

Senate Minutes April 18, 2019

Members present: *Aloi, AlSalman, Ball, Battle, Baxa, Berven, D., Berven, K., Bowe, Chaudhry, Cheezum, Cheng, Clark, Corcoran, Craig, Daniel, Debnath, Dereski, Doherty, Eis, Estes, Fox, Garfinkle, Giberson, Havstad, Hranchook, Knox, Latcha, Lentini, Long, Lucarelli, Mazzeo, Meldrum, Mezwa, Mitchell, Navin, Parkash, Rigstad, Roth, Townsend, Tracy, Weiter, Welling, Wells*

Members absent: *Chamra, Didion, Dulio, Edrisinha, Fiblin, Gooren, Guessous, Ibrahim, Insko, Kleinschmidt, Lauer, Law-Sullivan, Margerum-Leys, Meehan, Megee, Mitten, Reger, Stone, Van Til, Wadsworth*

Summary of Information and Action Items

INFORMATION ITEMS

Program Modifications approved by Graduate Council

PhD in Reading Education changing program name to Literacy, Culture and Language

MS in Information Systems in SBA creating certificate in Information Security Management

MA in Biology to remove Bio 5995 as a required course but allow 8 credits of the course to meet degree requirements and allow any lecture based grad bio course to count to the degree

Program Modifications approved by UCUI

BS in Actuarial Science in Dept of Math and Statistics in the CAS and Dept of Economics in SBA adding COM 2000 or COM 2403,; changing the accounting and finance requirements; adding ACS 4660 and removing FIN 3600; removing ACS 4550; PM 2555; adding STA 2559 and APM 4334; adding a Financial Derivatives requirement

International Minor in SBA adding two additional courses to requirements and reducing number of electives

Entrepreneurship Minor in SBA reducing the number of credits from 15 to 12 for business majors and from 23 to 15 for non-business majors

Business Analytics Minor in SBA adding to the selection of courses to meet requirement and changing the minimum grade from 2.0 to C-

BA in Writing and Rhetoric in Dept of Writing and Rhetoric in the CAS to remove requirement for a student to complete a track

BS in Wellness, Health Promotion and Injury Prevention and Master of Public Health in the SHS approved by Grad Council and UCUI to create a combined Bachelor-Masters program

MS in Information Technology Management and BS in Management Information Systems in the SBA approved by Grad Council and UCUI to create a combined Bachelor-Master's program

President's Updates

Grading Issues
Provost's updates

ACTION ITEMS

Old Business

Motion postponed from the Gen Ed Committee to change the Gen Ed requirement from 40 credits

Motion approved to create an ad hoc committee on Diversity, Equity and inclusion

New Business

Motion from the Academic Conduct Committee to change the term of appointment from two-year to three-year terms

Motion from the Steering Committee to revise the Senate policy on exams during the final week of classes

Motion approved for the Senate to recommend to the President and the BOT a BS in Nutrition in the SHS

Provost Lentini called the meeting to order at 3:10 P.M.

A. INFORMATION ITEMS

- Provost Lentini asked if there were any questions concerning the Program Modifications listed above and there were none.
- President Ora Pescovitz was present with Dr. Song Yan (OIRA) to provide an update. President Pescovitz introduced the senators to the dashboard being developed by Ms. Yan showing metrics of the Strategic Plan goals and said that she considers the development of metrics to measure the goals of the Strategic Plan a number one priority. She reminded senators that since her arrival, the Mission statement has been improved, a Vision statement has been created, and a fourth goal has been added to the existing Strategic Plan for which there will be a dashboard that shows the goals, the sub-goals and the targets of each of the four goals, as well as the percentages that have been accomplished to get to the target. She noted that the most mature strategic goal is student success, whereas the other three goals are less mature, have fewer metrics, and need to be more specific both with metrics and targets. Regarding the goal of research, there is a major initiative going on now and a Strategic Planning retreat this summer which she hopes will provide more specific metrics. In the research category, goals include to increase creative and scholarly work space and other support; to accommodate faculty and student need; to increase research office staffing; to increase the number of tenure-track and tenured faculty who are engaged in research; to increase the university's research and development expenditures; to support the university's growing research agenda, and to increase undergraduate student participation in research. Concerning the goal of engagement, she noted that the overall goal is to serve the community through expanded community relationships and increasing the institutional reputation, visibility in the community, the amount of participation by students in service learning and community engagement, experiential learning, continuing education, enrollment in off-campus locations as a few examples, all of which can be measured using the dashboard. With respect to the fourth goal of diversity, equity

and inclusion, she emphasized the importance of OU to be the university of choice for under-represented minorities and women, and in addition, it is important to be able to measure whether we are improving in this area. She accentuated the level of sophistication of the dashboard, as an example showing students enrolled from Fall 2008 to Fall 2018 by gender, race and ethnicity, overall as well as by School. She remarked that she was quite surprised to see rather significant differences in these statistics across the Schools. She noted that the metrics show that the student population is quite diverse, but with the faculty and staff there is a longer hill to climb because although statistically these groups are not less diverse in the last five years, they are also not more diverse. She summed up by saying that in order to make progress, it is important to be able to measure, and with this dashboard, there is now an agile tool. She said she hopes people to weigh in and help with their ideas on how to improve the dashboard.

Mr. Garfinkle referred to the goal of improving faculty/student ratio which he observed is as good as it is now because it is bargained for in negotiations and is part of the faculty contract. He asked whether the administration's negotiating team would be instructed not to resist efforts to improve the faculty/student ratio at the next negotiations. President Pescovitz replied that she is aiming for strong ratios but said she was not prepared to discuss contract negotiations at this meeting. Destinee Rule (new student body president) expressed concern that if this dashboard is also geared for students, she thought the graphs are difficult to read. She suggested that providing definitions of terms like FTIAC and URM would be helpful for understanding the graphs. She asked if there could be links from the dashboards to offices where more information could be found. She wondered if the information about enrollments could be provided for all of the goals with all of the Schools. She also suggested changing some of the language of 'gender' and 'sex' in the metrics. She asked why there are not metrics for Middle Eastern students who she thought were probably among the 80% listed as Caucasian. President Pescovitz said these were good suggestions, and stressed that when the dashboard is ready to roll out, it will be available to students, faculty and staff and would also be on the President's website which is a public website.

- Ms. Westergaard and Ms. Hitt were present to provide an update on the new grading scale. Ms. Hitt said that at an open meeting held by the Honors College, there were students who expressed their concern about the 4.0 grade. She said that one thing that came out in the meetings was that in the past in some classes, a student who did perfect or practically perfect would get a 4.0, and a student who did excellent but not quite perfect could get a 3.9 or a 3.8, which were also high grade points. But students are now complaining that in the new system, a student who does excellent but not completely perfect can now get an A- in some classes which is a lower grade point equivalent, and so they are worried that the change from the numeric to the alpha scale will have a negative impact on their grade point average. Ms. Westergaard said that another concern heard was that students were not sure what grades they needed to get in their class in order to meet their degree requirements. She pointed out that there are many active catalogs both at the graduate and undergraduate level and she encouraged all faculty to be engaged in the process of ensuring that their own grading manner results in accurate outcomes. Mr. Tracy said that he doesn't think students understand that for medical and graduate schools in the old system, 3.6-3.9 were all re-evaluated as an A-, and 3.5 was a B+, 3.3-3.4 was a B, 3.0-3.2 were B-, etc. He said that now students when they apply will have a

better idea how their grades will be re-evaluated. He also said that it creates problems trying to go from the old system to the new system when thinking about grades, and it is better just to think in the new system. Mr. Garfinkle said he hoped there was no pressure on faculty to do anything but grade students according to how students do, and not according to degree requirements. Mr. Berven said that he suspects that the majority of students who are concerned are not going to graduate or medical school, but are students who are seeing their grade point average go down with the new system. Ms. Hitt said that her data from last semester shows that there is no evidence that students' grade point averages are lower with the new system. Mr. Cheng asked if Ms. Hitt has shared this data with the students and she said she had. Mr. Navin pointed out that the catalogs are all shot through with the previous grading scale and so departments need to change their wording about what is considered to be good standing and get rid of the old grading system. Ms. Westergaard said it is very important for faculty members to be clear as to how they will be grading so that students know what is an A, A-, etc, in each class, whether this is with percentages or some other way. She also observed that there were a fair number of syllabi this year that still had the old grading system on them, and that has to be changed.

Provost's Updates

- Provost Lentini noted that Commencement was coming up and encouraged faculty to attend.
- He announced that there would be a forthcoming Strategic Enrollment Management Open House coming up on May 8 in the Gold Rooms from 1:00-4:00. This event will provide an opportunity for people to provide input into the SEM plan. He emphasized that they want to set informed targets in the SEM plan, and want to find the best strategies to accomplish them. He said it is not only about recruiting freshmen, but also about transfer students, international students, stop-out students—which he said are students who went to college and stopped, thus not graduating. He explained that there are 690,000 stop-outs in the tri-county area and some of those students have only two classes to go, and the analysis shows that they did not finish anywhere else. He noted that they have identified about 6000 students in this category with whom it would be worth communicating to find out what happened, and to see if they could be brought back for completion, and to find out what kind of help they might need for this to happen. He added that enrollment is a matter that should concern everyone, and is a key factor is our ability to retain students. He encouraged everyone to participate in the SEM process.

B. Approval of the Minutes of March 21, 2019

The minutes of March 21, 2019 were approved with one correction which is the spelling of Elissa Slotkin's name.

C. OLD BUSINESS

1. Motion from the General Education Committee to change the General Education requirement from 40-credits

MOVED that the Senate approve changing the General Education Requirement from a requirement to complete 40 credits across 10 knowledge areas to completing the General Education requirements, including a course of three or more credits in each of the knowledge areas.

Mr. Navin expressed concern that although his recollection was that this motion was intended to better serve transfer students, it would have much broader consequences as stated, and in the context of changing 4-credit courses to 3-credit courses at OU, could cause a radical change of 25% fewer Gen Ed credits for students presently enrolled, not just transfer students. He saw this as a very fundamental change to an important part of how the university runs its programs. Ms. Hitt and Ms. Westergaard clarified that this would help transfer students, but it would also help other students who would take Gen Ed credits somewhere else to satisfy the requirements at OU, and thus open up opportunities to take other courses to achieve their needed credits for graduation.

Mr. Navin said he sees this as two separate topics, and he was in favor of helping transfer students but thought it was necessary to discuss further what could be a 25% reduction in the Gen Ed program with this change. He then introduced an amendment to the motion as follows:

To change the Gen Ed requirement for transfer students such that 3-credit courses that would satisfy the General Education requirements for 4-credit courses shall be treated as 4-credit courses for the purposes of the General Education requirement. So if you take a 3-credit course somewhere else and want to transfer it in, we will for the purpose of General Education count it as a 4-credit course, or 1/10 of the 40 that are on our books.

He stated that for the purpose of our own students, they should still have to take 40-credits, but he thought we should leave it to a future time because maybe the benefits are there to reduce the credits of Gen Ed but there needs to be a broader discussion about this radical change.

The amendment was seconded by Mark Rigstad.

Mr. Rigstad noted that his department already accepts 3-credit courses taken elsewhere as 4-credit Gen Ed courses for transfer students. Ms. Westergaard added that the catalog already states that 3-credit courses taken elsewhere can count for Gen Ed credit at OU. Mr. Lentini asked if this motion would therefore be redundant. Mr. Navin replied that it is not redundant because a 3-credit course will be treated as a 4-credit course. Mr. Tracy spoke against the amendment because he said that if we decide to go to 3-credit courses in Gen Ed, only then should we talk about what we want to do. He said maybe instead of having 10 Gen Ed classes we will have 12, but he was concerned that the amendment was already trying to foretell what we would be doing in the future. Mr. Cheng spoke against the amendment saying that he could imagine students who would figure out that they would be able to satisfy their Gen Ed requirement more easily at another university than at OU unless this change of the original motion is made, and so students could easily decide to go get their education elsewhere. Mr. Debnath also spoke against the amendment, indicating that giving 4-credits for a 3-credit course taken elsewhere does not seem like a good idea. Mr. Lentini reminded senators that the original motion had been approved by the Gen Ed Committee. Mr. Long expressed his concern that we had come here today for a second reading on a motion, and now we have a new motion that changes significantly the motion that we are supposed to vote on for the second reading, and so he questioned whether this is an amendment or a new motion. He said that a new motion would be out of order while a motion is pending and the problem is that if this is going to be changed, it needs to be taken back to our colleagues to talk about it because there is a significant change here and there has been no chance to

discuss. He suggested that the Senate should vote on the original motion and if it is voted down, then a new motion can be made. But he added that if it is voted up, then we are done. Ms. Westergaard asserted that if the idea is to award 4-credits for 3-credit courses, she would definitely want to go back and discuss that with her team. Mr. Berven said that if 4 credits are given to students for taking a 3-credit course elsewhere, he would predict that students would also want to transfer 3-credit courses in their major to count as 4 credits because they can do it in Gen Ed. There was considerable concern about the amendment, and lengthy discussion about the ramifications of the proposed change. Mr. Lentini pointed out that the motion could be withdrawn. Mr. Latcha (parliamentarian) said we could postpone the original motion to the next meeting, but it is still amended. With the idea of postponement, Mr. Navin withdrew his amendment and Mr. Rigstad withdrew his second. The original motion was then postponed by consensus.

2. Motion from the Steering Committee to create an ad hoc committee on Diversity, Equity and Inclusion in support of Strategic Plan Goal 4.

***MOVED** that the Senate create an ad hoc committee on Diversity, Equity and Inclusion in support of Strategic Plan Goal 4.*

The motion was approved unanimously.

C. NEW BUSINESS

1. Motion from the Academic Conduct Committee to change the term of appointment from two-year to three-year terms.

***MOVED** that the Senate increase the term of membership for the Academic Conduct Committee from two years to three years. (Daniel, Eis)*

Mr. Hurst was present to explain that this change will help with the increased flow of academic conduct cases to reduce the burnout of the chairs of this committee. He said their responsibilities have increased with the increased number of cases. He noted there would be a staggered approach, and a member could be a chair the second year, and then would go back to being a member in the third year which would help the committee. Mr. Tracy said that this should not be started now with the people who signed up for the committee because they will have volunteered thinking it would be a two-year appointment. Mr. Rigstad suggested that the implementation could be staggered and done internally by the committee.

Mr. Tracy moved to waive the second reading. Mr. Rigstad seconded the motion.

The motion was approved unanimously.

The original motion was approved unanimously.

2. Motion from the Steering Committee to revise the Senate policy on exams during the final week of classes.

MOVED that the Senate approve a revised policy on examinations during the final week of classes.
(Tracy, Aloji)

Nivedita Mukherji, Associate Dean of SBA, was present to discuss this change. She said that in her role as Dean there are complaints often from students that a faculty member gave an exam during the final week of classes. The complaints would be made to the Provost's office, and faculty members never appreciated being contacted by the administration about not following this policy. Most often, it turns out that what is being given is a routine exam or a quiz. The change to the new policy is intended to clarify that no final exam should be given during that last week, but that regular quizzes and chapter tests would be acceptable. She added that the time spent in class during the final exam week is actually part of the calculations needed for the minimum number of hours to be spent in the classroom according to the regulations of the Department of Education. Ms. Hitt noted that faculty members are supposed to hold a session during final exam week, even if it is not to have a final exam. Destinee Rule said that students like the last week to be without quizzes or exams because the end of the semester is stressful and having a policy that there would not be tests or quizzes has given them a relief from stress. Ms. Bowe said she wanted to honor the comment of the students about mental health, but at the same time regular weekly quizzes are part of the learning process and should be allowed during the last week of classes. Mr. Garfinkle questioned whether both the existing policy and this new policy are actually both in conflict with the principles of academic freedom according to which a professor should run a class as he sees fit. Mr. Berven suggested adding lab practical to the list of acceptable tests that would be allowed according to the new policy. Mr. Navin noted that the final exam period is bargained in the contract and therefore is an expression of academic freedom through the bargaining unit. Mr. Debnath commented that we run sessions in the summer of different lengths, but noted that the motion does not take into account these sessions, and he suggested that the Registrar would be able to provide that information.

3. Motion from the Steering Committee to recommend to the President and the Board of Trustees a Bachelor of Science in Nutrition program in the School of Health Sciences.

MOVED that the Senate recommend to the President and the Board of Trustees a Bachelor of Science in Nutrition Program in the School of Health Sciences.

Amy Lynch made a presentation about the development of and need for this new Bachelor of Science in Nutrition degree. Mr. Tracy expressed his approval for the good work the writers of the proposal had done on the budget.

Mr. Baxa moved to waive the second reading. Ms. Mitchell seconded. The motion was approved unanimously.

The original motion then was approved unanimously, and Ms. Lynch was given a round of applause.

4. Procedural Motion to Staff the Ad Hoc Committee on Diversity, Equity and Inclusion.

The motion was approved unanimously.

5. Procedural Motion to Staff Senate Committees

The motion was approved unanimously.

D. GOOD AND WELFARE

Mr. Tracy moved that there should be a May meeting since there is unfinished business. Ms. Eis seconded the motion. The motion was approved very quietly, but unanimously. The date for the meeting will be May 9.

E. ADJOURNMENT

The meeting was adjourned at 5:00 P.M.

Respectfully submitted,
Dikka Berven (secretary)