

Senate Minutes

Thursday, October 17, 2024

Members present: *Al-Shabrawey, Arnold, Ball, Barry, Battles, Benault, Boruff-Jones, Carver, Liu, Dinda, Edrisinha, Eis, Glover, Goble, Golinski, Buessous, Hansen, Hartmus, Hay, Keifer, Kies, Knox, Kobus, Kondratek, Landolt, Latcha, Lehman-Pace, Ligocki, Margerum-Leys, Miller, Mitton, Naus, Olawoyin, Ostergaard, Rawashdeh, Reger, Rodriguez, Rutledge, Shesko, Stanton, Tilashalski, Trivedi, Wadsworth, Wasserman, Wendell, Wenz*

Members absent: *Aloi, Baxa, Brumer, Bzhetaj, Carey, Carpenter, Chamra, Coleman, Corcoran, Craig, Garcia, Gemechu, Insko, McMillon, Merchant, Pierce, Tiegs*

In the absence of Interim Provost Kevin Corcoran, Associate Provost Banes-Berceli called the meeting to order at 3:10 P.M.

SUMMARY OF INFORMATION AND ACTION ITEMS

INFORMATION ITEMS

- 1.1. Graduate Program Modifications
None
- 1.2. Undergraduate Program Modifications
None
- 1.3. Combined Graduate and Undergraduate Modifications
None
- 1.4. Uwill
- 1.5. Mental Health Committee Update
- 1.6. Diversity GESLO: Addition of Disability
- 1.7. Academic Calendar Development Committee Update
- 1.8. Senator Updates for Fall 2024
Julia Rodriguez (UL) for Dominique Daniel (UL)
- 1.9. Update the Senate Committee (Co)Chairs for 2024-2025 the Senate Record)
- 1.10. Provost Updates

ACTION ITEMS/NEW BUSINESS

- 1.11 Procedural Motion approved to staff faculty on Senate Standing Committees.
- 1.12 Motion approved to change the University Senate Community Engagement Committee charge to include “manage the university’s community engagement awards process”.

1.13 Motion made to change the University Senate Faculty Diversity, Equity and Inclusion Committee charge as outlined and reduce its membership.

1.14 Motion made to adopt the OU Classroom Recording Policy

INFORMATION ITEMS

1.1-1.3 There were no program modifications for this meeting.

1.4 Uwill: Dean Michael Wadsworth was present to explain that Uwill is a mental health response crisis for students that was launched last winter with the 24-hour crisis line. He said that this year they have added a tele-therapy session service. He said that each OU student has 3 free sessions which he said has great potential to help alleviate mental health crises that students are facing.

1.5 Mental Health Committee Update: Susan McCarty (Co-Chair of mental health committee) was present for the update on mental health programming. She said that there has been a significant increase in demand and severity with four hospitalizations this semester. She stated that they will be bringing back all 3 part-time positions to deal with the demand, adding that they are currently running 9 weekly support groups, of which the newest entitled ‘Neurodivergent Support Group’ will start October 23. She noted that they have a new Recovery Coordinator in SEHS Counseling, and the clinic has openings for 10-20 for clients this semester. She noted that there is currently no wait list—a registration link is available on their website. She said there is assistance for students who are not in crisis, a support group for first generation students, a CNS Internship fair and a Study and Coping Skills training for students, as well as the RecWell and Healthy Campus initiative.

1.6 Diversity GESLO: Addition of Disability: Joe Reger represented the Disability Awareness Committee to say that they would like to add the word ‘disability’ to the Gen Ed literacy statement.

1.7 Academic Calendar Development Committee Update: Mike Latcha and Tricia Westergard provided a detailed explanation of the intricacies and complexities of the Academic Calendar being addressed by the ten-member ACDC whose focus is to educate the campus about how the academic calendar is created. There are restrictions such as:

1) There are Federal Guidelines that OU must adhere to including: There must be 30 weeks of instruction time over 2 semesters which make up the academic year. A semester must be at least 14 weeks, which may include a week of exams; a week of instruction is any portion of a week so if there is one day of instruction or one day of exams, that is a ‘week’. The remaining summer can be scheduled as needed. She said the Federal guideline does not specify credit and contact hours.

2) There are additional OU calendar requirements, such as: First day of classes must begin at 7:30 AM; the last day of final exams marks the last day/end of the semester; the semester includes one study day prior to the start to final exams and at least one business day between the end of a semester and the beginning of another semester; there is at least one week between

the end of a semester and the start of the next semester; there are holiday observances, university breaks and recess periods that need to be taken into consideration.

3) In addition, there are also AAUP contractual constraints of which she gave examples: The semester is limited to a maximum of 16 weeks. The winter semester must start after New Year's Day and ends no later than April 30. She said that when you start adding up all that has to be done, the fact that there are 365 days in the year and 52 weeks, seems not to be enough—she added humorously that ideally there would be 57 weeks to make it all work.

She noted that the ACDC committee has created a perpetual calendar model which does not match the official OU 2024 calendar because there were some contradictory requirements. The ACDC members are working to establish a set of rules that would apply to all years and could be under consideration in the future. Their calendar shows how the pieces fit together and deals with the guidelines that they have to follow and what the consequences and limitations are.

Mr. Latcha then provided further explanations of the perpetual calendar with an Excel sheet to show that for 25 years, OU has modeled summer as essentially the same length as fall and winter in terms of instruction day. He noted that typically in almost every semester, Mondays get shorted because many holidays fall on Mondays. Concerning days off and breaks, they have been asked about a one-week break in the Fall, taking election day off, taking the Wednesday before Thanksgiving off. Questions considered by the committee abound: Should there be equal number of instructional days of week? In the winter semester, should there be a later start date in January? Should we keep the week long break in the Winter? Should we keep the 16 week semester? Should we keep the two 8-week Summer sessions? Should we observe Juneteenth, and how? Should there be equal number of instructional days of weeks in all semesters? Do we need 3-hour blocks for the final exam schedule? Might we have to start earlier? Might we have to end the semester later?

Ms. Westergard then stated the need to prioritize, taking into account the challenges. She said the ACDC now needs feedback from faculty and staff so there will be Town Hall meetings, visits to departments, and a survey for the campus community.

Mr. Dulio thanked the ACDC and asked which election days they might consider for a day off: General election day? Primary Day? March elections, and he asked what about in the odd years? He said he doesn't see a need for a day off for because it is easy to vote in Michigan with early voting and absentee ballots. Ms. Guessous said she would like to push for having a real fall break for the students because presently there is just a Friday off and many students don't have Friday class. She said she would advocate for two days off, possibly a M/Tu or Thu/Fr, because students get burned out and by the time Thanksgiving comes around, it is too late. She added it might make sense to start the winter break on Tuesday instead of Monday to recover that lost Monday. Mr. Latch replied that all suggestions can be considered, but they all have consequences—for example, we could start classes a week earlier in the Fall to have a week off; we can start the Winter semester later to extend the December break (which would cause the Summer semester to start later).

1.8 and 1.9 SENATE UPDATES: Associate Provost Banes-Berceli updated Senators on Senate committee co-chairs, as below:

Academic Computing Committee

Alexey Tonyushkin & Amartya Sen, Co-Chairs

Campus Development and Environment Committee

Tom Raffel and Amy Banes-Berceli, Co-Chairs

Experiential Learning Committee

TBD

Faculty Diversity, Equity and Inclusion Committee

TBD
General Education Committee
Liz Shesko, Co-Chair
Service Learning Committee (subcommittee of Experiential Learning Committee)
TB

1.10 PROVOST UPDATES: Associate Provost Banes-Berceli said there are now four finalists who are being invited to campus for the Provost search. Interviews will start in the first week of November (a week later than had previously been announced). Interim Provost Corcoran wanted to express his appreciation to the members of the committee who have been doing the search work. Ms. Banes-Bercele said that faculty should watch their inboxes to be sure to come and participate in the process as well as fill out the surveys.

B. APPROVAL OF THE MINUTES from September 19, 2024

The motion was made to approve the minutes of September 19, 2024 (Battles, Guessous).
The motion was approved (36 yes, 0 no).

C. NEW BUSINESS

1.11 PROCEDURAL MOTION to staff faculty on Senate Standing Committees.

MOVED that the persons below be appointed to the committees designated (Battles, Guessous):

Academic Conduct Committee

David Morrow (SON) 2022-2025 Term for Ellen Gajewski (SON)

Campus Development and Environment Committee

Brendan Kredell (CAS) for SON vacancy for 2024-2025 Term

Experiential Service Learning Committee & Service Learning Committee

Greg Bartley (SEHS) 2024-2025 for Tanya Christ (SEHS)

General Education Program Revision Ad Hoc Committee

Tracey Chan (SON)

Honorary Degree Committee

Jeff Youngquist (CAS) 2024-2025 Term for Goulan Yang (CAS)

Teaching & Learning Committee

Yvonne Kasine (SON) 2024-2027 Term for Margaret Harris (SON)

The motion was approved: 36 yes, 0 no,

1.12 SUBSTANTIVE MOTION from the University Senate Community Engagement Committee to update its charge to include the management of the university's community engagement awards process to directly support the strategic goal of the university to be a community engaged institution. (David Dulio)

MOVED to change the University Senate Community Engagement

Committee charge to include “manage the university’s community engagement awards process.” (Wasserman, Rutledge)

First Reading: Amendable, debatable eligible and not eligible for final vote at this meeting

Dave Dulio explained that this change was requested to reflect what the Committee actually does. He said that the committee has been struggling with defining their charge, and figuring out what they could actually do for the campus community. They are asking to eliminate a couple of items within the charge that are nebulous in order to substitute them with new ones. He noted that there have been concerns shared by committee members who have varying interpretations of the current charge according to which he said it was hard to identify who on campus was doing what. They want to avoid duplicating work already being done by other campus groups and offices. If approved, the new charge would not require as many members and would be down from 17 members to 9. He said they to be able to focus their attention on concrete tasks, and be purposeful and substantive in their work. He noted that an organizational chart would be helpful, so they would identify all units, campus programs, organizations and resources that do work pertaining to diversity, equity and inclusion. The FDEI would do very concrete things like overseeing DEI training programs related to faculty recruitment and promotion and have the role of overseeing the DEI advocacy training programs as well.

He explained that by honing and refining the charges, they really don’t need 17 people.

Ms. Battles asked what is meant by oversee the DEI stuff for hiring? Mr. Dulio replied that with implementation of the new DEI trainings, he is not exactly sure who does them. Mr. Wasserman said this is a natural evolution of this committee because there are committees with overlapping charges. In addition, he said there is work outlined in the charge that has previously done by a position that doesn’t exist anymore. Mr. Mitton asked how the membership would be reduced. Mr. Dulio said there are a number of ex-officio members, and also students who wouldn’t be on the new committee.

Mr. Naus made the motion to move directly to second reading (seconded by Barry).

This motion was approved (35 yes, 4 no).

Mr. Wendell asked about the management of the CE awards process. Mr. Dulio said there is a Faculty, Staff and Community Engagement Award that has been institutionalized. He said the call for nominations has already gone out.

The main motion was approved (36 yes, 3 no).

1.13 SUBSTANTIVE MOTION from the University Senate Faculty Diversity, Equity and Inclusion Committee to change the committee charge and reduce the membership as outlined to provide specific goals that do not compete with or duplicate efforts of other university groups and will better serve the university community.

MOVED to change the University Senate Faculty Diversity, Equity and Inclusion Committee charge as outlined and reduce its membership.
(Battles, Kies)

1.14 SUBSTANTIVE MOTION from the Senate OU Classroom Recording Policy Ad-hoc Committee to adopt a new OU Classroom Recording Policy;
this ad-hoc committee was created by the Senate Steering Committee and tasked with developing a new OU Classroom Recording Policy.

MOVED to adopt the OU Classroom Recording Policy as presented (Lehman-Pace, Ligocki)

Mr. Latcha explained the present use of the Gleen software for note-taking. In implementing the software, the university doesn't have a policy for how to handle this. The purpose of the committee was to come up with a brief concise but good policy that would protect the privacy of the faculty and be useful for students, for which they looked at other universities. He said there are basically two parts:

- 1) Classroom recordings by instructors. Instructors should notify students by writing or in other way that the class sessions are recorded, and the recordings should be used for instructional purposes only. They would be stored behind a password. No distribution is to be allowed. Faculty should make every effort to record only themselves and not students, but if students are recorded, students need to give their permission to protect student privacy.
- 2) Classroom recordings by students: Any student who wants to record class must have written permission by the instructor and must use this for personal instructional use only. No posting of the recording is allowed. Unauthorized use of these materials would lead to disciplinary action. He said the DSS accommodation must abide by the agreement that has about a dozen stipulations. The recordings can't be posted and must be destroyed after the grade has been given. The faculty member gets a copy of that site agreement. A faculty member may object that the recording is not appropriate, such as in a math class where symbols and such are written on the board and are not captured by the Gleen software. The student can then contact DSS to get a different accommodation.

Mr. Lehman-Paced said that some have found that often Gleen does not transcribe correctly. He asked if the DSS has a way to accommodate that, and if there is still the option for one student to take notes for another student? Mr. Wadsworth said that students should reach out to DSS. Mr. Lehman-Pace then said he had had a class for which he had to file a Title 9 claim because the subject matter was on the transphobic side. He thought there should be a place for this kind of situation based upon material discussed in class. Mr. Oleywin said that feedback from Computer Science and Engineering faculty suggests that the first paragraph of the policy should state that faculty are not required to record a class to be clear that instructors are allowed but not required, to record class sessions. Mr. Mitton expressed concern with this amendment because there may be times when you might have to record the class. If the language is modified, it means that it might not be required when sometimes it would be. Mr. Dinda said he supports the amendment because there will always be exceptions that can be dealt with individually but we can't have a statement such as in the original document. Ms. Rodriguez said that when making policy, you should be specific. People can argue what it is to record a class. There needs to be specificity what that means. Ms. Ligocki suggested that maybe they should add what happens with transcripts of a course are online, and what protections are there for where they go afterwards. Ms. Pollard expressed concern about the second bullet item under Instructors because some instructors do use their recordings outside of Moodle, after removing

the students. She said faculty lectures are the product of the faculty and we shouldn't limit how the faculty members use their product.

D. GOOD AND WELFARE

Julia Rodriguez (Open Knowledge Librarian) said that next week OU libraries is hosting an Open Access mixer, to share open access information. There will be food and games, so please share this event with students and colleagues.

Mr. Wasserman said the Medical School has published their first student journal, and added that they would like articles from across the campus, not just from the Medical School, so he asked faculty to please encourage students to submit an article.

Ms. Tilahshalski encouraged people to get tickets for home games.

Mr. Lehman-Pace said students would like to see more involvement with Student Congress. The meetings are every Friday at 4:00 PM and they love guest speakers.

E. ADJOURNMENT

The meeting was adjourned at 4:20 P.M..

Respectfully submitted,
Dikka Berven (Senate Secretary)