

*JOURNAL OF THE FACULTY SENATE*

The University of Oklahoma (Norman campus)

Regular session – May 6, 2013 – 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 Michael Bemben, Chair.

**PRESENT:** Apanasov (0), Ayres (1), Baer (1), Bemben (0), Bisel (1), Burns (2), Chang (1), DePew (2), Devegowda (3), Duncan (2), Ellis (3), Fagg (1), Grady (2), Grasse (2), Griffith (3), Hahn (0), Hewes (1), Keresztesi (0), Kim (2), Klein (1), Kosmopoulou (2), Kulemeka, Kutner (0), Leseney (2), Loon (0), Mackey (0), McPherson (0), Minter (1), Morvant (0), O’Rear (0), Palmer (0), Pigott (3), Ransom (1), Refai (1), Riggs (2), Schwarzkopf (0), Smith (1), Snell (1), Stoltenberg (2), Strout (0), Vehik (2), Zhu (2)

Provost's office representative: Mergler

ISA representatives: Cook

**ABSENT:** Bergey (1), Gramoll (3), Hofford (1), Knapp (2), Laubach (2), Lucas (4), Nelson (2), Raman (1), Zhang (4)

[Note: During the period from June 2012 to May 2013, the Senate held 8 regular sessions and no special sessions. The figures in parentheses above indicate the number of absences.]

## TABLE OF CONTENTS

## Announcements:

Schedule of Senate meetings for fall 2013.....	2
Faculty Death.....	2
Summary of Speakers Service program.....	2
Faculty retirees.....	2
Bike to Work Day.....	2
Proposed Incomplete Grade Change Policy.....	2
Election, councils/committees/boards and Senate standing committees.....	2
Remarks by the Athletics Director Joe Castiglione.....	3
Remarks by Vice President for Research and Director of Financial Aid regarding Sequestration.....	4
Remarks by Human Resources Director Les Hoven.....	7
Senate Chair's Report:	
VPR's new policy on Faculty Travel Assistance.....	8
Successful pilot of the online Tenure and Promotion process.....	8
Review process for the Course Management System (CMS).....	8
Faculty Compensation Committee report on faculty salary inversion/compression.....	9
OU STEM Initiative.....	9
Certificates of appreciation.....	9
Election, Senate Executive Committee.....	10
Resolution of appreciation to Prof. Michael Bemben.....	10

***APPROVAL OF JOURNAL***

The Faculty Senate Journal for the regular session of April 8, 2013 was approved.

***ANNOUNCEMENTS***

The regular meetings of the Faculty Senate for Fall 2013 will be held at 3:30 p.m. in Jacobson Faculty Hall 102 on the following Mondays: September 9, October 14, November 11, and December 9.

The Faculty Senate is sad to report the death of former faculty and staff member Col. (ret.) Woodrow W. Wiltse on April 26. The Military Science Department is planning a Classroom Dedication Ceremony in his honor on October 4, 2013, in conjunction with the OU Army ROTC Alumni Banquet. Announcements will be made to publicize the event in late August.

Summary of the activities of the Faculty Senate Speakers Service for the past year: From May 2012 to April 2013, the Faculty Senate office arranged for 42 faculty and staff to give 91 presentations to 43 organizations in 23 communities throughout the state. The Faculty Senate and the University sincerely appreciate the members of the Speakers Service who share their expertise and knowledge with the people of Oklahoma.

The Faculty Senate thanks these faculty members who retired during the past academic year for their dedication and contribution to our community.

<b>NAME</b>	<b>DEPARTMENT</b>	<b>RETIREMENT DATE</b>	<b>CAME TO OU</b>
Breen, Marilyn	Math	7/1/2012	1971
Caldwell, Susan	Art & Art History / Women's & Gender Studies	5/15/2013	1976
Chiodo, John J.	Instructional Leadership & Academic Curriculum	7/1/2013	1990
Crain, Gerald	Electrical & Computer Engineering	8/15/2012	1998
Fillpot, Bob	Architecture	8/1/2012	1998
Franzese, Robert	Sociology	9/1/2012	2005
Gillett, Mark R.	Law	6/1/2013	1987
Hall, Gail R.	Music	2/1/2013	2001
Hopkins, Penny	Biology (Zoology)	1/1/2013	1977
Kartalopoulos, Stamatios	Electrical & Computer Engineering	8/1/2012	2002
McManus Jr., William	Construction Science	8/1/2012	1986
Nelson, Joy	Music	7/1/2013	1988
Robbins, Betty	Marketing	11/1/2012	2003
Savage Jr., William	History	6/1/2013	1972
Schnell, Gary	Biology / SNOMNH	9/1/2012	1970
Schwagmeyer, Patricia L.	Biology	7/1/2013	1981
Skeeters, Martha C.	Women's & Gender Studies	5/15/2013	2003
Taylor, Rhonda L.	Library & Information Studies	8/1/2013	1993
Taylor, Richard W.	Chemistry	3/1/2013	1976
Vieux, Baxter	Civil Engineering & Environmental Science	6/1/2013	1990

The annual Bike to Work Day for central Oklahoma is Friday, May 17 (see <http://bikedayok.com/>). It is part of a national campaign to promote bicycling as a healthy and efficient transportation alternative.

***PROPOSED INCOMPLETE 'I' GRADE CHANGE POLICY***

Prof. Bembem presented the proposed changes to the Incomplete Grade Policy (attached). The intent of the change is to prevent an 'I' grade from staying on a student's transcript indefinitely. Under the proposed policy, at the end of 12 months, an 'I' would revert to a given letter grade, unless it has been already been changed by instructor. As a part of the "Incomplete contract", the student would know what

the grade would be changed to if they do not complete the course. There was no further discussion and was the recommendation was approved by a unanimous voice vote.

***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.

***REMARKS BY JOE CASTIGLIONE, ATHLETICS DIRECTOR***

Prof. Bembem introduced Joe Castiglione, who is serving his 15th year as OU Athletics Director. Mr. Castiglione speaks each year to the Senate about OU's Athletics Program to provide transparency. He recognized the Athletics Council that serves in an advisory role to the President and several of the current and former members were present at the meeting. He recognized them and stated that he had enjoyed working with them over the years.

Mr. Castiglione stated that OU is committed to academic excellence and this is an area that is always going to be a priority. He hopes that we continue to see growth as we have seen over the past few years. This year OU has had many students receive academic honors; eight teams received academic All-American honors. About 63-66 OU student athletes graduate each semester with a 4.0 GPA and the average athletes' GPA of roughly 580 student athletes is 3.03, which is an all-time record for the University of Oklahoma. Graduation rates are something that is being focused on and are an extension of the President's overall graduation/retention plan. They are expected to jump and perhaps be the highest we have seen.

Mr. Castiglione said that OU is also reaching out to our former student athletes who have completed their eligibility, but have not yet finished their degree. We have been raising money for post-eligibility scholarships, which allows those students to return and graduate; it is very heartwarming. We are also assisting student athletes' transition to college, which we call our "Summer Academy" program. They come to OU during the summer and enroll in six credit hours, and we help them acclimate to our campus and to the community and give them skills they need to be successful at OU.

There is lots of transparency in our financial operations. OU Athletics is quite large, but is totally self-sustaining, and we are one of the few schools that can make that claim. No state funding or student fees go towards intercollegiate athletics at OU. This is also the 15th year we have been able to balance our budget.

In fact, Athletics provides an additional \$8 million subsidy to the academic side of campus; we are trying to be a good partner. Each and every year we have the chance to celebrate or support the academic-athletic partnership that we have with various colleges on this campus. We have an outstanding one with the College of Education. In fact, many of our staff members are teaching as adjunct faculty in that college. Athletics has also collaborated with the College of Engineering and the College of Journalism. We worked with them to announce a new broadcasting program, which provides exposure to sports that do not often get a lot of television coverage.

Athletics is also subsidizing free admission to the OU Art Museum and is collaborating with the University Libraries. The endowment we created a few years ago continues to grow. We also helped fund the acquisition of Oratio Grassi's manuscript for the History of Science collection using funds from our endowment.

Mr. Castiglione stated that OU continues to do very well in sports competitions, and we have a long list of accomplishments this year, and this year may be a chance to eclipse what we have done in the last couple of years. We have a chance to have best athletic years ever at the University and had some several good things happen already. So far, five of our teams have won Big 12 conference titles: football, men and women's gymnastics, men's tennis, and just this past Saturday, women's rowing. That says something for a brand-new sport on our campus; it is only in its fifth year of existence and won a Big 12 championship. Our sports teams compete at the highest level nationally; right now we have a #1 ranked women's softball team and men's and women's gymnastics both came close to winning a national championship two weeks ago. Both finished second in the country. The women's basketball team endured much adversity and it is amazing what they were able to accomplish in getting to the Sweet Sixteen. Cross-country and wrestling and several other sports have finished in the top 20 or top 25.

Lots of capital improvements, and the most notable one is Headington Hall that will open August 1. It is an entire block at Lindsey and Jenkins. It is 358-bed facility and 51% of the residents will be students who are not participating in athletics. That is part of keeping in compliance with NCAA rules.

Prof. Bemben mentioned that Joe juggled his schedule so he could address the senate today and asked if there were any questions.

Prof. Minter asked for an update on the status of Headington Hall. Mr. Castiglione confirmed that it would open August 1. He added that students who are not athletes could request to live there, and those are being handled by the regular OU housing procedures. He also offered to host a meeting of the Senate at Headington Hall during the next academic year.

Prof. Grady asked if we are done with conference realignment. Mr. Castiglione said that we are at least for a while. He thinks we are moving forward to stabilize our league and at the moment, no other institutions are under consideration to join the conference, but we will leave that door open.

Mr. Castiglione offered to have faculty members contact him by email if they had any additional questions. He thanked the Senate for this opportunity to speak.

***REMARKS BY KELVIN DROEGEMEIER, VP FOR RESEARCH, AND BRADLEY BURNETT, EXECUTIVE DIRECTOR OF FINANCIAL AID SERVICES, REGARDING SEQUESTRATION***

Prof. Bemben introduced Kelvin Droegemeier and Brad Barnett. VPR Droegemeier presented a presentation to update faculty members on the impacts of sequestration on OU. He stated that:

- Defense R&D, Defense Discretionary, Nondefense R&D, and Nondefense Discretionary are where sequestration primarily hits the Federal Budget.
- Industry Funding of R&D has been growing overall, but the basic research we do at OU depends mainly on Federal funding.
- We are only talking about Federal dollars...federal direct and federal flow through...together they provide about 80% of OU's R&D funds.
- The good news is that federal research is growing and we are diversifying our federal research portfolio...working with more federal agencies now.

VPR Droegemeier said that the "sequestration plan" was supposed to be "so crazy it would never be allowed to happen". It is a cut in the projected increase in spending, not a true cut, and it very complex how the "cuts" were calculated. So far, Social Security, Medicare, and Medicaid have not been touched. VPR Droegemeier noted that there is an increase in the R&D spending in both DHS (Homeland Security) and the Dept. of Commerce. What makes it challenging is that the cuts were made in a way that the agency had no discretion on where to take the cuts; they are across the board.

OU depends on Defense R&D and Non-defense R&D for R&D funding. Approximately 80% of Norman Campus Research Expenditures come from Federal Sources (61% direct and 19% flow through). Over

the last three to four years, OU has had some strategic initiatives that have resulted in an increase in funding from DOD and NSF. VPR Droegemeier sent out two memos that addressed OU's principles if sequestration did occur. We are likely to start to see impacts from sequestration by the end of September (the end of the Federal fiscal year). He suggested that going forward, OU might adopt the strategy of getting more undergraduate involvement in research and also removing the barriers to receiving research funding from private companies (we currently only receive 3% of R&D funding from them).

The potential Sequestration Impacts on the Norman Campus from the two memos, dated Oct, 2012 and March, 2013, that were sent campus-wide to educate, set principles and manage expectations:

- For FY 2013
  - Originally projected a possible expenditure decrease of \$1.3M to 2.5M
  - We've seen virtually no impacts to date, but agencies are only now submitting their spending plans to OMB and Congress
  - By the end of Federal FY13, Norman Campus may see loss of \$1+M
- For FY 2014
  - Expenditure decrease of \$5.5M to 10.0M [possibly impacting 50 non-faculty researchers (18%) and 50 graduate students (8%)]
  - Considerable uncertainty regarding agency strategies and Congressional action, but latest discussions suggest sequestration may be ended
- Research agencies enjoy bi-partisan support and are being given flexibility in handling cuts – and may be protected from future reductions

How the Norman Campus is Prepared

- Two years ago we began diversifying our research portfolio (Defense, Security, Intelligence, Private Sector, Climate)
- Continue recruiting top talent (Moore, Luce, radar cluster, social science cluster)
- Major State-wide push in UAVs (lot of protected Federal \$\$)
- Continue to invest strategically (radar, weather, medical imaging, genomics)
- 3 years ago we created a center to help faculty develop more competitive teams and proposals (new awards of more than \$150M and many more large projects in the pipeline)
- Expanding Federal agency presence on the Research Campus
- Major initiatives in STEM education and undergraduate research (considerable Federal funding)

How Do We Remain at the Cutting Edge in Research?

- Via collaboration and leveraging
  - Should be but often isn't in the academic culture
  - NSF is a wonderful example (e.g., Global Research Council, I-CORPS, OneNSF, INSPIRE, CREATIV), including considerable new emphasis on international activities
  - Regional initiatives, university consortia
  - Intra-state collaboration (OneOklahoma concept) – reduce redundancy and contain costs
  - Engagement of the social/behavioral/economic sciences
- Faculty must see themselves as more than individual entrepreneurs
- By adding to the undergraduate experience an opportunity for authentic, original scholarship
  - Modern STEM pedagogy (engaged learning)
  - Undergraduate scholarship in many forms – all disciplines
  - Will take significant changes by faculty + rewards/incentives
  - Will see significant Federal funding for STEM and work related to it (i.e., authentic research)
- By De-investing in or shutting down facilities and partnering with other institutions to reduce duplication
  - This isn't something we do well at the national level
- By building more (and more effective) linkages with private industry and applied R&D agencies
  - Key to innovation and wealth creation
  - Key to economic diversification in states

- Important for workforce development
- Pesky IP issues and historical views of universities as difficult to work with must be addressed
- Universities weren't structured to do this (philosophically or administratively) but are improving!
- By providing resources to help faculty think long term and develop their research programs and competitive grant proposals – or “Research Program Development”
  - Not an inherent skill among all faculty
  - Universities have lots of resources for students – need to not forget faculty!
  - Alignments with national initiatives and priorities (more applied R&D, industry partnerships vis-à-vis I-CORPS and other programs)
- Becoming involved in fixing key national policies (e.g., F&A recovery, cost sharing)
- Showing that we understand and are willing to help with big-picture issues (debt and deficit), as APLU, AAU and COGR are doing

#### If We Only Realized Then What We Realize Now...

- Higher education is too expensive/student debt too high
- Time to graduation is too long
- Reductions in state appropriations are unsustainable
- Our teaching methods are ineffective – students are retaining too little and public confidence has eroded
- We're not moving quickly enough to embrace technology
- Employers are not happy with the product
- Get a degree – get a job (not the sole role of university)

And then came the MOOC revolution -- a financial model that calls into question the fundamental structure and value of place-based education and research universities.

How might we have been better prepared???

#### Is There a Lesson Going Forward?

- Agency budgets: Is “flat” the new normal?
- Lots of money “locked up” in the private sector – universities are not structured to work effectively with companies
- Federal compliance burdens are choking productivity
- The perceived value proposition of basic research is weakening
- The cost of research is high & increasing, plus resources are duplicated
- Graduate students for research
  - Few, expensive, largely externally funded.
- Undergraduate students for research
  - Plentiful, inexpensive, largely “self”-funded, with tuition partly reflecting institutional research activity
- “Smaller” institutions need each other and supply faculty to the “larger” institutions, which can stand alone or cluster to drive SIGNIFICANT change

What revolution might fundamentally transform the conduct of academic research, and how can we anticipate or even create it?

How does compliance figure into this picture?

Prof. Bembien asked to hold questions until after Brad Burnett had spoken. Brad discussed the effect on student financial aid.

Mr. Burnett said nothing had happened yet since it affects AY 2013-14. Two programs have been cut. One is the Federal Supplemental Educational Opportunity Grant (FSEOG); these are the highest need students whose families can contribute nothing towards their educational expenses. We can mitigate it on the OK residents side with the Sooner Promise program. The other area cut was Work Study; there has

been a cut of \$75,000 from where we were originally authorized. Since 2011-12, we have lost \$200,000 or about 50 student jobs, but we can absorb part of that loss.

The next issue will come July 1, when the interest rate on subsidized loans will double going from 3.4% to 6.8%; these are the need-based loans. However, this may be stalled by federal intervention, since this action would be unpopular with the public. Students would not see the additional interest costs until they graduated and started to pay on the loans.

Prof. Fagg asked if this was just on new loans and Mr. Burnett confirmed that it was. With a subsidized loan, the government pays the interest while the student is in school. He noted there is a cap on how much an undergraduate can borrow, and many students are getting close to that cap, while graduate students can borrow up to their total cost of education.

Prof. O'Rear asked if our students benefit because our default rates are low. Mr. Burnett answered that there is no benefit to the student, just a penalty to an institution with a high default rate. He noted that there are credit checks on the Graduate PLUS loans but that all schools are treated the same by the Feds, irrespective of whether they are for-profit or public institutions.

Prof. Burns asked if regarding the Stafford loan, or at least the subsidized part of it, students would be grandfathered in at the lower rate. Mr. Burnett said only if they have a signed promissory rate at the lower rate; new loans would be at the higher rate.

Prof. Ellis asked VPR Droegemeier how this would affect Fine Arts classes if you move away from brick and mortar classes, since they require students to be there physically in a theater or dance class. The VPR said that this is not the goal, as we want to preserve placed-based residential learning. We want to get into digital learning where it makes sense for OU.

Prof. Morvant imparted that the spirit and heart of Oklahoma is face-to-face learning, so the goal is not to go wholly online. He said that MOOCs have been disruptive, but they actually help us with learning theory. Prof. Bemben said that the intention of the revision of the Gen-Ed program is not to go online. Prof. Ellis said he often sees Fine Arts get disenfranchised, and asked how does OU show that it values the arts. VPR Droegemeier commented that Fine Arts have a much more engaged teaching process than much of the rest of campus.

Prof. Zhu made a comment about online courses not saving money if it takes longer for students to graduate. Prof. Morvant said that is a good point as there is not a lot of research on MOOCs. However, there has been research in the cost of not having a class. Every time you extend a student's time to completion by even one semester there is a financial cost of that in both income earned as well as living expenses. A highly effective educational experience is the most cost-effective, and he projected that one of the things that you are going to see over the next six months to a year is information on MOOCs actually being less cost effective from that standpoint.

Prof. Bemben said that there is a concern with graduation rates and that the emphasis is to get the student to graduate in four years because that is more cost-effective and allows the student to enter employment sooner. It also saves the student and their family additional costs from being at an institution longer. That is why the President is putting such an emphasis on graduation rates.

***REMARKS BY LES HOVEN, ASSOCIATE VP AND CHIEF HUMAN RESOURCES OFFICER***

Prof. Bemben introduced Les Hoven, the new Associate VP and Chief Human Resources Officer, and mentioned that Les had been at OU less than 6 months, but we wanted to invite him to see what is on the horizon here at OU. Les used slides (attached). He mentioned that he recently replaced Julius Hilburn. During the interview process, Julius had mentioned that the Faculty Senate was an important part of

campus. Mr. Hoven hopes that we can continue to work closely together. He then introduced Angela Hawpe, Senior HR Advisor, who works mainly at HSC with benefits administration.

The Affordable Care Act will have an impact on benefits over the next year, due to its uncertainty. OU plans to remain competitive by recruiting the best talent to the university, which he termed “bench strength”. We need good people at the university so that we are able to fill 70-80% of staff positions from within. Les has experienced some difficulty getting data during his first 90 days; while OU-Norman and OU-HSC both use PeopleSoft, they are not connected. There has also been some flux in the HR staff.

We need to improve our “onboarding” processes. OU has great benefits, but they are not simple to understand, so we need to improve our benefits communication. We also need to look into developing metrics for HR customer service.

In 2012, we had a 13% turnover rate for all full-time employees, which sounds high. The reasons for turnover included 68 retirees and due to demographics, the number of retirees will be increasing.

In terms of the Affordable Care Act, OU already provides affordable minimal essential health coverage. Therefore, OU employees cannot go to an exchange and receive the subsidy. The next opportunity to change insurance companies will be January 2014. Several taxes and fees will go into effect under the Affordable Care Act. The Employee Benefits Committee will start looking at the insurance plan options. The HMO’s cost will increase since it is a “better” plan for people that anticipate large medical expenses.

Prof. Hewes asked if we are anticipating a 3-4% increase or something like 10%. Mr. Hoven said we are waiting on more data on claims. He mentioned that many private companies have an aggressive wellness program with lots of incentives.

### ***SENATE CHAIR'S REPORT, by Prof. Michael Bemben***

“The Dean’s Council met on April 17 and discussed a number of issues. The Vice President for Research, Dr. Kelvin Droegemeier reviewed the new policy for how his office will handle the Faculty Travel Assistance program. Essentially, \$100K (about an average yearly amount based on the previous 4 years) will be distributed across all the Colleges, and the Deans will then decide how best to use the money to assist faculty travel requests. What is uncertain is if the Colleges will use this money in addition to the College money that is currently being used to support faculty travel or if this will be in place of that money. Time will tell.

“Vice President Droegemeier asked for the Dean’s support for a name change for the ‘Atmospheric Radar Research Center’ to be changed to the ‘Advanced Radar Research Center’. This was unanimously approved.

“Robert Kelly, Assistant to the Provost for Technology Initiatives, reviewed the successes from the first year pilot project to move the Tenure and Promotion process on-line. The College of Arts and Sciences used this on-line process this past year with great success, and the Deans were all reminded that all the Colleges would now use this on-line process for Tenure and Promotion. The advantages for this new system are that it greatly improved efficiency of the process with much greater consistency in the dossiers, it is a green process, and it is now completed at a lower cost than with multiple copies of the paper dossiers.

“Dr. Mark Morvant, Director of OU’s Center for Teaching Excellence, presented the timeline for reviewing the Course Management System (CMS) being used by OU. He has established an Advisory Committee to evaluate our current system, Desire2Learn (D2L), and to look at new products on the market that could provide stronger analytics that will help both faculty and students. If some new options look promising, they will demonstrate these for a few classes of varying sizes to



see how well they work and then if a change will be made, they will run D2L and the new option side by side next March or April during the transition.

“Associate Provost Heiser outlined the changes that have been forwarded to the President and then to the Board of Regents concerning the Faculty Appeals Board process and Severe Sanctions Procedures.

“Provost Mergler provided handouts that addressed Course Method of Delivery for the Norman and Tulsa campuses (i.e., web, distance learning, blended classes, traditional). There was also a handout about the ‘Degree Qualifications Profile’ from the Lumina Foundation (<http://www.luminafoundation.org/>) that outlined what students are expected to know once they obtain an associate’s, bachelor’s, or master’s degree, which moves the emphasis away from defining a college education from seat time in courses, or grades and academic credit hours earned, to essentially outcome-based learning. Finally, Provost Mergler announced the appointment of Dr. Susan Walden as the Coordinator for Undergraduate Research Programs at OU.

“The Faculty Senate Executive Committee met on April 29 and discussed the following items.

“There was an update from the Faculty Compensation Committee on faculty salary inversion/compression data. The committee determined that to fully address the problem, it was estimated to cost approximately \$7 million. Provost Mergler noted that merit should be taken into consideration as colleges and departments address compression. Information from the report was shared with President Boren, Vice President Hathaway, Provost Mergler, and the Deans from every College.

“There was discussion of the proposed slate of candidates for the 2013-14 Faculty Senate Executive Committee that incoming Faculty Senate Chair, Edgar O’Rear prepared.

“Finally, there was some discussion of the OU STEM Initiative. Nationally, there has been a problem recruiting and retaining students in STEM fields. There are also diversity issues related to both race and gender, in addition to the perception that the way STEM is taught does not engage students. VP Droegemeier sent out an invitation to all faculty members to attend the STEM charette in February, which was followed by two different teams that generated reports that are currently being reviewed by VP Droegemeier. It is uncertain where the process currently stands, what issues are being discussed, and where this will proceed in the near future.

“The Executive Committee also met briefly with VP Droegemeier and Brad Burnett, Executive Director of Financial Aid Services, concerning the potential consequences of sequestration and with Les Hoven, the new Chief Human Resources Officer about possible issues that OU would be facing in the near future, especially in regards to how the Affordable Care Act might affect faculty/staff benefits.

“The Executive Committee met with President Boren on May 1 to discuss OU’s Digital Initiative and how OU is preparing to compete with retail based education like the University of Phoenix and also if there were any updates to the OU STEM Initiative that VP Droegemeier introduced last February. The President summarized the presentation he gave to the students on April 30, which outlined the potential budget issues that OU specifically and higher education generally are facing and how that might affect students.

### ***PRESENTATION OF CERTIFICATES OF APPRECIATION***

Certificates of Appreciation were presented to the following outgoing senators who completed full three-year terms (2010-13): Fran Ayres, Elizabeth Bergey, I-Kwang Chang, Deepak Devegowda, Kurt Gramoll, Priscilla Griffith, Georgia Kosmopoulou, Vince Leseney, Derrick Minter, Mark

Morvant, Daniel Ransom, and Susan Vehik. Certificates also were presented to other senators whose terms expired and to the outgoing members of the Senate Executive Committee. Prof. Bemben thanked the senators for their contributions.

***ELECTION, FACULTY SENATE EXECUTIVE COMMITTEE FOR 2013-14***

The following slate was proposed for the Faculty Senate Executive Committee for 2013-14:

**EXECUTIVE COMMITTEE AT-LARGE MEMBERS**

Fran Ayres (Professor of Accounting, Ph.D. Iowa, at OU since 1982)

Wayne Riggs (Associate Professor of Philosophy, Ph.D. North Carolina, at OU since 1995)

Cal Stoltenberg (Professor of Educational Psychology, Ph.D. Iowa, at OU since 1986)

**SECRETARY**

Jill Irvine (Associate Professor of Women's and Gender Studies, Ph.D. Harvard, at OU since 2007)

**CHAIR-ELECT**

Randy Hewes (Associate Professor of Biology, Ph.D. Washington, at OU since 2001)

The Senate approved the nominations on a voice vote.

***RESOLUTION OF APPRECIATION TO PROF. MICHAEL BEMBEN, OUTGOING SENATE CHAIR***

Prof. Bemben said that the Senate would be in good hands over the next few years with Ed O'Rear and Randy Hewes. He said that he is looking forward to the leadership of Ed O'Rear, the new chair of the Faculty Senate for 2013-14.

Prof. O'Rear introduced a resolution of appreciation to Prof. Bemben, which was approved by applause.

Whereas Mike has been generous with his time in service to the University as chair of the Faculty Senate, and

Whereas Mike fostered an environment conducive to the promotion and discussion of new ideas by members of the Faculty Senate Executive Committee, and

Whereas Mike led the Faculty Senate and Faculty Senate Executive Committee with enthusiasm tempered with prudence in examining a number of important issues including revision of Faculty Appeals Board policy, training to address gender discrimination/sexual harassment, impacts of sequestration on research and financial aid, revamping of general education, and changes to the policy on the grade of Incomplete, and

Whereas Mike cooperated with leaders of the Staff Senate in advancing a Same-Sex Partnership Family and Medical Leave Resolution, and

Whereas Mike helped to implement a new policy to provide provisional parking for those commuting by foot, bicycle, or bus when inclement weather or other circumstances created the need, and

Whereas Mike oversaw a smooth transition of the Faculty Senate office staff while supporting a fresh look at operations in the office, and

Whereas Mike displayed wisdom and diplomacy as an emissary of the faculty, and

Whereas Mike cultivated a rapport with the higher administration that enabled constructive dialogue on issues of every sort, and

Whereas Mike placed a high priority in communicating pressing concerns about faculty welfare and compensation to the higher administration, and

Whereas Mike has been magnanimous throughout in his dealings with faculty, staff, and administration, and

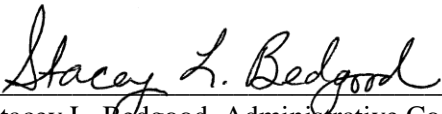
Whereas Mike's mythical, mystical mastery of meaningful minutiae shall forever reside in Faculty Senate lore,


Be it resolved that the Faculty Senate expresses its utmost appreciation and admiration to Mike Bemben for his commitment to the betterment of the University and his leadership during academic year 2012-13.

Prof. O'Rear presented Prof. Bemben with an engraved clock and a certificate of appreciation.

***ADJOURNMENT***

The meeting adjourned at 5:15 p.m. The next regular session of the Faculty Senate will be held at 3:30 p.m. on Monday, September 9, 2013, in Jacobson Faculty Hall, Room102.

  
\_\_\_\_\_  
Stacey L. Bedgood, Administrative Coordinator

  
\_\_\_\_\_  
Randall S. Hewes, Faculty Secretary

### Proposed Incomplete 'I' Grade Change Policy – Clean Version

This is a referral from the Academic Regulations Committee concerning a university-wide policy to convert an Incomplete grade to a permanent pre-determined grade if work not completed within one year.

Currently, if by the end of the year no change in grade has been submitted, the grade of I becomes permanent. The change in policy proposed, beginning Fall 2013, would be that a grade of I will be changed to the pre-determined permanent grade if the work is not completed within one year. The grade assignment is to be indicated on the newly implemented Incomplete Contract form that all instructional faculty will be required to use when assigning a grade of Incomplete.

An "I" grade could not be indicated on the Contract as a permanent pre-determined grade, and it should be noted on the form that a grade of "I" cannot be assigned. The contract form should contain more information about the student's standing in the class, it should have a place to state that the student is passing the class at that point. Instructors are highly encouraged to avoid assigning "I" grades to international students (especially reciprocal exchange).

The consensus of the Academic Regulations Committee was agreement with the policy change, and with the contract (if fields are added for a description of the student's grade at the time, including components of the class, i.e. exams, papers, completed to date).

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The complete OSRHE policy is available at <http://catalog.ou.edu/current/index.html>, by clicking on Office of Academic Records (Academic Standards, Grades).

I is a neutral mark and means incomplete. It is not an alternative to a grade of F, and no student may be failing a course at the time an I grade is awarded. To receive an I grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. Beginning with the Fall 2013 semester, the instructor will indicate to the student and to the Office of Academic Records what must be done to complete the course and set a time limit appropriate to the circumstances. However, the time limit allowed may not exceed one calendar year. If by the end of the year no change in grade has been submitted, the grade of I will be changed to the pre-determined permanent grade. After a grade of I has been changed, a student may re-enroll in the course if appropriate or required. The foregoing time limitations concerning removal of an incomplete do not apply to graduate research or problem courses.

Graduate College "I." With the approval of the instructor and Graduate College Dean, a graduate student may be granted up to a one-year extension for making up incomplete work. No petitions for extensions beyond one year will be considered. After the incomplete work is made up, the instructor shall promptly report the new grade to the Office of Academic Records so that it can be posted to the student's transcript. In any case, the new grade must be posted to the student's transcript within one year of the deadline for making up the incomplete work (including any extension, if granted). If the new grade has not been posted within this one-year time period, the student shall have one additional year in which to file an appeal with the Graduate Dean requesting that the proper grade be posted. If no such appeal is received by the Graduate Dean within this second year time period, the grade of "I" shall be changed to the pre-determined permanent grade.

The new university-wide Incomplete Contract Form that all instructional faculty will be required to use when assigning a grade of INCOMPLETE, effective with the Fall 2013 semester, is available here:

<http://www.ou.edu/content/dam/provost/documents/University%20Wide%20Incomplete%20Contract%205-23-12.pdf>. This document protects both faculty and students by documenting circumstances that led to the assignment of an Incomplete grade. We believe everyone -- faculty, students and staff -- will find the document easy to complete and very helpful. If an instructor is unable to secure the student's signature on the Incomplete Contract Form, they should notify Academic Records and submit an "N" grade. We welcome your comments and input during this first semester of use as you try out the form; we seek to make it as useful as possible.

When an instructor assigns an Incomplete, s/he must complete this fillable PDF form, stipulating the following:

Date all work must be completed and turned in (not to exceed 1 year)

Grade to be assigned if work is not turned in by this date (cannot be an I)

- reason for the 'Incomplete' grade
- description of remaining assignments
- Description of components of current grade, i.e. tests, papers, etc., and that the student is passing at the time
- procedure for student to turn in the work
- instructor comments

Please note:

- The faculty member and student must both sign/date the document so that no student will be assigned an 'Incomplete' without his/her acknowledging the action and how the course will be completed. Student signature via e-mail is acceptable. If an instructor is unable to secure the student's signature on the Incomplete Contract Form, they should notify Academic Records and submit an "N" grade.
- The instructor and student will both keep a copy of the document, which may be an electronic copy.
- The instructor will put a copy of the document on file with the department office (by way of a hard copy or an e-copy to departmental or school designated staff person) in case another faculty member has to assume responsibility for overseeing completion of the course and with the Office of Academic Records.

'Incomplete Guidelines' and 'Notes' on page 2 of the form.

#### **'Incomplete' Guidelines**

1. An Incomplete is designed for students who, through circumstances usually not within their control, cannot complete the last 10-30% of the required assignments in a course.
  - This would generally include only the final exam or a last written assignment.
  - If a student misses one or two assignments at the beginning or middle of a course, s/he should make up the work during the term or withdraw from the course and retake it.
2. If a student fails to take a final exam or does not turn in a final assignment, the instructor should award a grade calculated on the actual work completed, factoring in Zero grades for uncompleted work.
3. A student may not be failing a course at the time an 'I' grade is awarded.
  - An Incomplete is not an alternative to a grade of 'F'.
4. An instructor should not give an Incomplete without notifying the student.
  - If the student later contacts the instructor and gives a reasonable explanation for not completing the course, the instructor may change the student's grade to 'I' and allow the student time to complete the work.
5. The instructor may, at his/her option, require the student to provide written documentation of the circumstances leading to the request for an Incomplete.
6. Both the instructor and student must acknowledge the terms under which the missing work is to be completed.
  - Each party must sign the form.
  - The student and the faculty member should each retain a copy of the agreement.
  - A copy of the agreement should be put on file in the department's main office in case circumstances require that another faculty member must assume responsibility for working with the student to complete the coursework.
7. The time allowed to complete the work may not exceed one calendar year.
  - If the student has not made up the Incomplete by the end of the year, the I grade will be changed to the pre-determined permanent grade.
  - An exception to the one-year rule may be considered by student petition to the faculty member, with approval by the college dean/dean's designee.
8. An 'I' grade is neutral and will not affect the student's grade point average.
9. After a grade of 'I' has been changed to the pre-determined permanent grade, a student may enroll in the course again if appropriate or required.

#### **Notes**

1. A student may not remove an Incomplete on his/her OU transcript by taking the course at another institution.
2. A student may NOT repeat a course to complete it.
  - State Regents policy specifically forbids a student from enrolling in a course for one full year after receiving a grade of 'I' in the same course.
  - Repeating a course implies the student had more than just the final exam or term paper to complete.
3. A student may not 'sit in' a course to complete it.
  - This implies the student had too much unfinished work to receive an 'I'.
  - This is akin to auditing a course, and it is against University policy for a student to audit a course without enrolling and paying tuition and fees.
  - Exceptions may be made for small portions of the class where student participation is required to make up the incomplete work.
4. It is not appropriate to assign an Incomplete and give the student additional assignments to help raise his/her grade.
5. Instructors are highly encouraged to avoid assigning "I" grades to international students (especially reciprocal exchange).

## Proposed Incomplete 'I' Grade Change Policy – Showing Changes

This is a referral from the Academic Regulations Committee concerning a university-wide policy to convert an Incomplete grade to a permanent pre-determined grade if work not completed within one year.

Currently, if by the end of the year no change in grade has been submitted, the grade of I becomes permanent. The change in policy proposed, [beginning Fall 2013](#), would be that a grade of I will be changed to the pre-determined permanent grade if the work is not completed within one year. The grade assignment is to be indicated on the newly implemented Incomplete Contract form that all instructional faculty will be required to use when assigning a grade of Incomplete.

An "I" grade could not be indicated on the Contract as a permanent pre-determined grade, and it should be noted on the form that a grade of "I" cannot be assigned. The contract form should contain more information about the student's standing in the class, it should have a place to state that the student is passing the class at that point. Instructors are highly encouraged to avoid assigning "I" grades to international students (especially reciprocal exchange).

The consensus of the Academic Regulations Committee was agreement with the policy change, and with the contract (if fields are added for a description of the student's grade at the time, including components of the class, i.e. exams, papers, completed to date).

Recommendations noted in red (ARC), light blue (FSEC) and strikethroughs below.

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The complete OSRHE policy is available at <http://catalog.ou.edu/current/index.html>, by clicking on Office of Academic Records (Academic Standards, Grades).

I is a neutral mark and means incomplete. It is not an alternative to a grade of F, and no student may be failing a course at the time an I grade is awarded. To receive an I grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. [Beginning with the Fall 2013 semester](#), the instructor will indicate to the student and to the Office of Academic Records what must be done to complete the course and set a time limit appropriate to the circumstances. However, the time limit allowed may not exceed one calendar year. If by the end of the year no change in grade has been submitted, the grade of I **will be changed to the pre-determined permanent grade**. After a grade of I has **been changed**, a student may re-enroll in the course **if appropriate or required**. ~~Credit for courses in which a student has received an I at the University of Oklahoma cannot be transferred from another institution.~~ The foregoing time limitations concerning removal of an incomplete do not apply to graduate research ~~and graduate or~~ problem courses.

Graduate College "I." With the approval of the instructor and Graduate College Dean, a graduate student may be granted up to a one-year extension for making up incomplete work. No petitions for extensions beyond one year will be considered. After the incomplete work is made up, the instructor shall promptly report the new grade to the Office of Academic Records so that it can be posted to the student's transcript. In any case, the new grade must be posted to the student's transcript within one year of the deadline for making up the incomplete work (including any extension, if granted). If the new grade has not been posted within this one-year time period, the student shall have one additional year in which to file an appeal with the Graduate Dean requesting that the proper grade be posted. If no such appeal is received by the Graduate Dean within this second year time period, the grade of "I" shall **be changed to the pre-determined permanent grade**.

The new university-wide Incomplete Contract Form that all instructional faculty will be required to use when assigning a grade of INCOMPLETE, ~~effective with the Fall 2012 semester.~~ The form, [effective with the Fall 2013 semester](#), is available here: <http://www.ou.edu/content/dam/provost/documents/University%20Wide%20Incomplete%20Contract%205-23-12.pdf>. This document protects both faculty and students by documenting circumstances that led to the assignment of an Incomplete grade. We believe everyone -- faculty, students and staff -- will find the document easy to complete and very helpful. [If an instructor is unable to secure the student's signature on the Incomplete Contract Form, they should notify Academic Records and submit an "N" grade.](#) We welcome your comments and input during this first semester of use [semester](#) as you try out the form; we seek to ~~may~~ make it as useful as possible.

When an instructor assigns an Incomplete, s/he must complete this fillable PDF form, stipulating the following:

Date all work must be completed and turned in (not to exceed 1 year)

Grade to be assigned if work is not turned in by this date (**cannot be an I**)

- reason for the 'Incomplete' grade
- description of remaining assignments
- **Description of components of current grade, i.e. tests, papers, etc., and whether that the student is passing at the time**
- procedure for student to turn in the work
- instructor comments

Please note:

- The faculty member and student must both sign/date the document so that no student will be assigned an 'Incomplete' without his/her acknowledging the action and how the course will be completed. Student signature via e-mail is acceptable. **If an instructor is unable to secure the student's signature on the Incomplete Contract Form, they should notify Academic Records and submit an "N" grade.**
- The instructor and student will both keep a copy of the document, which may be an electronic copy.
- The instructor will put a copy of the document on file with the department office (by way of a hard copy or an e-copy to departmental or school designated staff person) in case another faculty member has to assume responsibility for overseeing completion of the course **and with the Office of Academic Records.**

'Incomplete Guidelines' and 'Notes' on page 2 of the form.

#### **'Incomplete' Guidelines**

1. An Incomplete is designed for students who, through circumstances usually not within their control, cannot complete the last 10-30% of the required assignments in a course.
  - This would generally include only the final exam or a last written assignment.
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3. A student may not be failing a course at the time an 'I' grade is awarded.
  - An Incomplete is not an alternative to a grade of 'F'.
4. An instructor should not give an Incomplete without notifying the student.
  - If the student later contacts the instructor and gives a reasonable explanation for not completing the course, the instructor may change the student's grade to 'I' and allow the student time to complete the work.
5. The instructor may, at his/her option, require the student to provide written documentation of the circumstances leading to the request for an Incomplete.
6. Both the instructor and student must acknowledge the terms under which the missing work is to be completed.
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  - An exception to the one-year rule may be considered by student petition to the faculty member, with approval by the college dean/dean's designee.
8. An 'I' grade is neutral and will not affect the student's grade point average.
9. After a grade of 'I' **has been changed to the pre-determined permanent grade**, a student may enroll in the course again **for a grade if appropriate or required.**

#### **Notes**

1. A student may not remove an Incomplete on his/her OU transcript by taking the course at another institution.
2. A student may NOT repeat a course to complete it.
  - State Regents policy specifically forbids a student from enrolling in a course for one full year after receiving a grade of 'I' in the same course.
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  - This implies the student had too much unfinished work to receive an 'I'.
  - This is akin to auditing a course, and it is against University policy for a student to audit a course without enrolling and paying tuition and fees.
  - Exceptions may be made for small portions of the class where student participation is required to make up the incomplete work.
4. It is not appropriate to assign an Incomplete and give the student additional assignments to help raise his/her grade.
5. **Instructors are highly encouraged to avoid assigning "I" grades to international students (especially reciprocal exchange).**

**NOMINATIONS FOR FACULTY SENATE VACANCIES ON COMMITTEES (May 2013)**

<b>Committee</b>	<b>Term</b>	<b>FirstName</b>	<b>LastName</b>	<b>Department</b>
Academic Programs Council	2013-16	Harold	Mortimer	Musical Theatre
Academic Programs Council	2013-16	Kirsten	de Beurs	Geog. & Environ. Sust.
Academic Regulations Comm.	2013-16	Brian	Grady	Chem, Bio & Mat Engr.
Athletics Council	2013-16	Craig	Hofford	Heath & Exer. Science
Budget Council	2013-16	Karl	Sievers	Music
Campus Tenure Committee	2013-16	Dawn	Jourdan	Reg. & City Planning
Campus Tenure Committee	2013-16	Ze'ev	Reches	Geology & Geophysics
Conflict of Interest Adv. Comm.	2013-16	Shivakumar	Raman	Industrial & Sys. Engr.
Continuing Education Council	2013-16	Randa	Shehab	Industrial & Sys. Engr.
Copyright Committee	2013-16	Peter	Kutner	Law
Employment Benefits Comm.	2013-16	Karen	Rupp-Serrano	University Libraries
Faculty Appeals Board	2013-17	Rich	Cifelli	Biology/SNOMNH
Faculty Appeals Board	2013-17	Justin	Wert	Political Science
Faculty Appeals Board	2013-17	Ola	Fincke	Biology
Faculty Appeals Board	2013-17	Friederike	Jentoft	Chem, Bio & Mat Engr.
Faculty Appeals Board	2013-17	Miguel	Bagajewicz	Chem, Bio & Mat Engr.
Faculty Appeals Board	2013-17	Bret	Wallach	Geog. & Environ. Sust.
Faculty Appeals Board	2013-17	Nick	Harm	Architecture
Faculty Appeals Board	2013-17	Changwook	Kim	Computer Science
Faculty Appeals Board	2013-17	Kathryn	Haring	Educ. Psychology
Faculty Appeals Board	2013-17	Karen	Antell	University Libraries
Faculty Appeals Board	2013-17	Michael	Kramer	Communication
Faculty Appeals Board	2013-17	Jody	Newman	Educ. Psychology
Faculty Appeals Board	2013-16	John	Jiang	Elec. & Comp. Engr.
Faculty Appeals Board	2013-14	David	Vishanoff	Religious Studies
Faculty Appeals Board	2013-14	Roland	Barnett	Music
Faculty Awards & Honors Council	2013-16	Shivakumar	Raman	Industrial & Sys. Engr.
Faculty Awards & Honors Council	2013-16	Alan	McPherson	Inter. & Area Studies
Faculty Awards & Honors Council	2013-14, complete Milton's	Fred	Shelley	Geog. & Environ. Sust.
Film Review Committee	2013-15	Liorah	Golomb	University Libraries
Fitness & Rec Serv. Adv. Comm.	2013-15	Jody	Foote	University Libraries
Goddard Health Center Adv. Board	2013-16	Kim	Marshall	Anthropology
Info. Tech. Council	2013-16	Lance	Drege	Music
Info. Tech. Council	2013-16	Elizabeth	Pober	Interior Design
Info. Tech. Council	2013-15, complete Livingood's	Al	Schwarzkopf	Management Info. Sys.
Legal Panel	2013-16	Dawn	Jourdan	Reg. & City Planning
Legal Panel	2013-15, complete Coyne's	Brenda	Barnes	Law
Libraries Committee	2013-16	Kash	Barker	Industrial & Sys. Engr.
Libraries Committee	2013-16	Bruce	Mason	Physics
Patent Advisory Committee	2013-16	Tyrrell	Conway	Micro. & Plant Biology
Research Advisory Comm. to VPR	2013-16	Hong	Liu	Elec. & Comp. Engr.
Research Council [SocSci/Educ]	2013-16	Kendra	Williams-Diehm	Educ. Psychology
Research Council [Humanities]	2013-16	Jane	Wickersham	History
Research Council [Fine Arts]	2013-16	Sanna	Pederson	Music
Rita Lottinville Prize for Fr. Comm.	2013-16	Aparna	Mitra	Economics
ROTC Advisory Committee	2013-16	Christopher	Sadler	Drama
Shared Leave Committee	2013-16	Jaymie	Turner	University Libraries
Student Code Revision Comm.	2013-14	Jeffrey	Wilhite	University Libraries
Student Conduct Hearing Panel Pool	2013-15	Marc	Levine	Anthropology
Student Conduct Hearing Panel Pool	2013-15	Christopher	Sadler	Drama
Student Conduct Hearing Panel Pool	2013-15	Lucas	Bessire	Anthropology
Student Conduct Hearing Panel Pool	2013-15	Dawn	Jourdan	Reg. & City Planning
Student Conduct Hearing Panel Pool	2013-15	Deniz	Eseryel	Educ. Psychology
Student Conduct Hearing Panel Pool	2013-15	Lisa	Frey	Educ. Psychology
Tobacco & Park. Viol. App. Comm.	2013-14, complete Livingood's	Barbara	Greene	Educ. Psychology



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

Academic Programs Council, Academic Regulations Committee, Athletics Council, Budget Council, Campus Tenure Committee, Continuing Education Council, Employment Benefits Committee, Environmental Concerns Committee, Film Review Committee, Legal Panel, Libraries Committee, Patent Advisory Committee, Research Council, Retirement Plans Management Committee, Rita Lottinville Prize for Freshmen Committee, ROTC Advisory Committee, Scholars Selection Committee, Speakers Bureau, and the Tobacco & Parking Violation Appeals Committee.

***Faculty Senate Standing Committees:***

Committee on Committees	2013-16	S.	Lakshmivarahan	Computer Science
Committee on Committees	2013-16	Jody	Foote	University Libraries
Committee on Faculty Comp.	2013-16	Donna	Nelson	Chemistry & Biochem.
Committee on Faculty Welfare	2013-16	Chris	Ramseyer	Civil Engr. & Env. Sci
Committee on Faculty Welfare	2013-16	Aparna	Mitra	Economics
Faculty Dev. Awards Comm.	2013-15	Mohammed	Atiquzzaman	Computer Science
Faculty Dev. Awards Comm.	2013-15	Laurel	Smith	Geog. & Environ. Sust

# Human Resources

Faculty Senate

May 6, 2013

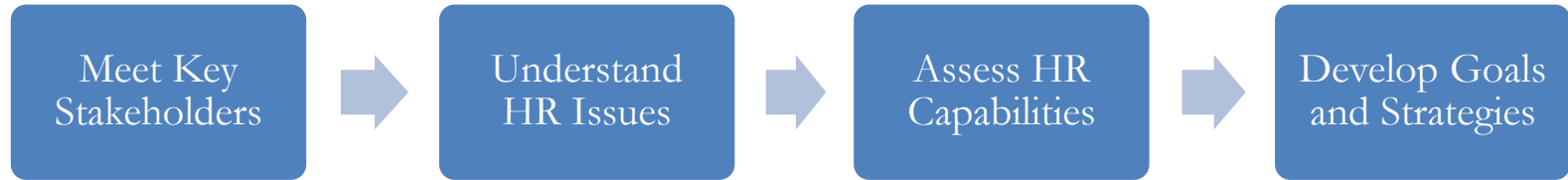


# Outline

- Welcome to OU
- HR Priorities and Activities
- Benefit Update
- Vision for HR



# First 90 Days



- Business Goals?
- Workforce?
- Talent Gaps?
- Change?
- Role of HR?

- Recruitment
- Retention
- Bench Strength
- Demographics
- Compliance

- Organization
- Processes
- Technology
- Experience
- Competencies
- Metrics

- Mission
- Workforce Strategy
- Talent Acquisition
- Comp/Benefits
- Service Delivery
- Training
- HR Systems



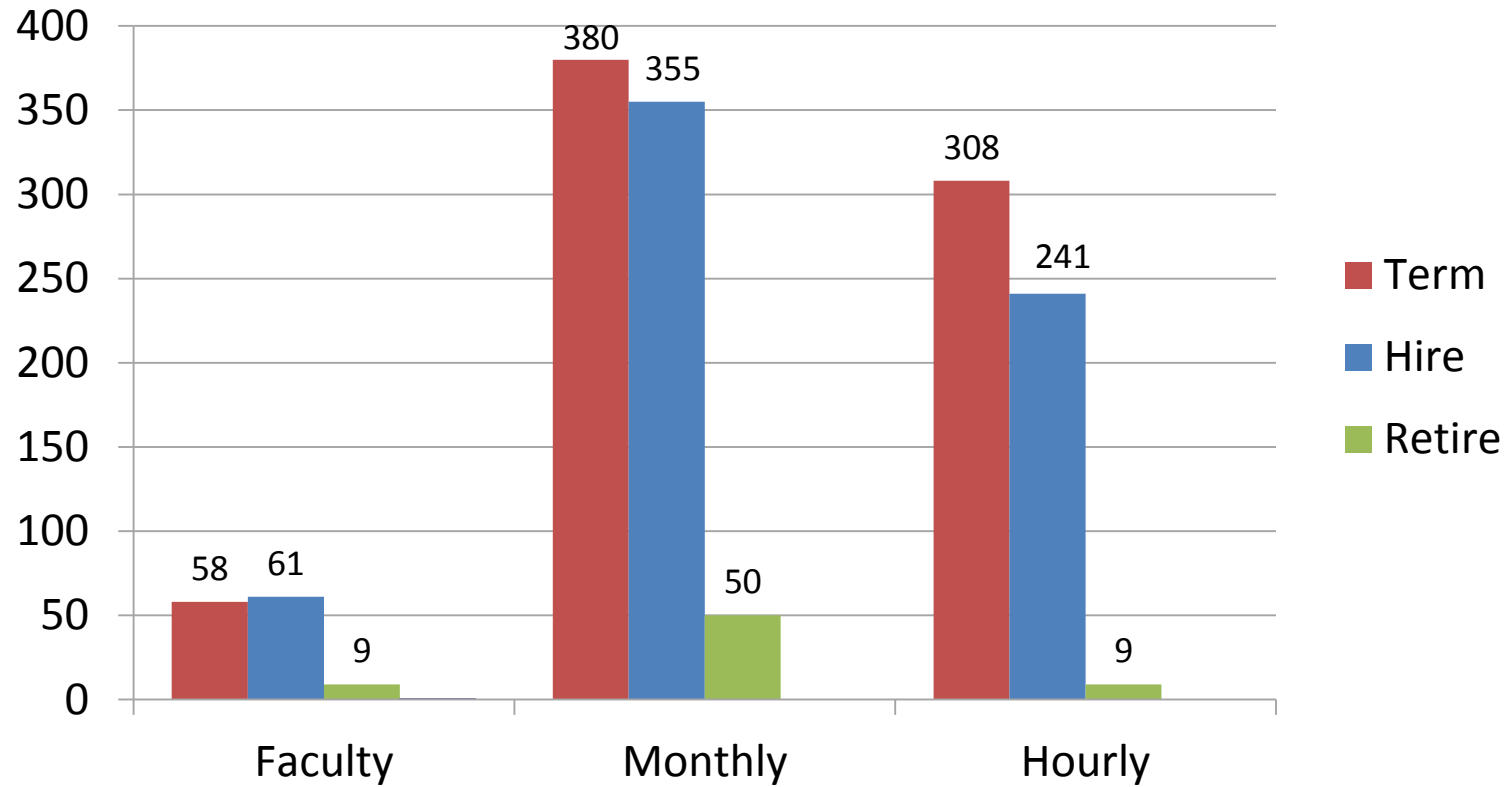
# Feedback and Observations

- Recruiting and Onboarding
- Benefits Administration (Retirement Planning)
- HR Service Delivery
- Supervisory Training
- Data and Analytics

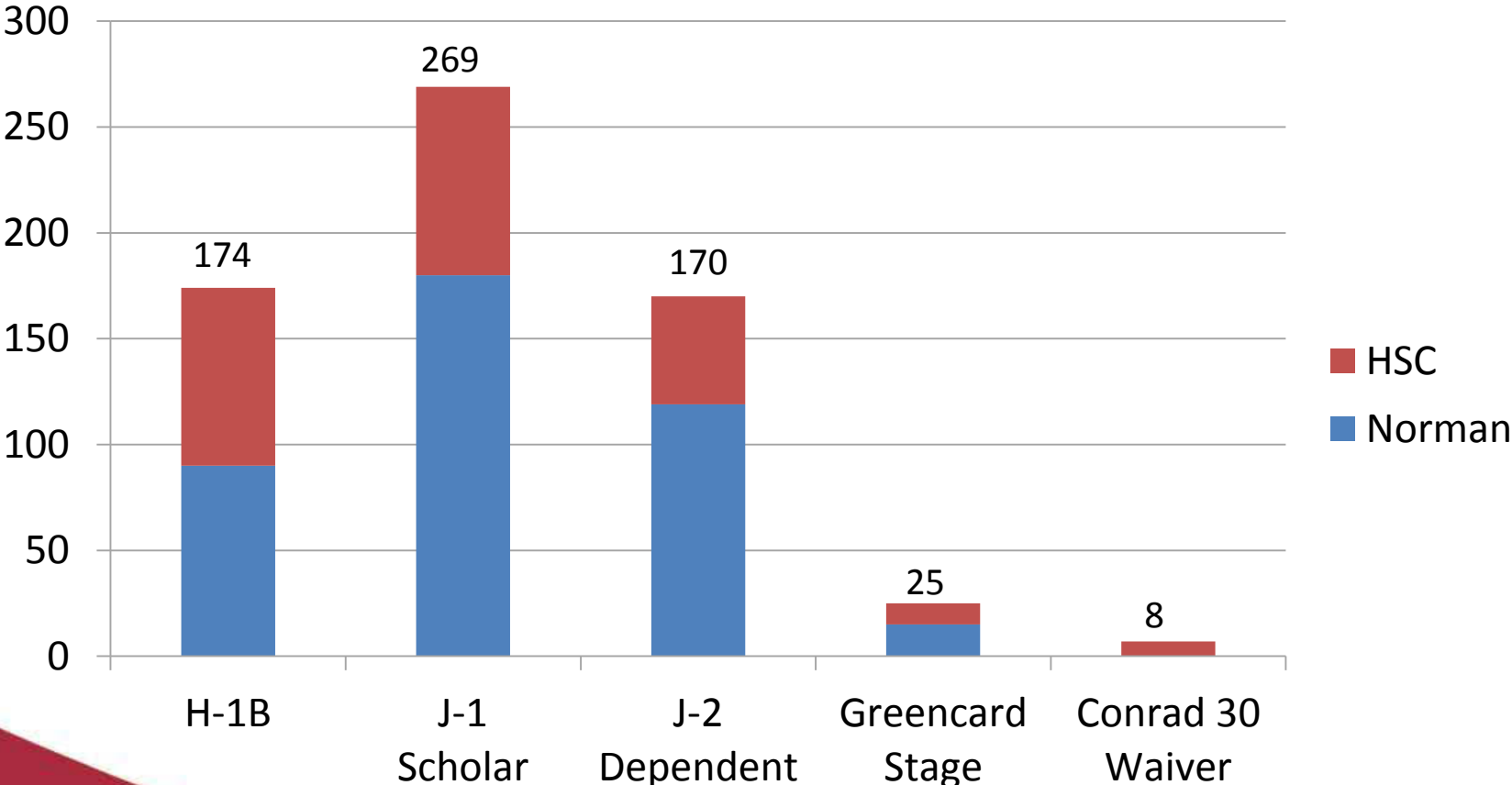


# 2012 Employment Activity

## Norman Full-Time Employees



# International Services



# Affordable Care Act – Key Provisions

- Individuals must have minimum essential coverage or pay a penalty when filing their federal income tax return unless the group health plan is not affordable.
- Employers must offer minimum essential coverage and affordable health care to 95% of full-time employees and their dependent children or pay a shared responsibility penalty
- Employees may be eligible for premium assistance tax credit if the group health plan is not affordable or fails the minimum value test.



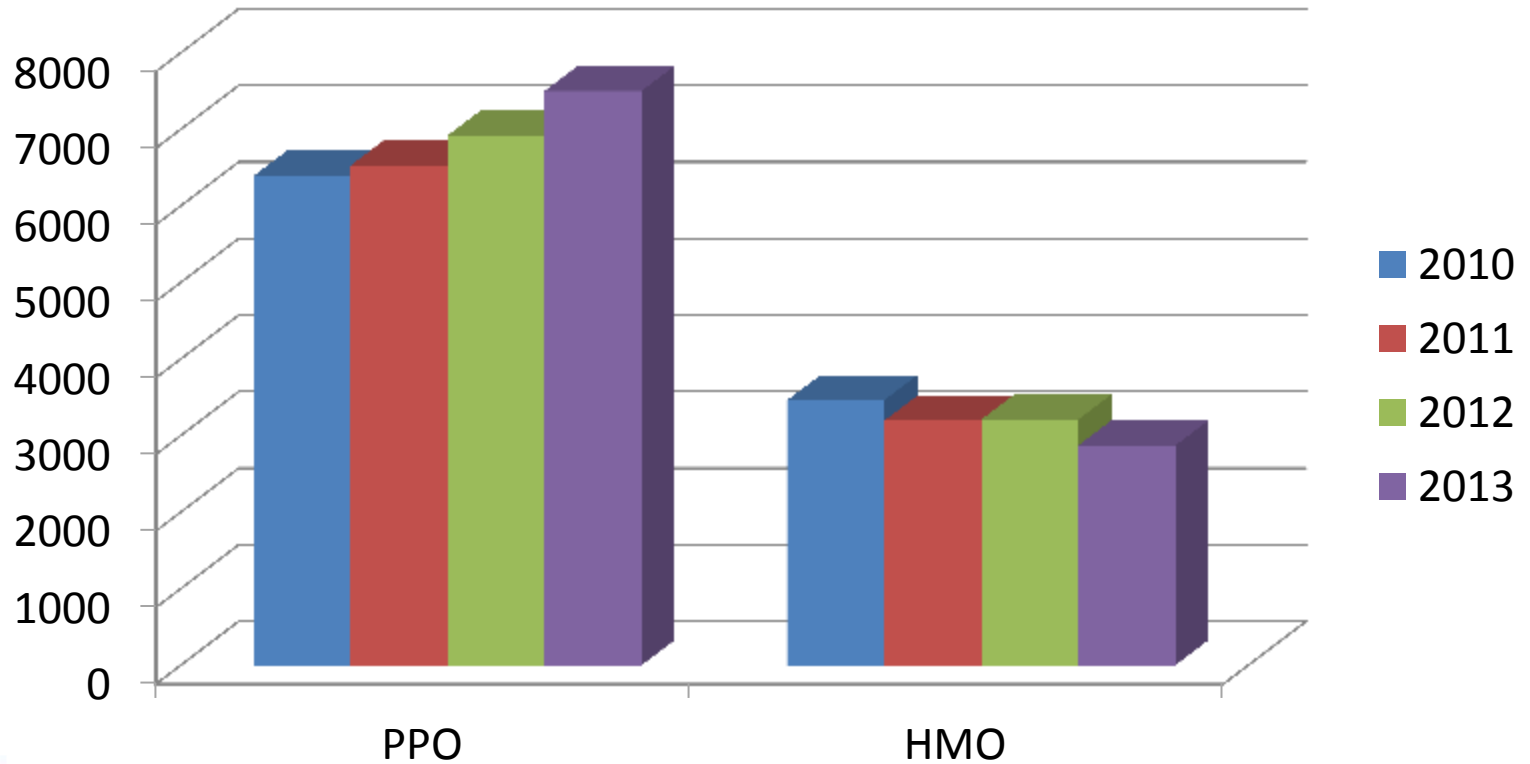


# ACA – Taxes and Fees

- Comparative Effectiveness Fee
- Transitional Reinsurance Program Fee
- Federal Tax on Insured Plans
- Excise Tax for High-Cost Plans (effective 2018)

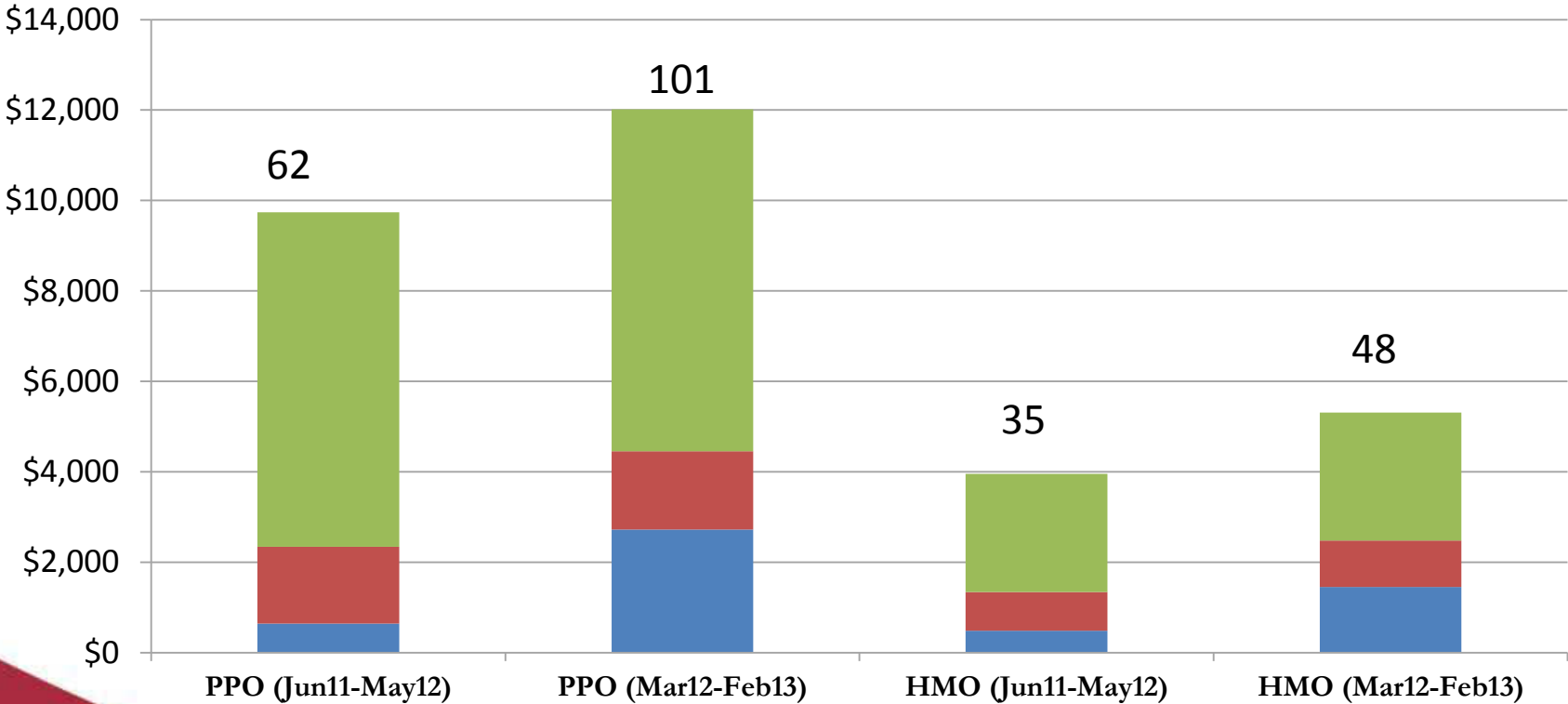


# Medical Plan Enrollment



# Large Medical Claims

■ \$50-\$75 ■ \$75-\$100 ■ \$100+



# Wellness Programs

- Biometric Screenings
- Weight Watchers at Work
- Health Education Seminars
- Tobacco Cessation
- Employee Assistance Program
- Group Fitness Activities
- Flu Vaccination Clinics
- Mobile Mammography
- Campus Outreach
- BCBS Services



# Vision for HR

- Understand and support OU's mission
- Attract and retain critical talent
- Deliver high quality services
- Use technology to improve transactional processes
- Provide timely and reliable information
- Comply with changing regulations
- Build collaboration and teamwork



# Human Resources Organization

Les Hoven  
Chief Human Resources Officer

