

JOURNAL OF THE FACULTY SENATE

The University of Oklahoma (Norman campus)

Regular session – November 9, 2015 – 3:30 p.m. – Jacobson Faculty Hall, Room 102

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

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

PRESENT: Anderson, Asprey, Ayres, Bembem, Bergey, Bisel, Burke, Burstein, Cifelli, Coleman, Cracknell, Crain, Davidson, Elisens, Ellis, Elwood Madden, Fiedler, Forman, Gutierrez, Halterman, Harm, Hart, Hirschfeld, Irvine, B. Johnson, E. Johnson, Koch, Kong, Kornelson, Kozadayev, Laubach, Lawson, Livingood, Markham, Merchan-Merchan, Mortimer, Moxley, Riggs, Rodriguez, Safiejko-Mrocza, Schmeltzer, Scrivener, Sharma, Sikavitsas, Stock, Stoltenberg, Swinkin, Terry, Weaver

Provost's Representative: Provost Harper

ISA representatives: Chris Cook, Dan Hough

SGA Representative(s): None.

Others: Pres. Boren, Nick Hathaway, Kathy Wong(Lau)

ABSENT: Barker, Brede, Miller, Raman, Volz

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APPROVAL OF JOURNAL

The Faculty Senate Journal for the regular session of October 12, 2015 was approved.

STATE OF THE UNIVERSITY ADDRESS BY PRESIDENT DAVID BOREN

Prof. Hirschfeld introduced President Boren. A series of charts were distributed (attached). Pres. Boren stated that we have 4,200 new freshmen this year, which is OU's largest and most highly ranked freshman class. He thinks that OU should feel very good about the dialogue that is going on here, the conversations that are going on, and that many positive things are flowing from some of the challenges of last year. He highlighted OU's endowment, in-kind and cumulative gifts, and ACT scores for incoming freshmen. In terms of faculty compensation, he noted that OU is very competitive within the Big 12.

In the first month, the digital, collaborative library, learning center had 60,000 student contacts and that digital space is 5% of Bizzell Library or 12,000 square feet. That 5% is getting 50% of the usage from students. If you go into that collaborative learning space, it is all about teamwork and interactive digital technology. Digital technology is being used here to bring people together, rather than to isolate them in their rooms on their individual computers. The Regents have now approved developing another 12,000 square feet just below the collaborative learning center, which will be for faculty and graduate students, especially. It will be a space where faculty and graduate students can gather, where there will be private spaces as well as collaborative spaces. Over time, we're going to move through the whole library. Of course, we will not lose our beautiful public spaces like the Great Reading Room, but we will create more digital spaces, more interactive spaces. The President expressed optimism that the library is still a vital part of the learning community and highly used. Plans are to make it more faculty and graduate student friendly.

He provided an update on the residential colleges, which will be across Lindsey Street from the stadium. They will be living and learning communities with ten faculty fellows for each. The colleges will serve about 350 students each. The President noted that OU's study abroad program continues to grow and we now crossed the 30% mark. OU will be cutting the ribbon in June on Arezzo, the former monastery in Tuscany, Italy. It will accommodate close to 500 students a year.

Pres. Boren mentioned the stadium project and noted that OU is one of the few institutions that does not subsidize athletics with academic money. In fact, we are fortunate enough that athletics slightly subsidizes academics, including the library, the art museum, and to a certain degree, our general budget.

He expressed concern about the state budget deficit and its effect on funding for both common and higher education. The ongoing trend in our state funding has necessitated raising more private donations and also increasing tuition and fees. However, he is concerned that higher tuition and fees may reduce access to higher education for some young people with much academic potential but limited financial resources.

Common education is also under financial pressure and Oklahoma's teacher salaries are lower than those of surrounding states. Last year, there were 37 emergency teaching certificates issued; this year there have been over 1,000 issued. Texas pays teachers almost \$6,000 a year more, both Arkansas and Kansas pay \$4,000 more, and even New Mexico pays teachers more than Oklahoma. We are 49th in the nation in per pupil spending in Oklahoma. We face a real crisis, which is going to worsen as the legislature faces a \$1,000,000,000 shortfall.

The President discussed a proposal for a one-penny sales tax increase to be devoted to education. While a sales tax is not his first choice, polling showed that it had a greater chance of approval than did a property or income tax increase. It polled virtually 70% approval, and there was less than a 1% difference between Democrats and Republicans on the sales tax. Political reality today is that to pass something it needs to be bipartisan. If this proposal passes, it would give \$60,000,000 to early childhood development. It would bring \$120,000,000 every year to higher education. Under the formula, that would mean an increase of \$18,000,000 next year for the Norman campus if passed.

He closed by noting that exciting things are happening at OU, even in difficult times. Some challenges he sees include guns on campus and state appropriations. He thanked the faculty for the quality of what is going on at OU and for the feedback they provide to him.

Pres. Boren asked if there were any questions or suggestions. Prof. Fiedler suggested in the future making a video recording or live broadcast of the President's address to the Senate available for all faculty to watch. Prof. Crain expressed concern that the funds raised through the proposed sales tax increase would be appropriated away from education. The President stated that educating our young people is a public benefit for all of society.

REMARKS BY KATHY WONG(LAU), DIRECTOR OF THE SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES

Prof. Hirschfeld introduced Dr. Wong(Lau). Dr. Wong(Lau) stated that she would need to shorten her address as she was scheduled to address 110 students this evening. A copy of her presentation materials is attached. It focuses on the implantation of a diversity curriculum into Camp Crimson. There are five hours of total contact time available over a 3-day period. Each week of camp, 600 campers and 90 small group leaders are trained in the 26 areas of learning outcomes developed by Diversity Curriculum Committee appointed by Provost. These include:

- cognitive framing: social identity, stereotype threat, aversive racism, intergroup dialogue theory
- communication processes: intercultural communication, intergroup active listening
- cognitive empathy processes: perspective taking, multicultural literacy on perspectives
- move to social action: this outcome arises if first three are sufficiently experienced through structured interaction

Dr. Wong(Lau) said that Gateway instructors also received training and are facilitating a five-hour Diversity Experience module within the first year experience course. There is also a stand-alone Freshman & Transfer Diversity Experience serving 90 to 150 students on weekday evening and Saturday afternoons. The Fall semester, 10 out of 16 of these sessions have been completed. Both informal and formal assessment results show that students find the Diversity Experience to be a positive experience. Dr. Wong(Lau) said that faculty members could contact her at kwonglau@ou.edu or @KathleenWongLau. Prof. Hirschfeld thanked Dr. Wong(Lau) for speaking at today's meeting.

ANNOUNCEMENTS

The Faculty Senate is sad to report the deaths of retired faculty member James M. Robertson (Civil Engineering & Environmental Science) on October 9, 2015.

The Center for Teaching Excellence, OU Information Technology, and the University Libraries will be hosting the Fifth Annual Academic Technology Expo on January 15, 2016. This event is open to all

faculty members who are interested in learning about emerging technologies that can facilitate improvements in teaching. Additional details should be emailed to faculty soon and can be found at <http://academictech.ou.edu/>.

The Faculty Senate sent out the call for proposals for the Ed Cline Faculty Development Awards on November 6, 2015. Proposals are due to the Faculty Senate office by February 1, 2016 and up to \$2,500 may be awarded per proposal. Further information is available at <http://facultysenate.ou.edu/facdev.html>.

DISCUSSION OF ITC'S RESOLUTION REGARDING THE PASSWORD POLICY

Prof. Hirschfeld introduced Prof. Patrick Livingood, who serves as Chair of the Information Technology Council (ITC) as well as a faculty senator. He said that the Information Technology Council, which is comprised of faculty, staff, and administrators interfaces with IT and influences IT policy. There's a history of the ITC producing policy documents, which then advance to the Faculty Senate and then on to the President and Provost.

Prof. Livingood said that last year's system outages were caused by hacked accounts here at OU that created a domino effect of problems. Thus, the new head of security for IT, Ken Kurz, approached the ITC, interested in strengthening OU's password policy with faculty support. Over the course of the last academic year, the ITC and IT have developed the following proposed policy:

*University of Oklahoma - Norman Campus
Password and Account Policy Resolution
submitted by the Information Technology Council (ITC)*

This policy and the included specifications apply to all OU Norman campus entities. Norman campus entities contracting with service providers must ensure those service providers meet these requirements as well. Departmental policies may require more restrictions. Exceptions to these standards must be documented and approved by respective Departmental Leadership.

Those users utilizing a Sooner ID (4+4) login and who log into the \Sooner\ domain (Example:\sooner\smit5555) will automatically operate under the policies outlined below, once they are approved and implemented. For those logging into other OU owned systems/domains, a written policy will be made available for reference and self-adherence. If a user needs other solutions, such as a password vault, they should check with their IT representative for a list of available solutions.

Account Provisioning

- *Users must have their own unique individual account.*
- *Users must create and change their own passwords. However, password resets are an exception discussed below.*
- *Default and vendor supplied passwords must be changed before production use or the account must be disabled.*

Password Specifications for All Accounts

Passwords must:

- *Be a minimum of 8 characters.*
- *Contain a combination of upper and lowercase letters.*
- *Contain at least one number or symbol.*
- *Not contain your user name.*
- *Not be the same as the previous password.*

- *Be changed every 365 days.*

Communication

- *Users must never ask others for their password(s)*
- *Users must never share their password with anyone else, even with IT.*
- *Neither users, nor any websites they might create or maintain, use passwords in clear text.*
- *Password resets must be one-time use, auto-generated random passwords (sent separately from the username) that may only be used for systems that require an immediate first login password change by the user.*

Prof. Livingood said that most of the points did not merit a lot of discussion, as they are not controversial. The one point does merit some discussion is that the policy says that OU passwords should expire after a year. Currently our passwords do not expire. However, IT would like to implement a password expiration policy and apparently, there is an Oklahoma state law which should be requiring OU to expire passwords after 90 days. OU has been requesting an exemption to that. There has been significant discussion in the ITC over and appropriate password expiration period. Some faculty members expressed concern that with a 90-day expiration, about 2/3 of the way through the semester, students would have difficulty accessing D2L and their email. Thus, the faculty on ITC requested a one-year window, which was a compromise position that both the ITC and the IT representatives found acceptable. Ultimately, IT would not be bound by this if the President directed them to do otherwise, but it would be a strong statement that the faculty would be comfortable with this level of expiration.

A senator expressed his concern that the hacking of OU accounts would not be prevented by password expiration, as phishing is one of the main methods of attack. Prof. Livingood that there does need to be a better, easier infrastructure for changing passwords, so one of the things being adopted is an infrastructure where there is a single portal that is authenticating users. There was a concern expressed about the chaos of thousands of students changing their passwords annually. Several senators suggested that a representative from IT attend the December meeting to answer questions about the policy and that the vote be postponed.

OSRHE FACULTY ADVISORY COUNCIL ISSUES SURVEY RESULTS

Prof. Hirschfeld briefly presented the results of this year's OSRHE Faculty Advisory Council Survey, which included 312 OU respondents.

OSRHE Faculty Advisory Council Survey 2015-16

Top 10 responses from OU faculty for the 2015-16 FAC survey	Average Rank	2014-15 Ranking
1. Oklahoma salary compression and comparisons to regional averages	2.91	(1)
2. Teaching loads and scholarship	3.48	(2)
3. Cost of health insurance, dependent coverage and wellness programs	3.61	(10)
4. Faculty recruitment and retention, including diversity	4.10	(4)
5. Oklahoma higher education having a greater faculty voice at the Capitol	4.11	(11)
6. Preparation of recent high school graduates in math, writing, listening and reading skills	4.12	(3)*

7. Prohibition of weapons on campus	4.19	(14)**
8. Financial stability of Oklahoma Teachers Retirement System (OTRS)	4.31	(5)
9. Dependence on adjunct faculty and/or graduate teaching assistants	4.40	(7)
10. Increased student-faculty ratio	4.50	

2014-15 Ranking is among RU respondents

*"Preparation of recent high school graduates"

**"Weapons on campus"

SENATE CHAIR'S REPORT, by Prof. Tassie Hirschfeld

"On November 2, the Faculty Senate Executive Committee (FSEC) met to discuss issues for an upcoming meeting with the Staff Senate and Student Government Association. Suggested topic of discussion included Information Technology issues, the implementation of campus diversity initiatives, and other issues of mutual concern including bicycle paths, benefits, and parking.

"On November 2, the FSEC also met with representatives from the Information Technology Committee to discuss proposed changes to the OU password policy. This evolved into a broader discussion of campus IT policies in general, including the quality of technology support available to faculty in different colleges, and the process by which campus-wide software changes impact students and faculty. There was general consensus that the campus could benefit from a more holistic perspective on technology. This would include consideration of user experience for campus-wide software, improving functionality of classroom technology for students and faculty, and the need for quality, accessible IT support across all platforms.

"Provost Kyle Harper also visited the November 2 FSEC meeting and provided an update on budget issues currently facing the University, though with a small caveat that the full scale of the budget situation cannot be estimated until the next state budget reporting deadline. He provided additional detail on the potential impact of the proposed sales tax initiative, which, if successful, would appear as a referendum on the November 2016 ballot. He noted that there is some opposition to funding the state's educational programs through a regressive tax. Provost Harper also reported positive news in the area of mid-term grade reporting. This data will be especially useful for improving both academic advising and student retention. He also provided updates on several personnel changes in the Provost's office.

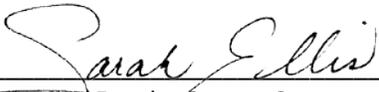
"On November 4, the Faculty Senate Chair attended the Dean's Council meeting, which featured a presentation by OU President David Boren. The President gave some additional information about the current budget environment and discussed various scenarios for the University. The Dean's Council also featured a presentation by Dr. Simin Pulat on the Faculty Activity System (FAS). This online system will track faculty productivity for the annual evaluation cycle and should simplify the process of compiling information for annual evaluations. The system is currently being tested in eight departments across campus, and should be operational for the entire campus community next year."

ADJOURNMENT

The meeting adjourned at 5:20 p.m. The next regular session of the Faculty Senate will be held at 3:30 p.m. on Monday, December 14, 2015, in Jacobson Faculty Hall, Room 102.



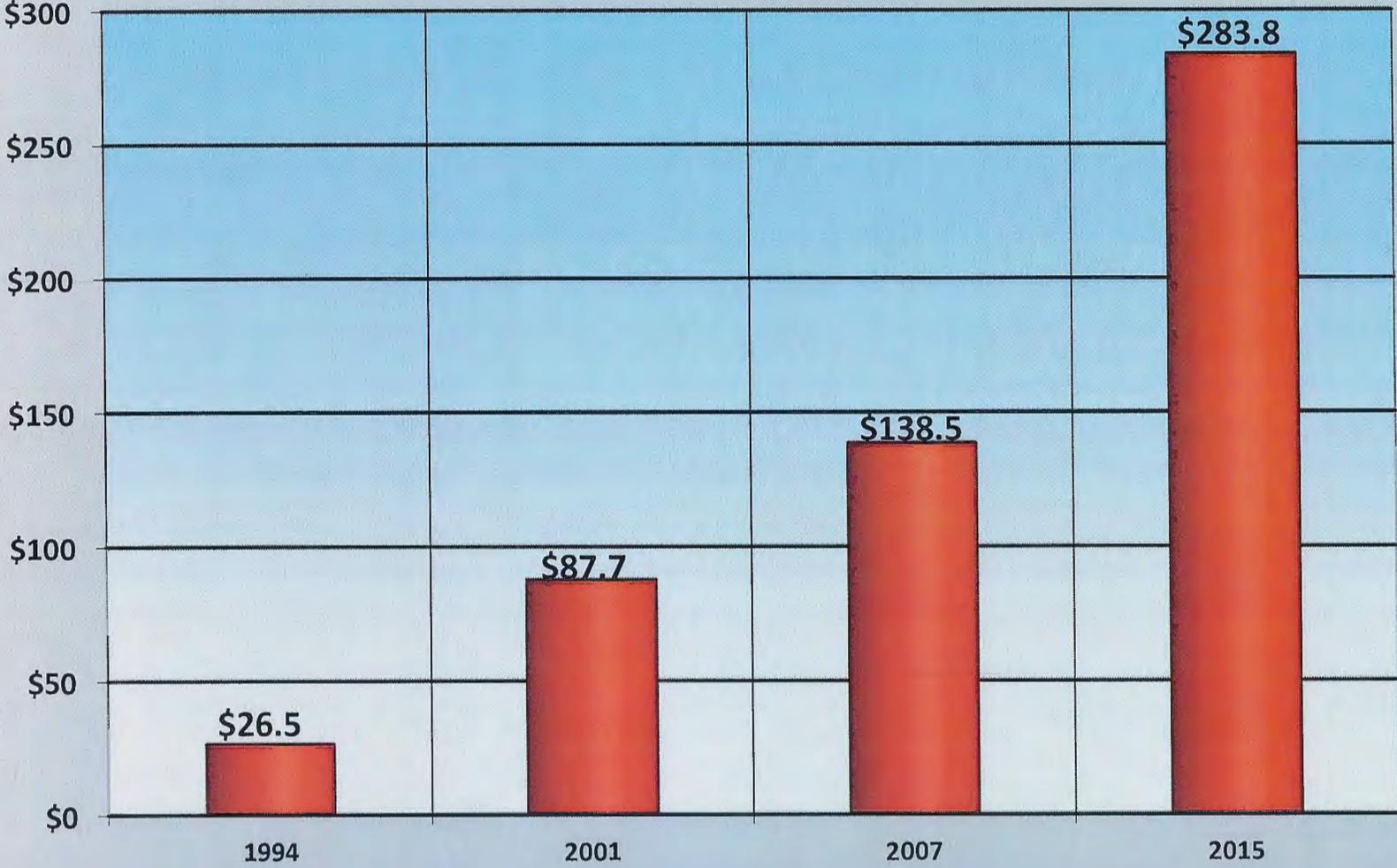
Stacey L. Bedgood, Administrative Coordinator



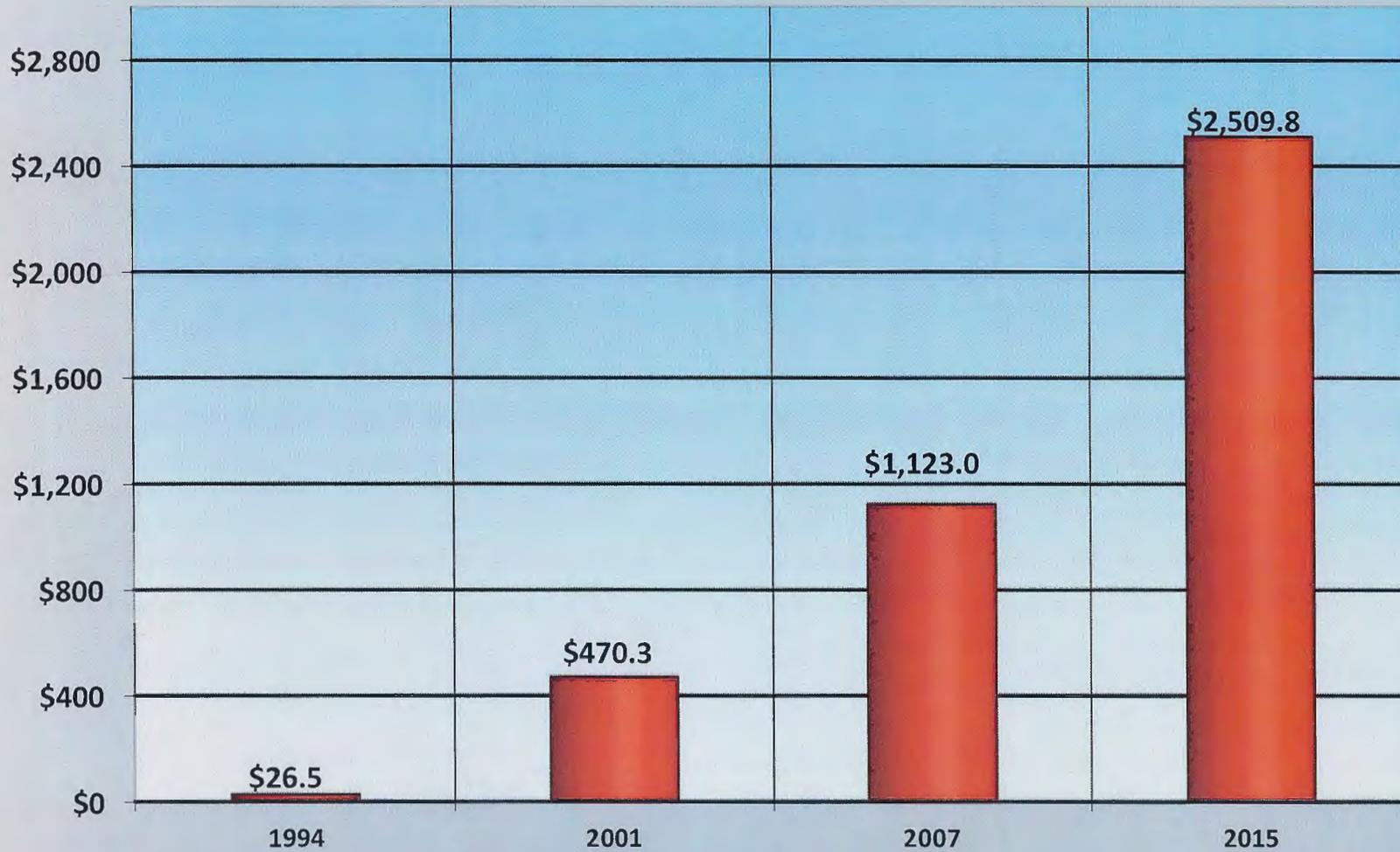
Sarah Ellis, Faculty Senate Secretary

Fiscal Year Cash and In-Kind Gifts

(In Millions)

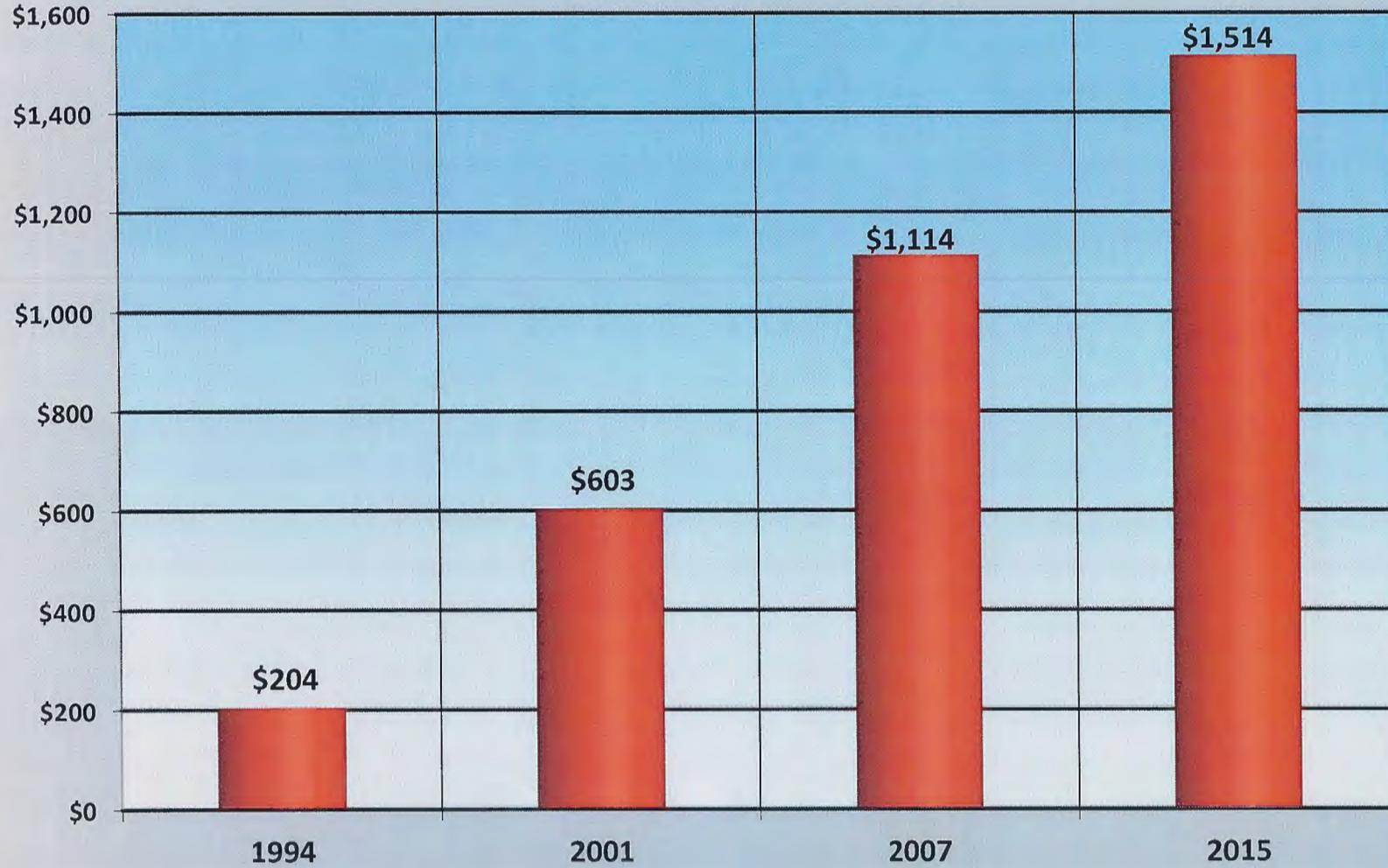


Cumulative Fiscal Year Cash and In-Kind Gifts (In Millions)

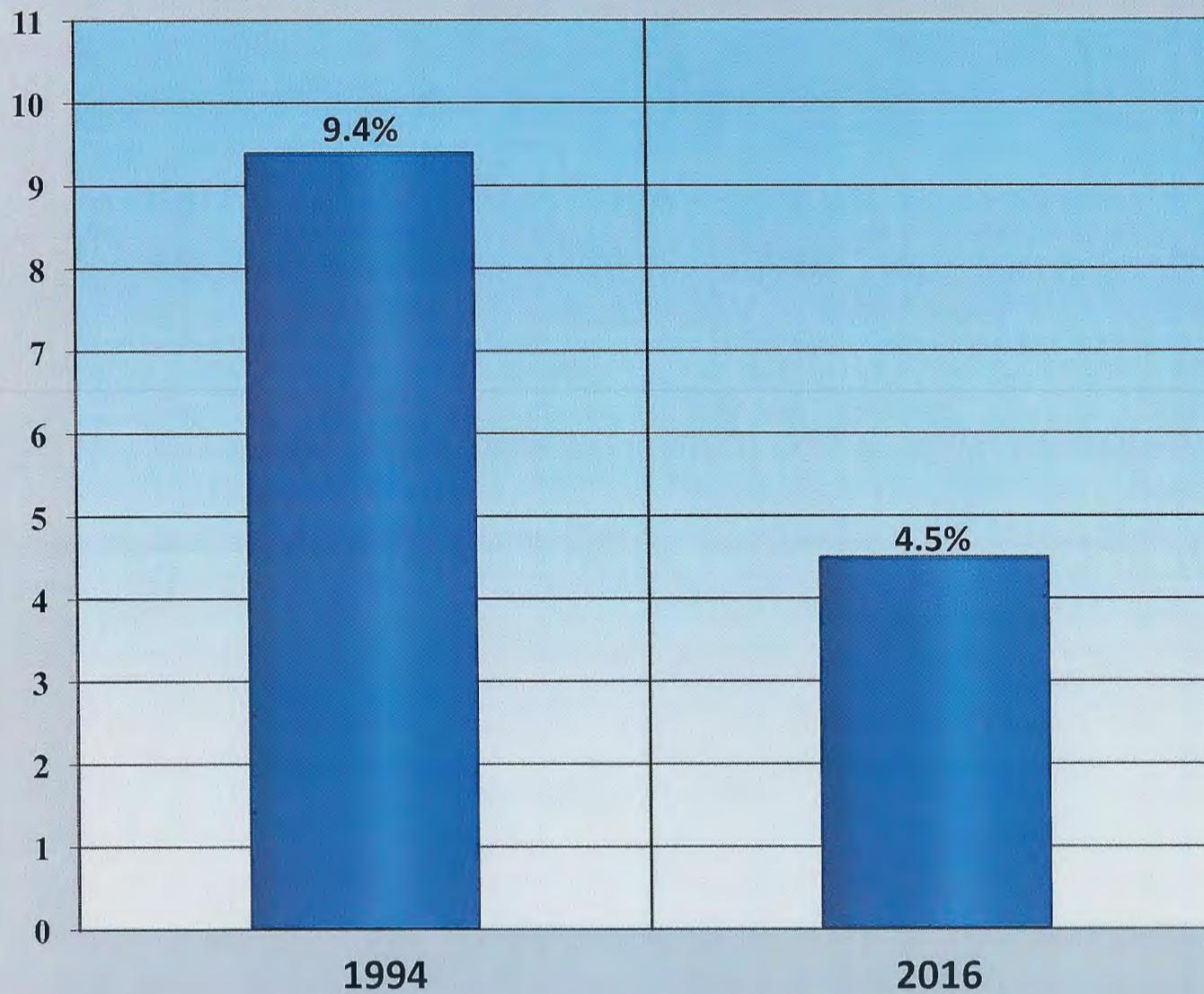


Endowment Funds

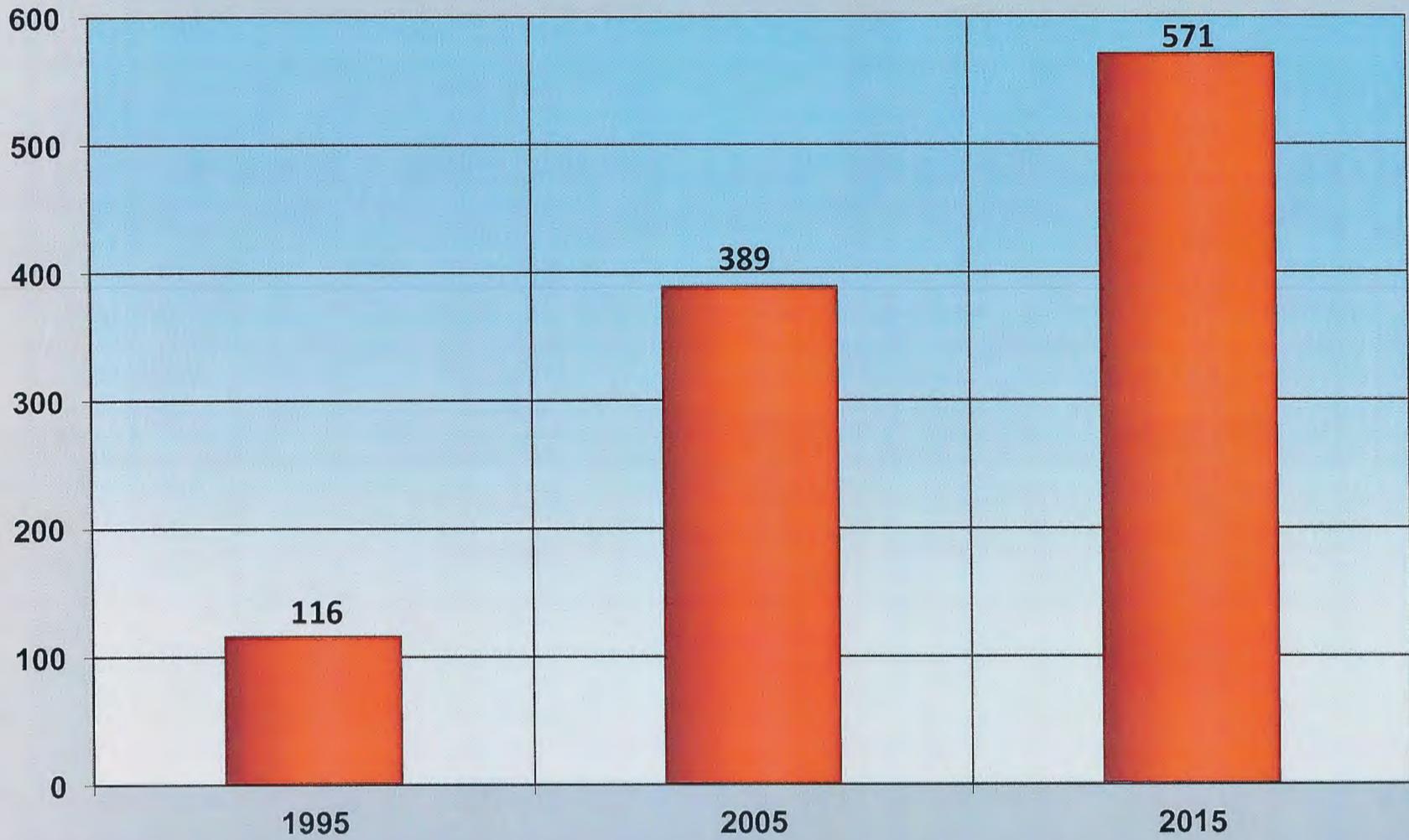
(In Millions)



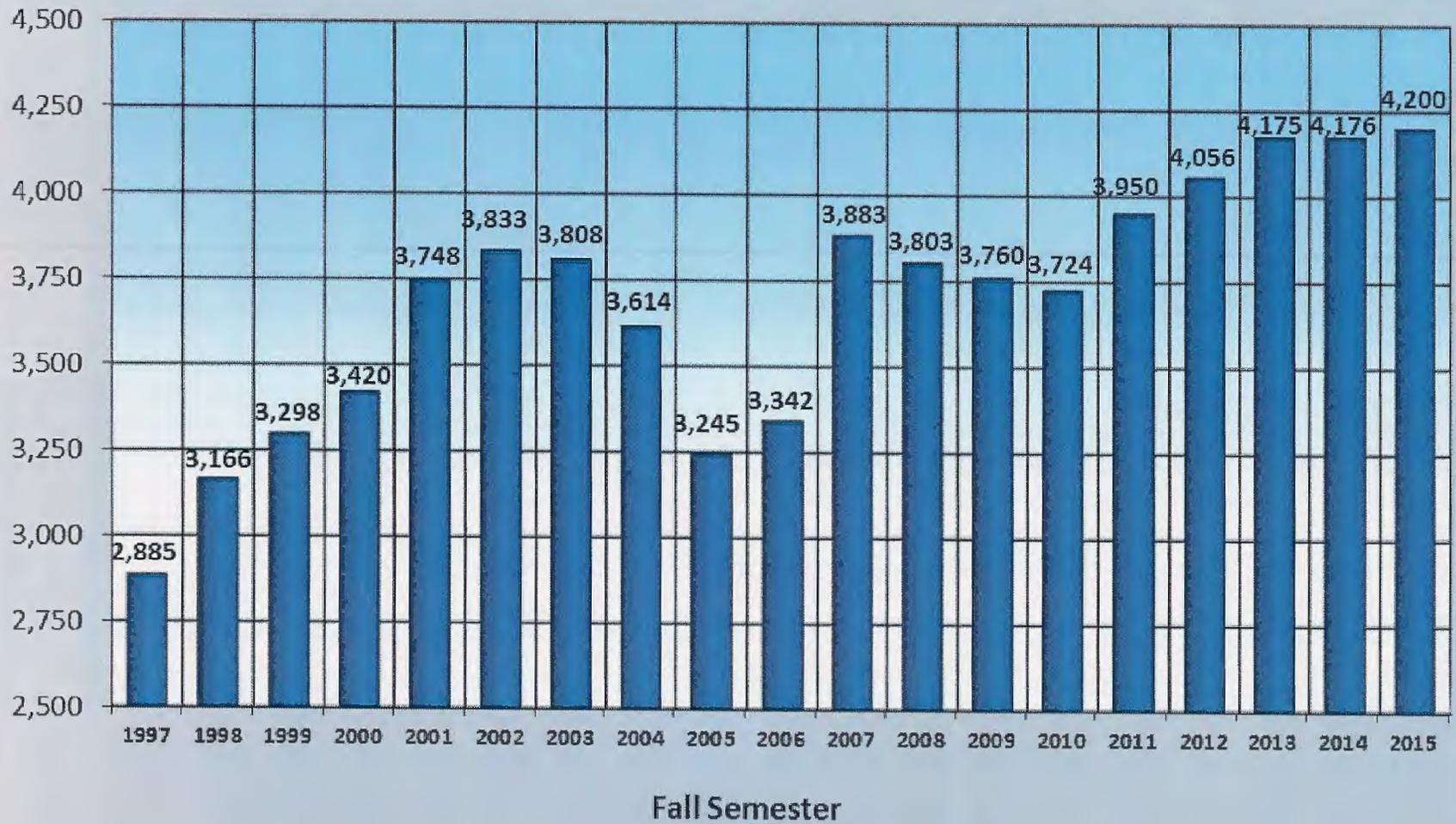
OU Budgeted Administrative Overhead Costs



**Endowed Chairs and Professorships
Norman Campus and Health Sciences Center
(Including President's Professors)**

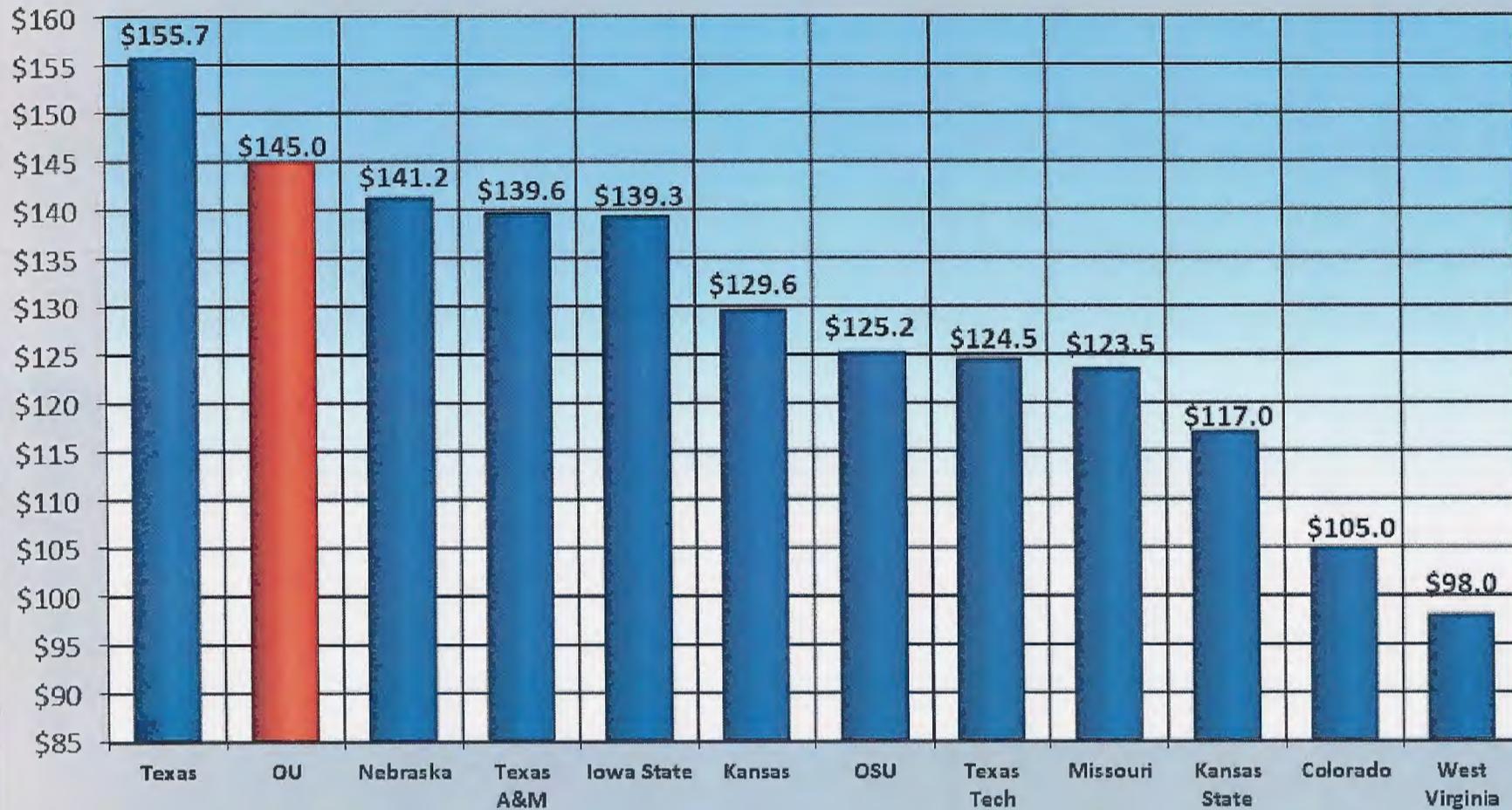


First-Time Freshmen Headcount Enrollment

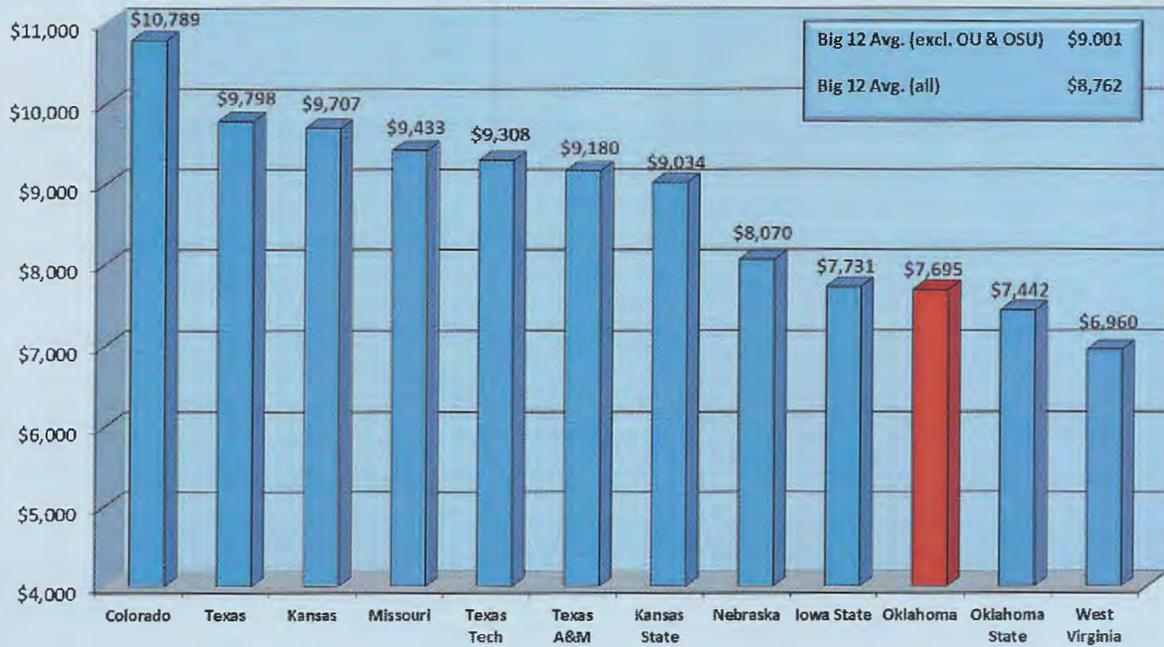


FY 2015 Average Faculty Salaries and Benefits with Cost-of-Living Adjustment Big 12 Public Universities

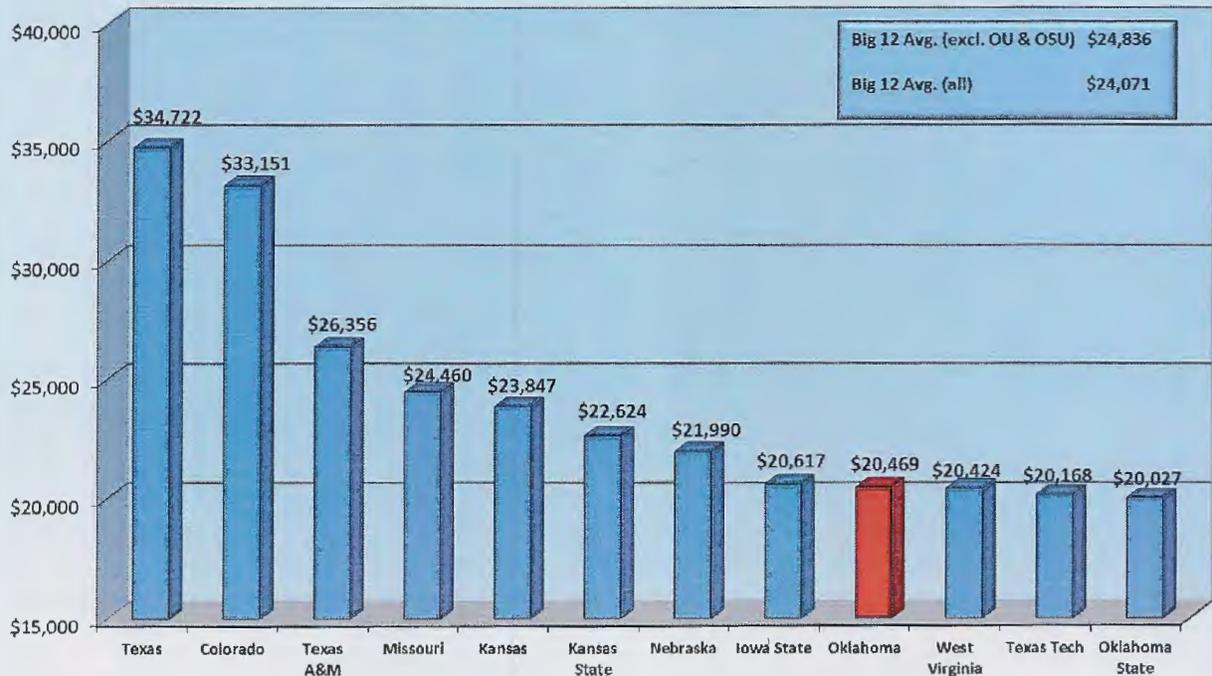
(In Thousands)



2014-2015 Big 12 Undergraduate Resident Tuition & Mandatory Fees

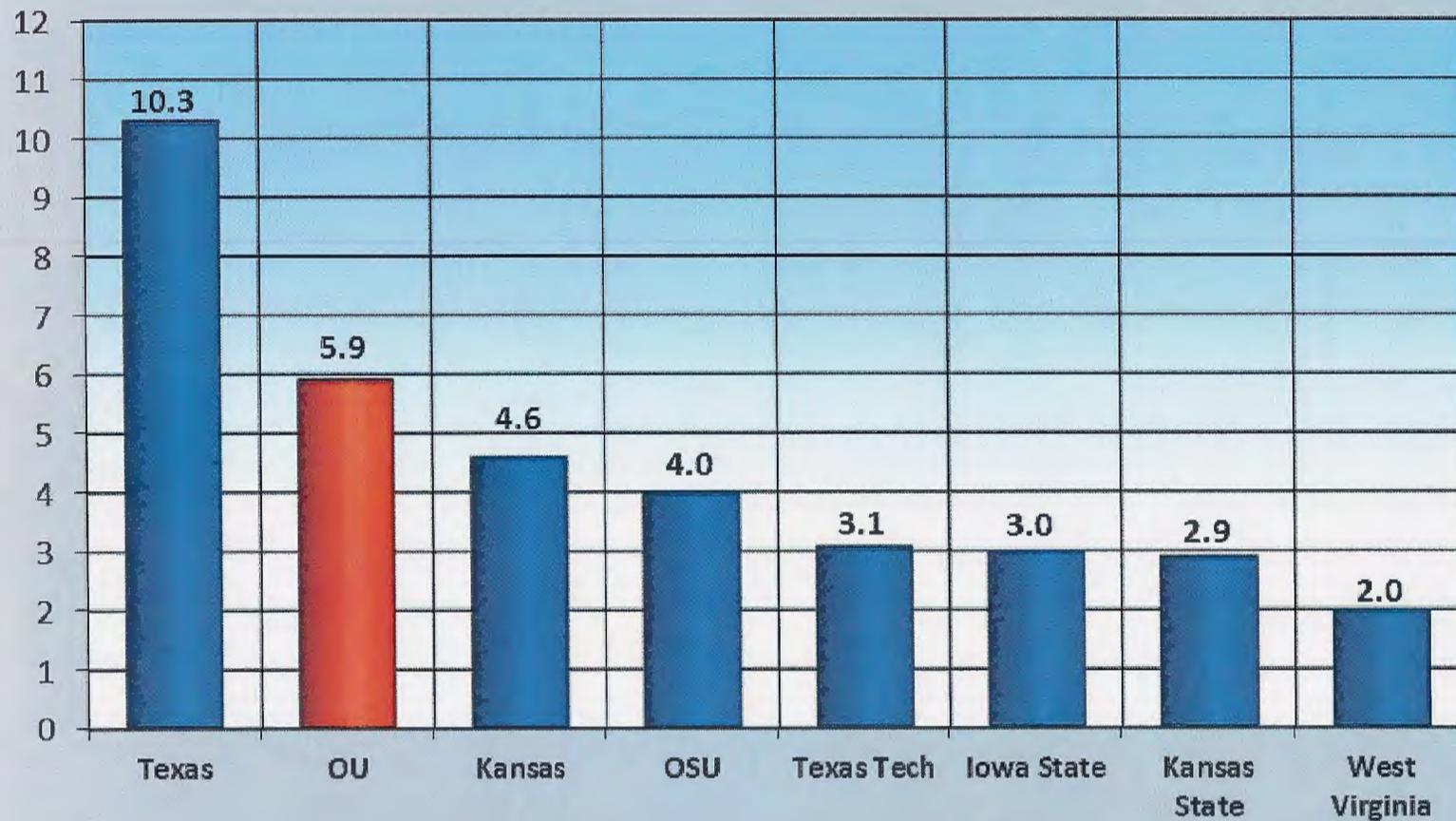


2014-2015 Big 12 Undergraduate Nonresident Tuition & Mandatory Fees



Total Library Volumes Among the Big 12 Public Universities

(In Millions)



The Freshman Diversity Experience:

Implementing New Diversity Curriculum into Existing Programs

Kathleen Wong(Lau), Ph.D.

Director, Southwest Center for Human Relations Studies

Director, National Conference on Race and Ethnicity (NCORE)

College of Continuing Education, The University of Oklahoma OUTREACH



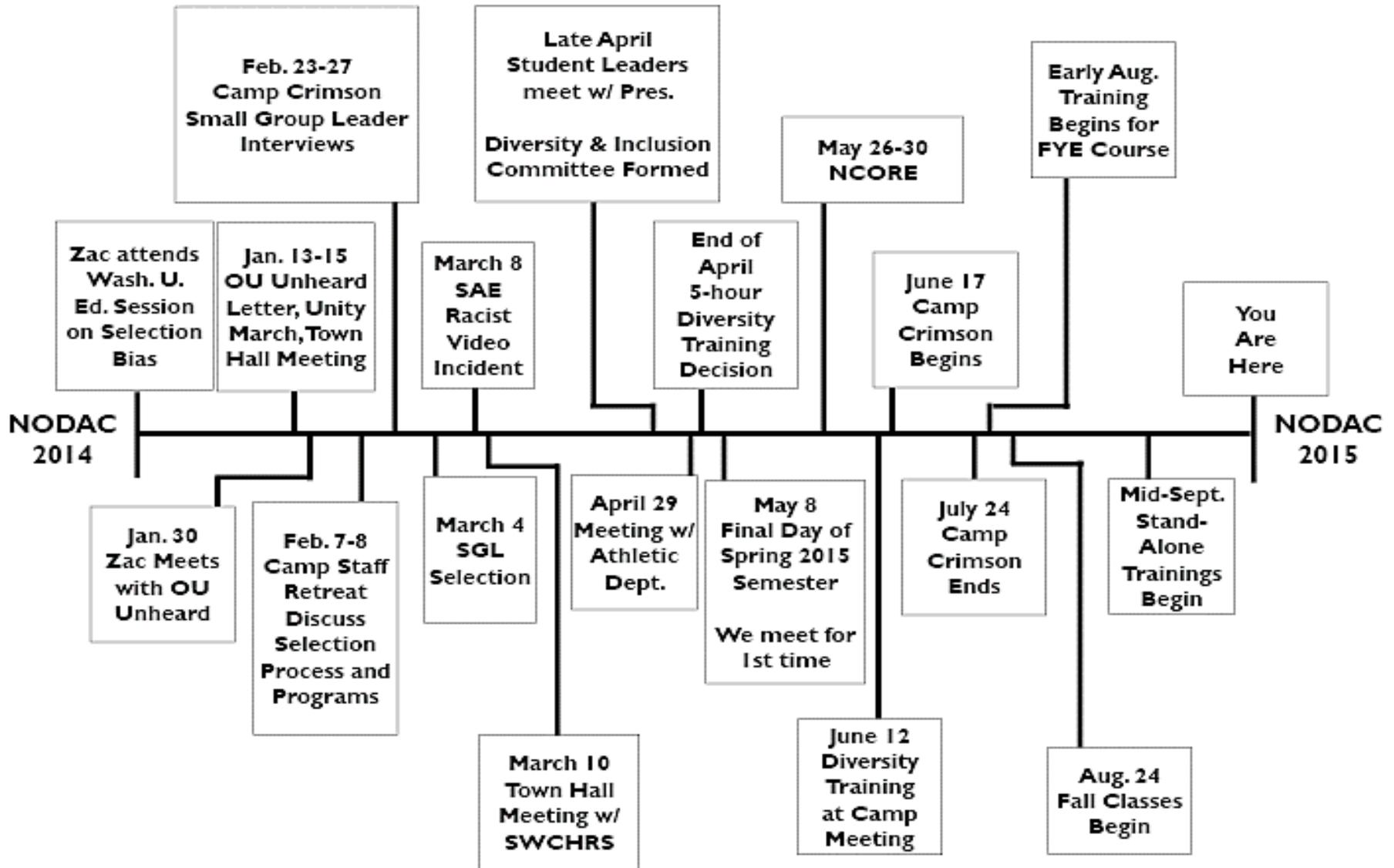
Zac Stevens, M.Ed.

Assistant Director, Student Life

Coordinator of Orientation and Transfer Programs

The University of Oklahoma

THE TIMELINE



FEARS AND CONCERNS

Camp Crimson Format

- *Dr. Wong – I only have five hours?!*
 - *Zac – We have to give up five hours?!*
-
- *Dr. Wong – How do I build this heavy content into a program designed to be fun and high energy?*
 - *Zac – How do we keep Camp Crimson fun and high energy with all of this heavy content?!*
-
- *Dr. Wong – Will the Small Group Leaders buy in? They are going to be critical to the success of this program!*
 - *Zac – The Small Group Leaders better buy in to this. They are going to be critical to the success of this program!*

CURRICULUM DEVELOPMENT

- Five hours total contact time.
- Developmental curriculum taking place over 3 days.
- Develop competency in all 26 areas of learning outcomes developed by Diversity Curriculum Committee appointed by Provost.
- Balance supra identity-positive bias (camp identity, OU institutional identity), individual identities and social identities.
- Build diverse and inclusive community across identities within a camp context in a BELOVED institution such as Camp Crimson.
- High volume training 600 campers and 90 Small Group Leaders per camp per week (logistically challenging in terms of training design, space, transition to activities and developmental progression as a cohort).

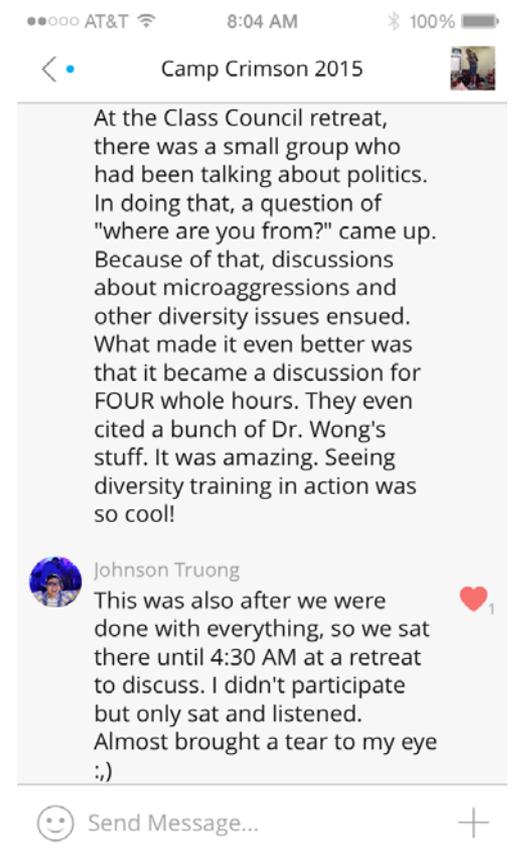
CURRICULUM CONTENT

- Research-Based Curriculum Provided:
 - cognitive framing: social identity, stereotype threat, aversive racism, intergroup dialogue theory, cognitive empathy, intellectual diversity and innovation in decision-making.
 - communication processes: intercultural communication, intergroup active listening
 - cognitive empathy processes: perspective taking, multicultural literacy on perspectives
 - move to social action: this outcome arises if first three are sufficiently experienced through structured interaction
 - desire to use what one has learned in terms of cognitive framing and communication skills in their everyday relations on campus when they become part of the OU community





INFORMAL ASSESSMENT



FORMAL ASSESSMENT

- Post-test only (extreme time constraints did not allow for development of pre-test measures).
- Short, 5 item likert scale survey + 2 open ended questions.
- Non mandatory, on-line survey administered after camp ends.
- 369 respondents
- Have compared to the pre & post-test surveys of Stand Alone Freshman & Transfer Diversity Experience 5 hour trainings underway

DESIRED LEARNING OUTCOMES

- **cognitive framing:** social identity, stereotype threat, aversive racism, intergroup dialogue theory
- **communication processes:** intercultural communication, intergroup active listening
- **cognitive empathy processes:** perspective taking, multicultural literacy on perspectives
- **move to social action:** this outcome arises if first three are sufficiently experienced through structured interaction



MEASURES OF COGNITIVE EMPATHY IN SITUATIONS OF BIAS

Q19. Please indicate your level of agreement with the following statements: - When people feel frustrated about stereotypes applied to their group, I understand some of their frustration too.

Count	Percent	
131	35.50%	Strongly agree
186	50.41%	Moderately agree
42	11.38%	Neither agree nor disagree
8	2.17%	Moderately disagree
2	0.54%	Strongly disagree
369		Respondents

Q20. Please indicate your level of agreement with the following statements: - When people express regret about the biases they were taught, I can understand their feelings.

Count	Percent	
137	37.13%	Strongly agree
153	41.46%	Moderately agree
62	16.80%	Neither agree nor disagree
13	3.52%	Moderately disagree
4	1.08%	Strongly disagree
369		Respondents



MEASURES OF COGNITIVE FRAMING ON BIAS & DISCRIMINATION

Q21. Please indicate your level of agreement with the following statements: - When people share their experiences of bias and discrimination I believe that these experiences are related to larger historical relations in society rather than just individual differences.

Count	Percent	
137	37.13%	Strongly agree
131	35.50%	Moderately agree
76	20.60%	Neither agree nor disagree
19	5.15%	Moderately disagree
6	1.63%	Strongly disagree
369		Respondents



MEASURES OF ATTITUDE ON THE CENTRALITY OF DIVERSITY AND INCLUSION IN ACADEMIC/CAREER DEVELOPMENT

Q22. Please indicate your level of agreement with the following statements: - I believe that diversity and inclusion skills should be an important part of my college educational experience.

Count	Percent	
230	62.33%	Strongly agree
77	20.87%	Moderately agree
47	12.74%	Neither agree nor disagree
10	2.71%	Moderately disagree
5	1.36%	Strongly disagree
369		Respondents

Q23. Please indicate your level of agreement with the following statements: - I believe that the diversity component at Camp Crimson taught me valuable skills that will help me in my future at OU and in the working world.

Count	Percent	
204	55.43%	Strongly agree
88	23.91%	Moderately agree
43	11.68%	Neither agree nor disagree
20	5.43%	Moderately disagree
13	3.53%	Strongly disagree
368		Respondents

HIGHER ORDER LEARNING

I learned that some people come from very different areas where there is a general lack of diversity. I gained insight into why people think what they do is okay. I was kind of amazed what people feel confident in saying despite how wrong it is. While I don't think excuses should be made for inappropriate comments, I do understand that not everyone was raised the same way I was.

I learned that the issues that I always see on the news and happening in other parts of the world also happen right in my own backyard. I never realized that even if I am not directly involved in discrimination it is all around me and I may not even realize when I show discrimination towards other people.

I always thought I was a pretty empathetic person until I went to Camp. But the way it was described to us at Camp made me realize that I wasn't empathetic ENOUGH. So I will definitely try doing more to put myself in someone else's shoes and seeing things from their perspective rather than strictly my own.

I learned to think about bias towards less visible groups like the poor and the disabled, because they have less visibility in the media than other minorities.



MEDIUM LEVEL LEARNING

- Don't think that if a person of color laughs at a stereotypical joke that they think it's funny.
- I learned that something that might be said in a joking manner might actually hurt someone on the inside, even if they don't showcase it.
- I learned that even though you may personally just be curious when meeting a new person you should focus on getting to know them for who they are, instead of trying to make them fit into a category.
- Don't make discussions of peoples heritage about you - you aren't colorblind/the same, you have a background that makes you special, so does everyone else.
- I learned that people come from all kinds of backgrounds, and we all must be willing to accept others for who they are.



LOW LEVEL LEARNING

- Be empathetic
- Active listening
- Don't stereotype
- Treat everyone with respect.
- Watch the jokes I make.
- Stop judging people so quickly.
- That everyone wants to help.
- To include everyone.



GATEWAY COURSES & STAND ALONE

Gateway instructors received training and are facilitating a five hour Diversity Experience module within the first year experience course:

- Alternative exercises (Camp Crimson overlap in enrollment).
- Pre-recorded lectures, research based skits on Janux

Stand Alone Freshman & Transfer Diversity Experience (13 to 15 facilitators per session):

- 90 to 150 students on weekdays 5-10pm or Saturdays 1-6pm.
- Completed 10 out of 16 this Fall Semester.

OU FACULTY

INTERGROUP DIALOGUE FACILITATOR TRAINING

January 14th & 15th , 2016 (Thurs. & Fri.).

Two 8.5 hour days

Completion of IGD Facilitation training course makes you eligible to volunteer for SWCHRS programs and events where IGD facilitators are needed.

Training also covers:

- 1) in-class facilitation skills;
- 2) cognitive empathy skills for productive conflict;
- 3) innovation and intellectual diversity in decision making;
- 4) cognitive complexity when discussing social issues
- 5) facilitation of social justice discussants in mixed contexts that promotes learning (highly aware students discussing with well intended but less informed students).

There is a fee for the two-day course of \$300. Includes training, training manual, lunch, an refreshments. SWCHRS is a self-funded unit within OU Outreach.

QUESTIONS?

- Dr. Kathleen Wong(Lau)
 - kwonglau@ou.edu
@KathleenWongLau