	Chemistry & Biochemistry
Faculty Appeals Board	(2016-20) replace Prof. Haltman	Robert	Lauer	Modern Languages, Literatures, & Linguistics
Faculty Appeals Board	(2016-20) replace Prof. Jiang	Peter	Kutner	Law
Faculty Appeals Board	(2016-20) replace Prof. Liu	Shaorong	Liu	Chemistry & Biochemistry
Faculty Appeals Board	(2016-20) replace Prof. Magnusson	Roberta	Magnusson	History
Faculty Appeals Board	(2016-20) replace Prof. Mao	Chuanbin	Mao	Chemistry & Biochemistry
Faculty Appeals Board	(2016-20) replace Prof. Marek	Ann-Marie	Szymanski	Political Science
Faculty Appeals Board	(2016-20) replace Prof. Matlick	Eldon	Matlick	Music
Faculty Appeals Board	(2016-20) replace Prof. Murphy	Molly	Murphy	University Libraries
Faculty Appeals Board	(2016-20) replace Prof. Robbins	Sarah	Robbins	University Libraries
Faculty Appeals Board	(2016-20) replace Prof. Robson	Sally	Beach	Instructional Leadership & Academic Curriculum
Faculty Appeals Board	(2016-20) replace Prof. Golomb	Liorah	Golomb	University Libraries
Faculty Appeals Board	(2016-17) complete open term	Lisa	Frey	Educational Psychology
Faculty Awards & Honors Council	(2016-19) replace Prof. McPherson	Kirsten	Edwards	Educational Leadership & Policy Studies
Faculty Awards & Honors Council	(2016-19) replace Prof. Raman	Pradeep	Yadav	Finance
Goddard Health Center Advisory Board	(2016-19) replace Prof. Marshall	Betty	Harris	Anthropology
Information Technology Council	(2016-19) replace Prof. Drege	Andy	Fagg	Computer Science
Information Technology Council	(2016-19)	Elizabeth	Pober	Interior Design



Committee	Term	First Name	Last Name	Department
	replace Prof. Pober			
Legal Panel	(2016-19) replace Prof. Jourdan	Brenda	Barnes	Law
Libraries Committee, University	(2016-19) replace Prof. Lemon	Marie	Dallam	Honors College
Libraries Committee, University	(2016-19) replace Prof. Mason	Jenel	Cavazos	Psychology
Research Council (Social & Behavioral Sciences)	(2016-19) replace Prof. Williams-Diehm	Loretta	Bass	Sociology
Research Council (Fine Arts)	(2016-19) replace Prof. Ellis	Allison	Palmer	Art & Art History
Research Council (Humanities)	(2016-19) replace Prof. Wickersham	Su Fang	Ng	English
Rita Lottinville Prize for Freshmen Committee	(2016-19) replace Prof. Mitra	Jacquelyn Slater	Reese	University Libraries
ROTC Advisory Committee	(2016-19) replace Prof. Sadler	Scott	Lamothe	Political Science
Shared Leave Committee	(2016-19) replace Prof. Cusack	George	Cusack	Expository Writing
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Gordon	Hollie	Mackey	Educational Leadership & Policy Studies
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Mullins	Monte	Cook	Philosophy
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Alavi	Ping	Zhu	Modern Languages, Literatures, & Linguistics
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Olberding	Dan	Butko	Architecture
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Steele	Andy	Madden	Geology & Geophysics
Student Conduct Hearing Panel Pool	(2016-18) replace Prof. Black	Darren	Purcell	Geography & Environmental Sustainability
Tobacco and Parking Violation Appeals Committee	(2016-19) replace Prof. Anderson	Robert	Lauer	Modern Languages, Literatures, & Linguistics

*Faculty appointments also will be made by the administration to:*

Academic Programs Council  
Academic Regulations Committee  
Budget Council  
Campus Tenure Committee  
Continuing Education Council  
Environmental Concerns Committee  
University Fitness and Recreation Services Advisory Committee  
Legal Panel  
University Libraries Committee  
Research Council  
Retirement Plans Management Committee  
Rita Lottinville Prize for Freshmen Committee  
ROTC Advisory Committee  
University Scholars Selection Committee  
Speakers Bureau  
Tobacco and Parking Violation Appeals Committee.

## NOMINATIONS FOR VACANCIES ON FACULTY SENATE COMMITTEES (MARCH 2016)

Committee	Term	First Name	Last Name	Department
Faculty Senate - Committee on Committees	(2016-19) replace Prof. Foote	Deborah	Trytten	Computer Science
Faculty Senate - Committee on Committees	(2016-19) replace Prof. Lakshmivarahan	Fran	Ayres	Accounting
Faculty Senate - Committee on Committees	(2016-18) complete open term	Lawrence	Baines	Instructional Leadership & Academic Curriculum
Faculty Senate - Committee on Faculty Compensation	(2016-19) replace Prof. Vargas	Jeffery	Volz	Civil Engineering & Environmental Science
Faculty Senate - Committee on Faculty Welfare	(2016-19) replace Prof. Mitra	Keri	Kornelson	Mathematics
Faculty Senate - Committee on Faculty Welfare	(2016-19) replace Prof. Ramseyer	Daniel	Kimball	Psychology
Faculty Senate - Ed Cline Faculty Development Awards Committee	(2016-18) replace Prof. Schroeder	Jonathan	Hils	Art & Art History
Faculty Senate - Ed Cline Faculty Development Awards Committee	(2016-18) replace Prof. Karathanasis	Ying	Wang	Mathematics
Faculty Senate - Ed Cline Faculty Development Awards Committee	(2016-18) replace Prof. Wu	Kimberly	Marshall	Anthropology
Arts and Humanities Faculty Fellowship Committee (Arts & Sciences)	(2016-19) replace Prof. Sturtevant	Kenneth	Hodges	English
Arts and Humanities Faculty Fellowship Committee (Fine Arts)	(2016-19) replace Prof. Mortimer	Konstantinos	Karathanasis	Music
Research Advisory Committee to Vice President	(2016-19) replace Prof. Liu	Claude	Miller	Communication
Teaching Scholar's Initiative (TSI) Steering Committee	(2016-19) replace Prof. Shapiro	Dean	Hougen	Computer Science
Teaching Scholar's Initiative (TSI) Steering Committee	(2016-19) replace Prof. Palmer	John	Covaleskie	Educational Leadership & Policy Studies

*The UNIVERSITY of OKLAHOMA*

**POLICY OF ACADEMIC ASSESSMENT OF STUDENT LEARNING**

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**Preamble:**

The University of Oklahoma is committed to assessing student learning as a means to continuously improve educational experience and overall success for all students.

**Statement of Purpose:**

The purpose of assessment at the University of Oklahoma is to facilitate continuous improvement of academic programs. The assessment process gives faculty important information about the success of each program of study by allowing comparison between actual learning outcomes and intended learning outcomes. Therefore, the *Provost Advisory Committee for Learning Outcomes Assessment* (PACLOA) has developed this policy to govern the process of regular and ongoing assessment of student learning in undergraduate and graduate programs.

The Committee affirms the importance of continuous, institution-wide process for:

- Assessing the extent to which students achieve program level intended learning outcomes, and
- Using the results to improve programs and enhance student learning.

This policy aims to:

- A. Support the institution-wide culture of assessment of student learning and continuous improvement of academic programs.
- B. Ensure compliance with:
  - i. Higher Learning Commission's (HLC) assessment criteria.
  - ii. Oklahoma State Regents assessment requirements.
- C. Establish a process of systematic documentation of program level assessment activities.

**Policy:**

All academic programs at OU should be assessed systematically and the data obtained through the assessment process used to facilitate continuous improvement of degree programs.

- A. Assessment is a collaborative initiative involving faculty, staff, administrators, and students. The administration, through the Office of Academic Assessment, supports assessment activities by providing professional development opportunities, sharing information on assessment tools and activities, coordinating assessments to minimize unnecessary duplication and providing resources to conduct assessments. The faculty of each academic unit should play a central role in the design and implementation of assessment programs for that unit, and should work collaboratively with the office of Academic Assessment and the administration to use assessment data to facilitate continuous improvement of academic programs.
- B. The Chair or Director in each academic department or school will maintain oversight of assessment activities. Assessment Liaisons will generally prepare the annual assessment reports. The annual program assessment reports for each department or school should be submitted through the Chair or Director.
- C. Assessment reports are required annually for each academic degree program or major.
- D. Assessment reports should be submitted by **October 1 of every year** to [assessment@ou.edu](mailto:assessment@ou.edu).
- E. Each academic unit is expected to document assessment activities using the *OU Program Assessment Template*. Each report should contain the following components at the minimum:
  - 1. Mission of the degree program.
  - 2. Intended program level student learning outcomes (SLO's) that clearly and succinctly describe the knowledge, skills, and competencies that students should be able to demonstrate upon

completion of the program.

3. At least two assessment methods, one of which must be a direct method (for each SLO).
4. Detailed description of actual student performance (for each SLO).
5. Detailed description of the use or intended use of assessment results for program improvement (for each SLO).

Academic programs with discipline-specific accreditation may elect to use templates and report formats provided by their accrediting agencies. However, their assessment reports must include students learning outcomes, direct assessment methods, assessment results and use of assessment results for improvement.

For detailed program assessment guidelines, please e-mail [assessment@ou.edu](mailto:assessment@ou.edu) or refer to the Office of Academic Assessment website: <http://www.ou.edu/assessment>

**Approved by the Provost Advisory Council for Learning Outcomes Assessment (PACLOA)**

**Date: January 29, 2016**

#### **Definitions:**

**Assessment:** A systematic and ongoing process of collecting, analyzing and using information to improve student learning at the program level. For the purposes of this policy, the focus is on student learning in the program study for a degree.

**Assessment Report:** A document that describes assessment activities, information/data collected and actions taken for the purpose of continuous improvement of student learning and academic programs.

**Direct Assessment Method:** Measures that require students to demonstrate acquired learning (e.g., examinations, portfolios, research projects, performances, etc.). Appropriate measures should directly address to one or more student learning outcomes.

**Indirect Assessment Method:** Measures that require students to provide opinions or perceptions regarding acquired learning (e.g., surveys, focus groups, interviews, course evaluations, etc.). Survey items or interview questions should directly address student learning outcomes.

**Program:** A sequence of credit-awarding courses and experiences designed to equip students with specific knowledge, skills and competencies intended for a degree major. Departments can elect to develop assessment reports at either *Level III* (Degree) or *Level IV* (Major) as reflected in the OU Degree Inventory accessible at the following link: <https://www.ou.edu/content/irr/degree-program-inventory.html>

**Student Learning Outcomes (SLO's):** Statements that clearly specify the accumulated knowledge, skills/abilities and competencies that students are expected to be able to demonstrate upon completion of a program of study, degree or major.

## Report of the Ad Hoc Committee on Faculty Senate Reapportionment

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April 2016

The Ad Hoc Committee on Faculty Senate Reapportionment met to recommend a reapportionment of the Faculty Senate. It first considered the policies found in the Faculty Handbook. The rules for apportioning the Senate are stated in section 10.2.1 of the Faculty Handbook:

*"The Faculty Senate shall consist of 50 members of the Regular Faculty. The senators shall be elected to three-year terms in the degree recommending divisions of the University. The electors shall consist of members of the Regular Faculty. Full-time administrative personnel above the department level shall be excluded from elections of the Faculty Senate.*

*In the Faculty Senate, seats shall be allocated as follows: one seat to each degree-recommending division with at least one percent of the total faculty. Members of the Regular Faculty who are not members of a degree-recommending division of the University, or who are in a degree-recommending division with less than one percent of the total faculty, shall be treated as a separate division. The balance of the seats will be allocated among faculty members placed in this separate division according to a triennial apportionment proposed by the Faculty Senate and approved by the Regular Faculty. Degree-recommending divisions with no faculty members will be allowed to appoint a faculty member as an ex-officio member with all the rights and privileges of senate membership excluding the right to vote in official Faculty Senate actions."*

### Recommended Reapportionment

The Committee followed a number of past practices. Included in the faculty count are renewable term appointments at the Assistant Professor level and above and part-time faculty at the Assistant Professor level and above, term or tenured/tenure-track, according to their FTE. For faculty who are budgeted in non-degree organizations, we allocated as many of them as possible to their home departments (where they hold tenured or tenure-track appointments). They should, therefore, vote for their Senate representation with their academic department. The "Total" column in the table provides the total number of faculty in each unit when applying the above method of counting faculty.

There are 52.5 faculty in non-degree recommending divisions who do not have joint appointments. That number represents 4.96 percent of the total faculty and entitles them to about 5 percent of the total numbers of Senators, or three Senators. Following both tradition and being justified by their numbers we recommend allocating one seat, each, to the Library and ROTC faculties. Faculty members in non-

degree recommending divisions as well as the faculties of Liberal Studies, Honors, and Aviation are left. We recommend they share that last seat.

We recommend the remaining 47 seats be allocated using a proportional method. The committee used the “Webster Method” of allocating seats. It basically gives each unit its whole number of seats and then allocates the remaining seats to the largest remaining fraction until all seats are allocated. The specific recommendation of the committee is found in the column labeled “Recommended Allocation” in the attached table. The only change in terms of senate representation by college will be for Fine Arts to lose one seat and Architecture to gain one seat.

We opted for the Webster method, in part, because it is more commonly used and generally perceived to produce the least bias. For a discussion, see:

<http://www.brookings.edu/research/papers/2001/08/politics-young>. But, most convincing to the committee is the argument that the Faculty Senate has been apportioned using this method for as long as anyone can remember and absent a policy decision made above the committee’s level we felt we should follow tradition.

In conclusion, the Committee recommends the allocations in the table for the three years beginning with academic year 2016-17.

Ranked Instructional (Regular) Faculty by College and Recommended Apportionment for Faculty Senate for 2017-2020																
College/Division	Total	% of FTE	% of 1005.45 x 47	2014 alloc	Base 2017	Fraction Over Base	Rank Fraction	Represent Rate	Rank Rate	Avg Rank	Final Rate	Recomm. Allocation	Change			
Architecture	37.00	3.50%	1.7296	1	1	0.7296	2	2.70%	2	2	5.41%	2	1.00			
Arts and Sciences	499.74	47.24%	23.3605	23	23	0.3605	8	4.60%	9	8.5	4.60%	23	0.00			
Atmospheric and Geographic Sciences	39.75	3.76%	1.8581	2	1	0.8581	1	2.52%	1	1	5.03%	2	0.00			
Business	55.00	5.20%	2.5710	2	2	0.5710	6	3.64%	6	6	3.64%	2	0.00			
Earth and Energy	34.62	3.27%	1.6183	2	1	0.6183	5	2.89%	3	4	5.78%	2	0.00			
Education	57.00	5.39%	2.6645	3	2	0.6645	3	3.51%	5	4	5.26%	3	0.00			
Engineering	112.34	10.62%	5.2514	5	5	0.2514	9	4.45%	8	8.5	4.45%	5	0.00			
Fine Arts	99.00	9.36%	4.6278	5	4	0.6278	4	4.04%	7	5.5	4.04%	4	(1.00)			
International Studies	16.50	1.56%	0.7713	1	1	-0.2287	11	6.06%	11	11	6.06%	1	0.00			
Journalism & Mass Comm	21.50	2.03%	1.0050	1	1	0.0050	10	4.65%	10	10	4.65%	1	0.00			
Law	33.00	3.12%	1.5426	2	1	0.5426	7	3.03%	4	5.5	6.06%	2	0.00			
Graduate College				0	0											
<b>TOTAL Non-Pool Faculty (FTE)</b>	<b>1005.45</b>	<b>95.04%</b>	<b>47.5188</b>													
<b>TOTAL Non-Pool Seats</b>	<b>47.00</b>			<b>47</b>	<b>42</b>							<b>47</b>	<b>0</b>			
<b>POOLED PROGRAMS</b>																
Honors		11.00	11.00	1.04%			1	1								
Liberal Studies		6.00	6.00	0.57%			1									
CCE Aviation		2.00	2.00													
President		0.00	0.00													
IT		0.81	0.00													
<b>Provost Direct</b>	<b>17.23</b>	<b>2.00</b>					<b>15.04</b>	<b>0.19</b>	<b>1</b>							
Art Museum		0.00	0.00													
Blankenship Chair																
Cultivation of Character		1.00					1									
Cntr Teaching Excellence		1.00	0.00				1									
Carl Albert Center		3.00	0.00				3									
History of Liberty		1.00	1.00	1.00			1									
Humanities Forum		1.00	0.00				1									
OSLEP		0.75					0.75									
Okla. Mus. of Nat. Hist.		5.29	0.00				5.29									
Univ Press		0.19						0.19								
World Literature Today		1.00	0.00				1									
Provost Office Admin.		3.00	1.00	1.00			1		1							
Writing Center			1.00	1.00												
Research Administration		0.43	0.00													
<b>Part Sum</b>			22.00	2.08%			1						1			
Library			18.50	18.50	1.75%		1	1					1			
ROTC			12.00	12.00	1.13%		1	1					1			
<b>TOTAL Pooled Faculty (FTE)</b>	<b>52.50</b>	<b>4.96%</b>	<b>2.4812</b>													
<b>TOTAL Pooled Seats</b>					<b>3.00</b>											
<b>Total Full-Time-Equivalent Instructional Faculty</b>	<b>1057.95</b>				<b>102</b>											

Source: November 2015 payroll file Institutional Research and Reporting

**OU Student Government Association's  
proposed revisions to  
Faculty Handbook section 4.10 Final Exam Preparation**  
(submitted to the OU-NC Faculty Senate on April 11, 2016)

**List of Proposed Changes:**

- No exams or quizzes allowed during pre-finals week. (Subsection A).
- Added a chain of approval for Special Cases Deviating from the policy, due to the ability of a chair or dean being the professor of a course. (Subsection C).
- Added a clause requiring that the pre-finals week policies be placed in the course syllabus. (Subsection E).
- Changed the name of the Student Government Association, to properly reflect the change in name from UOSA to SGA. (Fourth Clause after Subsection E).

**4.10 FINAL EXAM PREPARATION PERIOD**

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week.

**4.10.1 STUDENT-FACULTY POLICIES AND INFORMATION**

(A) Assignments, ~~examinations~~, or projects worth less than 10 percent combined total of a student's grade may be assigned at any time prior to pre-finals week and may be due during pre-finals week. However, no assignments, ~~examinations~~, or projects may be due on the last two days of pre-finals week. Exams and quizzes may not be given during pre-finals week.

(B) Assignments, take-home examinations, in-class examinations, or projects worth more than 10 percent of a student's grade must be scheduled at least 30 days prior to the first day of finals and must be due or given prior to pre-finals week. Any assignment that is to take the entire semester to complete may be accepted or presented during the first three weekdays of pre-finals week provided the syllabus explicitly states that the assignment can be turned in prior to pre-finals week. ~~In-class presentation of semester assignments due before pre-finals week may be scheduled for any day other than the last two days of pre-finals week.~~

(C) Special ~~case deviations~~ cases deviating from ~~this the Final Examination Preparation Period~~ policy must be clearly stated in the course syllabus and approved by the chair of the department through which the course is offered. If the professor is the chair of the department, the professor must have these special cases approved by the dean of the college in which said department resides. If the professor is the dean of the college in which the course is taught, the professor must have these special cases approved by the Senior Vice President and Provost.



(D) Special requests made by a student for an extension of assignment deadlines into pre-finals week may be granted subject to the discretion of the instructor.

(E) Final Exam Preparation Period policies must be placed in the course syllabus underneath the University Policy section.

This policy applies only to 16-week courses during the spring and fall semesters.

This policy excludes make-up assignments, make-up tests, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour ~~with a start time before 5:00 p.m. and evening classes.~~

All University laboratory classes are exempt from this policy.

No ~~University of Oklahoma Student Association (UOSA) organization~~ Student Government Association (SGA) Registered Student Organizations (RSO's) may hold meetings, banquets, or receptions or sponsor or participate in any activity, program, or related function that requires student participation during pre-finals week.

Violations to this policy should be reported to the chair of the department in which the course is taught or, in special circumstances, to the dean of the college and may be grounds for grade appeal.

This policy shall remain in force until reviewed no sooner than 2014.

(President, 7-16-93, 1-2-97, Faculty Senate, 1-22-01, President, 2-1-01)