

JOURNAL OF THE FACULTY SENATE

The University of Oklahoma (Norman campus)

Regular session – March 11, 2019 – 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 Megan Elwood Madden, Chair.

PRESENT: Allen, Anderson, Ashby, Bradshaw, Burge, Butler, Cuccia, Demir, Edwards Williams, Ellis, Elwood Madden, Givel, Golomb, Halterman, Hambright, Heyck, Houser, Lai, Lamothe, Lifset, Lyst, Martens, Martin, Miller, Natale, Nelson, Pepper, Schmeltzer, Shotton, Smith, Sprecker, Stevenson, Stock, Tabb, Trafalis, Ward, Warren, Weaver, Woodfin

Provost's Representative: Provost Harper

ISA representative(s): Chris Cook

SGA Representative(s): Sam Quick

Others: Jen Waller, Karen Rupp-Serrano

ABSENT: Biggerstaff, Carpenter, Christman, Dunn, Fuenzalida, Heinze, Hoagland, Karami, Karr, Keppel, Knox, Wang, Worley

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APPROVAL OF JOURNAL

The Faculty Senate Journal for the regular session of February 11, 2019 was approved.

ANNOUNCEMENTS

Prof. Elwood Madden announced that we have a new senator from Meteorology, Michael Biggerstaff.

Please send any nominations for the open FSEC at-large member seats to Chair-elect Joshua Nelson or to the Faculty Senate office at facsen@ou.edu.

On behalf of the Faculty Senate, the Executive Committee approved the following nominations:

- Ellen Green (Classics & Letters) to complete a 2016-19 term on the Arts & Humanities Faculty Fellowship Committee.
- Julie Ward (Modern Languages, Literatures, and Linguistics) to complete a 2016-19 term on the Faculty Welfare Committee.

The following Diversity Ally workshops are now open for enrollment. Developed by OU faculty and staff, the series is intended to help our campus community have safe and meaningful conversations about differences, to increase awareness of personal and community bias, and to promote inclusion at work and in the classroom. These four workshops may be completed in any order and give you the opportunity to earn the Diversity Ally certificate.

Unlearning Sexism: April 10, 12 – 3 pm or June 11, 12 – 3 pm

Unlearning Racism: April 18, 1:30 – 4 pm

Unlearning Classism: May 2, 9 – 12 pm or May 21, 12 – 3 pm

Unlearning Ableism: June 11, 12 – 3 pm

For more information, contact the Center for Social Justice, 325-5787, center.for.social.justice@ou.edu.

The University of Oklahoma Food Pantry would like help communicating their mission to students across campus. They contribute to the overall health and wellness of the OU campus community by providing FREE supplemental food assistance to OU Norman Campus students, faculty, and staff. The pantry is open Tuesdays and Wednesdays 4:30 - 6:30 pm and all that is required is an OU ID. For more information, please visit <http://ou.edu/foodpantry>.

The OU in Arezzo and OU in Puebla 2020 Summer Program Proposal Forms are now available for faculty who would like to lead a study abroad group to these locations. The deadline to submit the forms is May 9, 2019 and can be sent to Annaly Beck, Director of Study Center Operations by either campus mail or e-mail to annaly@ou.edu. In addition, the College of International Studies will be hosting a Faculty Study Abroad 101 Event in which faculty can learn about options in how they can lead study abroad groups through the Study Centers, with our Journey programs and in other areas. It will be Tuesday, April 2 at 3:00 pm in the Associates Room in the Union.

SENATE CHAIR'S REPORT, by Prof. Megan Elwood Madden

Prof. Elwood Madden distributed the Senate Chair's Report to all regular faculty members prior to this meeting along with the meeting agenda; it is attached. Prof. Elwood Madden asked if there were questions or comments about any of the items in her report.

Prof. Pepper asked if the faculty appointees to the health insurance RFP committee have been announced. Prof. Elwood Madden said that she was not aware of an announcement. Prof. Pepper stated that she and the other members of the Employee Benefits Committee not heard either. She added that March 12 is the deadline for the proposals to be submitted. Prof. Pepper said she would email Jackie Wolf from Human Resources directly to see if those committee members have been chosen. There were no additional questions.

**REMARKS BY JEN WALLER, DIRECTOR OF OPEN INITIATIVES & SCHOLARLY COMMUNICATION,
UNIVERSITY LIBRARIES**

Prof. Elwood Madden introduced Jen Waller, Director of Open Initiatives and Scholarly Communications for the University Libraries. Ms. Waller said that open access is the free, immediate, online availability of research articles coupled with the rights to use these articles fully in a digital environment

Ms. Waller described the types of open access journals and how they are viewed and ranked. She referred to 'gold' open access journals and there are three different 'gold' models.

- 1st model – outside funding, free to read or publish
- 2nd model – no outside funding, free to read, costs to publish
- 3rd model – often used by societies that want to flip journals to open access. Organization members pay a share of costs and the more organizations that join, the cheaper it is per organization.

Another model is 'green' open access, which involves an author depositing a copy of their document into an institutional repository such as ShareOK. The difficulty with this model often has to do with publishing contracts. Ms. Waller said that she is available to assist faculty and graduate students in negotiating those contracts.

The last model is 'hybrid' journals. These are often traditional subscription journals. Under this model, an author can pay to make only their article open access. OU Libraries has a fund to pay for processing costs for 'gold' open access journals, but not for these 'hybrid' journals, as it is seen as double dipping by the publishers, since both authors and users are paying the publisher.

Ms. Waller noted that with the increased cost of journal subscriptions in a time of flat or declining library budgets, many US universities can no longer afford to pay for journal subscriptions. She gave the example of the UC system no longer subscribing to Elsevier journals.

Ms. Waller said that most publishers would allow access to ShareOK of an article as a preprint version. However, very few allow an author to submit the publisher's PDF, but often the author may upload the postprint. She briefly went over the 'embargo' process that is part of the ShareOK site.

To the question of why authors should use open access, Ms. Waller stated that open access provides:

- Access to scholarly work, regardless of ability to pay
- Better visibility and higher impact for scholarship, specifically an increase in citations, media attention, potential collaborators, and funding opportunities
- A service to taxpayers, as we are a public university

Ms. Waller opened the floor to questions. Prof. Demir asked whether there are any limitations on the \$1,500 support for open access fees. Ms. Waller said that so far, there has not been a limit. She said that application is available at <http://open.ou.edu>.

Prof. Miller asked if there is a list of predatory open access journals. Ms. Waller said that is a difficult resource to create and maintain. She suggested checking the site Think.Check.Submit (<https://thinkchecksubmit.org/>) and the Directory of Open Access Journals (<https://doaj.org/>) to determine the appropriateness of a journal for a specific article.

Prof. Heyck asked what the Faculty Senate could do to encourage open access. Ms. Waller said that OU does not have an open access policy and that is something that the Faculty Senate could be involved in putting into place. Prof. Miller suggested that the Senate could make a policy statement recommending that authors look at the contract and negotiate the rights that they are signing away and suggested

that authors negotiate to retain some rights, even if just being able to put their articles in ShareOK immediately.

Prof. Weaver said that in his field, IEEE (Institute of Electrical and Electronics Engineers) has stated that preprints are covered under the same rules as the publisher's PDF and the postprint, and thus they cannot be uploaded to ShareOK. Ms. Waller said that many societies and scholarly organizations are working through this process.

Prof. Woodfin, as a member of the Universities Libraries Committee, wanted to make sure faculty members are aware that there are serials reviews underway now. He said that OU is renegotiating contracts with the publishers. He wanted faculty to be aware, since the reviews could result in a decrease in faculty access to journals. Prof. Nelson suggested that the University Libraries Committee draft language regarding this issue to send to the Senate for consideration.

Prof. Hambright said that he recently participated in a faculty listening group with the Interim Dean of the Libraries. From that session, Prof. Hambright took away that the Libraries is against negotiating with the big publishers, but willing to suggest open journal alternatives. This is a concern because many professional societies' primary journals are through the big publishers, and are not open journals. He added that junior faculty especially would lose if we turn our back on the primary society journals.

There were no additional questions and Prof. Elwood Madden thanked Ms. Waller for speaking to the Senate.

FACULTY SENATE DIVERSITY, EQUITY, INCLUSION, & BELONGING RESOLUTION

Prof. Elwood Madden said that we discussed this resolution at the last Senate meeting and there are a several statements that have been added to the previous version of the document.

Prof. Tabb made an amendment to add a statement regarding developing a repository of rubrics and best practices to be share between departments. A sentence addressing that was added under section B.1.a. Prof. Pepper seconded this amendment and it was approved by the Senate.

Prof. Butler suggested adding more detailed information about where training is available under section B.2.a. Prof. Heyck said that currently there are a variety of trainings that are related, but there is not a department chair training and that would need to be developed. Prof. Heyck suggested that the Senate ask the Provost to provide a list of training available. Prof. Bradshaw suggested stating that the training needs to be identified and/or developed. Prof. Ashby suggested adding the word 'standardized' before the word 'onboarding' in that sentence.

Prof. Weaver asked if this amount of training might be adding to the burden of being a member of Committee A for a department. Prof. Warren asked how useful the trainings will be if they are not offered often enough to provide them to new administrators and chairs relatively early into their tenure. She also asked if these should be online trainings. Prof. Shotton suggested that the entire paragraph might be too cumbersome and that we should separate the recommendations into two; one that the administration develop the training and the second that administrators should receive that training. Prof. Demir suggested that all faculty should have a minimum level of training in this area. He said that he does multiple required trainings each year on safety procedures, etc. and that this diversity training is more relevant and important to the role of faculty at OU. Prof. Bradshaw suggested taking out the end of the last sentence of B.1.a, 'upon beginning a term of service on Committee A'.

The Senate approved adding the phrase “to be identified and/or developed by the administration” as requested for Department Chairs and above. The Senate also approved doing the same for Committee A members.

The Senate approved requiring administrators from departmental chair up to undergo this training once it is developed or available. The Senate also approved doing the same for Committee A members.

Prof. Hambright asked if the training should also be required of search committee members as well. There was discussion about whether to leave in the section about ‘upon beginning a term of service on Committee A’. The Senate approved removing those specific words. It was also noted that the spelling of discrimination in the yellow part on page 1 needed to be corrected. Prof. Heyck made a motion to approve the resolution as edited. The resolution was approved by the Faculty Senate. (Final resolution attached.)

Prof. Nelson noted that based on our previous discussions, Pres. Gallogly has already approved implementing some of these recommendations.

ELECTION OF FACULTY SENATE OFFICERS FOR 2019-20

Prof. Elwood Madden said that we have three candidates for Chair-elect and two candidates for Secretary. There are statements from each candidate provided (attached). She added that the Senate would invite all the candidates to the next meeting to answer questions, followed by a vote. Prof. Nelson added that candidates could also be nominated from the floor at the next meeting prior to the vote.

ADDING LGBTQ AND GENDER IDENTITY TO DEMOGRAPHIC DATA COLLECTED ON FACULTY

Prof. Elwood Madden stated that OU currently collects demographic data about race and sex of faculty members, but not gender. Prof. Natale from the Faculty Welfare Committee (FWC) provided examples of questions that follow best practices at our peer institutions (attached).

Prof. Bradshaw suggested adding a ‘prefer not to answer’ option to each question. Prof. Miller suggested adding ‘non-binary’ to both question 1 and 2. Prof. Ellis asked if the questions could be open-ended or if a respondent could select more than one option.

There was a question asked about the goal of collecting this type of information. Prof. Nelson answered that as we collect data on race/ethnicity so that we can see how we are doing on diversity goals, these questions will provide similar data for gender and LGBTQ. There was a question about whether search committees may ask questions about gender and sexual orientation during interviews and if not, how can we evaluate the university on meeting goals in terms of these factors. Prof. Elwood Madden said that OU is already asking these types of questions of our students and that this would simply expand that to faculty. Her understanding is that the answers to these questions are answered at the time of application and the answers are kept in Human Resources in a separate file from the hiring information provided to search committees.

Prof. Butler said that these questions are very private and personal, suggesting that prior to asking them, OU needs to determine how the data collected will be used. Prof. Elwood Madden said the current question OU asks about sex without asking about gender is problematic. Prof. Shotton added that the binary nature of that question is also an issue. Prof. Edwards Williams said that we need to think how we are going to map the data collected compared to how we map data on race/ethnicity. She

expressed concerns about who would have access to the data and whether it could be personally identified back to the faculty member. She also expressed concern about the effectiveness of collecting this data.

Prof. Pepper said that the wording of the questions is really up to Human Resources. The Senate can express to them the types of data we want recorded, but the actual questionnaire would be developed by HR, since they are more cognizant of what is legally appropriate and voluntary/confidential. Prof. Shotton asked if part of this issue is assuring that OU is providing appropriate services to LGBTQ faculty. She then suggested referring the issue to the Faculty Diversity, Equity, and Inclusion Committee (FDEIC) to work through the specifics and they could bring back recommendations to the Senate. The Senate approved sending the issue to the FDEIC for discussion and recommendations.

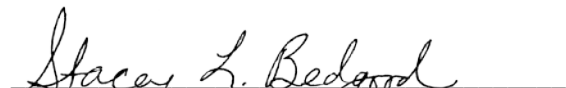
Prof. Heyck asked if we currently record any data on those with disabilities and perhaps the FDEIC could also look at that issue. Prof. Weaver asked the FDEIC to consider how the data will be used and the privacy issues related to it.

RETENTION COMPENSATION GUIDELINES

A copy of the new guidelines was provided (attached). Prof. Elwood Madden said that she had discussed these with Vice President for Human Resources Jackie Wolf. Prof. Demir asked if this replaced any current guidelines. Prof. Elwood Madden said that there were no previous guidelines. Prof. Butler asked who initiated addressing this issue; however, Prof. Elwood Madden said that she is unaware of that.

ADJOURNMENT

The meeting adjourned at 5:02 p.m. The next regular session of the Faculty Senate will be held at 3:30 p.m. on Monday, April 8, 2019, in Jacobson Faculty Hall, Room 102.


Stacey L. Bedgood, Administrative Coordinator


Amy Bradshaw, Faculty Senate Secretary

***SENATE CHAIR'S REPORT, by Prof. Megan Elwood Madden
March 11, 2019***

On February 6, Chair-elect Joshua Nelson, Secretary Amy Bradshaw, and I met with VP for Human Resources Jackie Wolf and Director of Human Resources Marcy Fleming to discuss HR processes and policies. We asked questions about the contractual aspects of the optional severance package, the potential effects of reductions in force (RIFs) on diversity at OU, and mitigating affected employees' access to potentially sensitive information. Dr. Wolf also gave us an update on the status of the Vice President for Research (VPR) and Office of Community/Chief Diversity Officer (CDO) searches and confirmed that the search committee and administration would likely be rewriting the job description for the Office of Community position into a CDO position that reports directly to the President. She also answered questions about the VPR search and agreed to talk with Provost Harper (VPR search committee chair) and the President about specific plans for visiting candidates. I followed up with Dr. Wolf in a phone conversation on February 9 and reiterated that an open interview talk and/or meetings with different faculty constituents would be prudent for building faculty confidence in the final VPR choice and could accelerate faculty buy-in for future research plans. She agreed to take these ideas to Provost Harper.

On February 12, Grey Allman from the Provost's office shared an initial report on the diversity of nominees put forward for university-wide awards 2012-present. The data in the report show that the percentage of the nomination pools increased this year. For example, over the past six years, the number of George Lynn Cross (GLC) nominees varied from 3-8 per year, and 0-33% of the nominees in any year were female. However, this year 2/3 of the GLC nominees were women. The percentage of women nominated for Presidential Professorships also increased steeply this year to 52% compared to an average of 25.5% for the previous six years. Similar, but more modest trends were observed in the University Council on Faculty Awards (UCFAH) nominations where 41% of this year's nominations were female, compared to 31% averaged over the previous 6 years. For comparison, 38% of the full-time faculty members on the Norman campus are female, while women make up only 25% of the full Professors.

The number of faculty nominees who self-identified as under-represented minorities (URMs) also increased this year compared to the previous six years within the UCFAH and Presidential Professorship nomination pools. While 11% of Norman faculty self-identify as belonging to an under-represented racial or ethnic group (African American, Hispanic, Native American, or one or more races), only 2.5% of the UCFAH award nominees over the past six years were from URMs. This year, 8.8% of the UCFAH nominees were from URMs. In addition, 12% of the nominees for Presidential Professorships were from URMs compared to 7.9% average over the past six years (however, for the first 4 years of this period only 3% of the nominees were from URMs). Only two of the 35 GLC nominations over the past seven years were for URM faculty.

The report also highlighted that the UCFAH received fewer nominations for teaching awards (31%) compared to research (37%) and service (32%) awards. However, the Regent's guidebook stipulates that at least half of all the Regent's awards need to be awarded for teaching. At our request, Ms. Allman sent a second report on March 5 detailing the demographics of Regent's awards nominees and recipients separated by award type (Research, Teaching, and Service). Over the period from 2013-2017, 57% of the Regents awards were for teaching, 27% for research, and 16% for service. Women were

more likely to be nominated for a Regent's teaching award (43% of nomination pool) than research (35%) or service (32%). Of the award recipients, 45% of the teaching award winners were women, while 30% of the research awards and 0% of the service awards went to women during this period. 4% of the Regent's awards nominees and 5% of the Regent's award winners identified as under-represented minorities. The Faculty Senate Executive Committee (FSEC) and Provost's Advisory Committee on Women's Issues (PACWI) have requested the full, de-identified data set from the Provost's office, including information about faculty demographics in the Faculty Investment Program and Junior Faculty Fellowship application pools, so that the respective groups can work on further analyses.

On February 13, the FSEC was scheduled to meet with President Gallogly for our monthly meeting, but he was delayed due to a time-sensitive issue. Instead, VP for HR Jackie Wolf stepped in for the first portion of the meeting. We began by discussing the recent draft Faculty Senate Diversity, Equity, Inclusion, and Belonging Resolution. Dr. Wolf provided an update of ongoing work that coincides with several recommendations in the resolution. She confirmed that the administration intends to convert the Vice Provost for Community position into a Chief Diversity Officer position with a direct report to the President, and strong connections to both provosts. She also discussed plans to invest in more effective training strategies. The FSEC stressed the need for high quality, in-person workshops, and other training opportunities that are explicitly valued in the faculty evaluation system. We also discussed the pros and cons of requiring diverse search committees, including elevated service requirements for faculty from under-represented groups. Dr. Wolf reminded the group that the State of Oklahoma has an affirmative action ban in effect. (See [https://ballotpedia.org/Oklahoma_Affirmative_Action_Ban_Amendment,_State_Question_759_\(2012\)](https://ballotpedia.org/Oklahoma_Affirmative_Action_Ban_Amendment,_State_Question_759_(2012))) that prohibits OU from setting specific target goals in terms of employment and admission numbers, but the university does have affirmative action plans, as required by federal law. We discussed methods to further encourage search committees to seek diverse candidates for positions. In addition, we talked about encouraging searches to seek candidates that value diversity and have demonstrated the cultural competency required to mentor students and colleagues from marginalized groups. Dr. Wolf relayed that she is coordinating with Public Affairs on how OU can talk about our progress in diversity. She said she is also talking to Dean of Students David Surratt about things they can do in the student code of conduct to encourage values related to diversity, equity, and inclusion. Dr. Nelson highlighted equity in terms of student admissions criteria. Dr. Bradshaw also emphasized the need to expand the criteria we look at when we admit students.

We also talked about Title IX policies and resources on campus. Dr. Wolf informed the FSEC that two staff members who work on the Affirmative Action plan were transferred out of the Equal Opportunity Office (EOO) into HR. The FSEC emphasized the need for a proactive Title IX office that works to prevent issues, rather than only reacting to inappropriate actions and complaints after they occur. We also talked about newly enacted codes of conduct from the National Science Foundation (NSF) regarding harassment that could inform future faculty codes of conduct. We highlighted the upcoming ADVANCE proposal call that provides an opportunity for significant federal funding to support institutional change. A previous ADVANCE proposal worked on identifying and communicating best practices for search committees (which are available on the Provost's website).

Dr. Wolf also provided an update on the VPR search and relayed that the search committee had interviewed the last of five candidates that day. Each interview with the committee lasted 45-90

minutes, and the committee was using a set series of questions, with appropriate follow-up questions, and evaluating the candidates based on those questions. She told us that the committee would meet in person soon to further discuss the candidates and recommend two candidates to the President. These two candidates will visit campus and meet with President for the final stage of the interview. Following our discussion on February 6 and Feb 9 phone call, she discussed the interview plans with Provost Harper, and he agreed that that the final candidates could meet with FSEC prior to their interview with the President. He was still considering our suggestions to include an open interview talk and other opportunities to meet with faculty. We suggested the Research Council as another appropriate group that could meet with candidates and stressed that faculty engagement with the candidates would be important for both faculty buy-in and potentially recruiting an outside candidate.

We also discussed potential revisions to faculty annual evaluations with Dr. Wolf, particularly the role of Committees A in carrying out evaluations, as well as the status of ePAF personnel requests, providing feedback for unsuccessful Regular Faculty Recruitment Application (RFRA) requests, flexibility to allow department chairs to reward high performing staff, and methods that could improve the deans' evaluation process and make it more transparent.

Once President Gallogly joined the meeting with the FSEC, we asked about what he was looking for in the VPR candidates. President Gallogly said that he is looking for someone who is a good collaborator and who has a working knowledge of the grant process. He said he would like someone from higher education, not the business community. Areas of collaboration include cross-collaborations within the university and with the Health Science Center (HSC), as well as community groups and other local entities including Tinker AFB or local companies. The FSEC reiterated the benefits of an open campus presentation during the final VPR interviews.

We asked about the President's recent visit to the Chairs and Directors meeting. He noted that after the meeting, participants said they would have liked to know more about 'investible ideas.' Chairs wanted to know how they can submit ideas and provide input to what the deans have submitted. We discussed the role of the deans and provost in communicating priorities between the administration and the faculty. We ended our meeting by returning to the Faculty Senate Diversity, Equity, Inclusion, and Belonging Resolution with President Gallogly. He also highlighted the Affirmative Action Plan and the movement of the planning efforts into HR. President Gallogly again expressed concern about the negative reports in the media and emphasized that he hopes that in the future reports will not be focused on the actions of the president, but instead focused on positive cultural changes happening at OU.

On February 14, I participated in a library research support listening session and learned about the many different initiatives happening throughout the libraries including statistics and data visualization support services available to faculty and graduate students. Faculty members suggested that the library work on communicating these opportunities and support structures more clearly to the faculty by engaging the departmental library liaisons in amplifying library programs, presenting discipline-specific research models in department colloquiums, and providing clear hubs of information for graduate students, faculty, and others who are not available to participate in time-specific workshops or other trainings. There was also a strong urging from Humanities faculty to maintain the book collection. Interim Library Dean Carl Grant also strongly encouraged faculty to participate in open-access publishing.

On February 18, I met with the Budget Council. Director of the Office of Budget and Financial Planning Stewart Berkinshaw presented the financial comparison data that he and I have been discussing, and I also gave a brief summary of the current budget situation, as presented to the FSEC over the last several months. Based on the data presented at the last Regent's meeting, we started this fiscal year (July 1) with ~\$100-110 million in operating reserves (cash on hand), which is enough to pay our expenses for about a month. This is down significantly from >\$200 million in cash reserves about five years ago. Our operating reserves are also significantly less than the operating reserves held by many of our peer institutions, which generally have 2-3 months' worth of operating costs available as operating reserves. A few peers, including the Health Sciences Center, have significantly more in reserve, with ~5-7 months operating costs available.

Based on the budget information presented to the FSEC over the last several months, our cash has been going down over the last five years because the university has been spending more money than it was bringing in. This deficit spending can be explained by: 1) the state decreased the university's appropriation significantly during that time, 2) the university did not adjust other revenues/expenditures sufficiently to balance the decrease in state budgets, and 3) the university started new initiatives that required new or increased spending, but did not generate revenue to balance that new spending over this period (e.g. new buildings on the research campus, the Corix and Cross deals, technology initiatives, new residential colleges, and new study centers, etc.).

This year, the administration projected (based on the expected revenue compared to the expected expenditures) that we had a ~\$15 million deficit for FY 19, which President Gallogly referred to during his first few months on campus. This deficit was due in part to the decision to not increase tuition and fees, as well as the intention to give faculty raises. Since the administration held tuition and fees flat, we ended up with a gap in the budget that became wider due to the faculty raise program. If the \$15 million spending deficit was not addressed, next year's operating reserves (cash on hand) would have further decreased, thus leaving us with <30 days' worth of operating expenses and moving us farther away from our peers with regards to operating reserves. In order to stop the steady decrease in operating reserves, the university needed to either cut expenditures or increase revenues. We appear to have stopped the deficit spending through the \$32 million in savings (cuts) that President Gallogly referenced in the last Regents meeting. Of the \$32 million in savings, \$15 million went towards filling the deficit spending hole. A portion of the additional \$17 million was/will be spent on rebalancing graduate student tuition/fees (\$3-5 million) and adding new faculty lines (25 searches approved late in the fall semester, costing \$2-4 million depending on how many of these late-season searches are successful). That leaves \$8-12 million to rebuild the cash reserves and/or give staff raises, invest in research productivity, invest in diversity initiatives, hire additional faculty, provide research support for graduate students, etc.

Based on the peer comparisons, there is a compelling argument that we need to rebuild our cash reserves back up to at least \$200 million. That will require further cuts, increases in revenue, and/or a long time in our current fiscal situation. The Budget Council discussed working with the administration to both identify and employ more efficient and transparent budget practices and also identify areas of potential revenue growth in addition to expenditure savings. Mr. Berkinshaw agreed to present the comparison data directly to the Faculty Senate at the March 11 meeting, pending administrative review of the data.

Information Technology Council (ITC) Chair Patrick Livingood also provided an update following the ITC meeting. Interim CIO David Horton talked about the reorganization of Central IT and the recent reduction in force. The largest number of layoffs was in cabling, which will be outsourced for future projects (Staff Senate Chair Justin Daniels also reports that most of the cabling people have been hired by the company we will contract to do this work). Mr. Horton also conveyed that central IT was top-heavy, and so they made two higher-level cuts, including the Chief Information Security Officer. Mr. Horton also conveyed that the Legal Counsel is pushing for standardizing IT-related policies across campuses, rather than having each campus make its own policies. Dr. Livingood expressed concern that this would mean extending the most restrictive policies system-wide. Mr. Horton and Director of User Experience Nick Key said this did not need to be the case, as IT could use virtual networks (dividing a single physical network into separate virtual networks) and data classification with more fine-grained access using credentials to alleviate this concern.

The ITC also talked about the computer standardization policy progress, and IT presented their [data dashboard](#). Dr. Livingood requested that they add more information about the nature and source of funding in their exception reports, but reported that, so far, the denied exceptions seem reasonable. IT also explained that they are partnering with the VPR to make sure IT purchases included in grant requests are discussed before submission to try to make sure they meet both researcher needs and OU IT goals to save money and reduce support costs. IT has also created a LINUX working group from across campus to try to balance user needs with costs of support and monitoring. Dr. Livingood also requested that IT and the Security Governance Council more clearly communicate the due process philosophies governing administrative oversight, regulation, and monitoring of IT that OU Legal shared with FSEC in our February 4 meeting with the same prominence as existing policies.

On February 19, I spoke with VP for HR Jackie Wolf about organizing open talks for the VPR candidates who will be visiting campus over the next few weeks. The candidates will also meet with the FSEC and the Research Council, as well as interviewing with President Gallogly. On February 20, Provost Harper confirmed that three final candidates would likely be visiting campus.

On February 22, Amy Bradshaw and I met with SGA president Adran Gibbs to discuss the SGA's efforts to establish multicultural working groups that would provide actionable ideas to the administration regarding recruiting/retaining diverse students, faculty, and staff, as well as reviewing/revising orientation and training programs, the undergraduate curriculum, international student services, student financial aid and resources, housing and food policies, and the student code of conduct.

On February 25, Joshua Nelson, Amy Bradshaw, Ulli Nollert, Anthony Natale, Hunter Heyck, Stacey Bedgood, and I participated in a Tri-Campus Faculty Senate meeting with faculty senate officers from OSU and the OU-HSC. We discussed the roles of faculty and administration within shared governance structures, including mechanisms for amending Faculty Handbooks. All three campuses have different policies and practices regarding open/closed meetings and faculty interactions with the president and other upper-level administrators. The group talked about faculty compensation and benefits across all three campuses and the financial health of the universities, as well as statewide funding and allocations for higher education. In addition, we talked about campus food insecurity and solutions, course delivery methods and credit hour generation, and attendance policies for student athletes.

On February 26, I met with Staff Senate Chair Justin Daniels and Chair-elect Sarah Connelly. We talked about the Faculty Senate Diversity, Equity, Inclusion, and Belonging resolution, our recent meeting with faculty senate leaders from OU-HSC and OSU, and the VPR search process. Mr. Daniels provided an update on new VP for Operations Eric Conrad, who recently arrived on campus and has been meeting with division directors across campus. We also talked about the recent reduction in force and possibilities for future reductions, including positions in academic affairs. We discussed current mechanisms for reporting bias, harassment, and poor treatment of employees using the EthicsPoint reporting structure through HR and the bias reporting hotline through the Office of Community. Within the context of this discussion, we revisited the open ombudsperson position and potential roles for that position moving forward. Finally, we talked about academic freedom, freedom of speech, and tenure at the university.

On February 27, the FSEC met with VPR candidate Thomas Diaz de la Rubia. Several members of the committee also attended his public talk where he talked about soliciting, supporting and incentivizing cross-disciplinary teams of researchers from STEM, social sciences, humanities, and the arts who are working together to solve grand challenges and make significant, positive impacts on society. He also talked about the need to build strong relationships with funding agencies, including congressional delegations and private foundations to help shape future funding calls. When asked about industry contracts and intellectual property concerns, he favored agility and flexibility in negotiating intellectual property contracts with industry when they request to work with the university on mission-oriented basic research that leads to publications and other forms of scholarship over contract-based, proprietary work for industry.

The FSEC met on March 4 and approved the appointment of Ellen Greene to the Arts and Humanities Faculty Fellowship Committee. We also talked about the slate of candidates for the upcoming Faculty Senate officer elections at the April Faculty Senate meeting, as well as the potential slate for electing faculty to serve as at-large members on the FSEC, as two seats will be open, elected at the May Faculty Senate meeting. The Faculty Compensation Committee has been discussing benefits, merit raise structures, and the new guidelines for retention raises that went into effect March 1. The Faculty Welfare Committee has been working with the Provost's office on recommended changes to clean up the Faculty Handbook and a subcommittee continues to work on best practices for teaching evaluations. The Faculty Diversity, Equity, and Inclusion Committee discussed the HERI data, provided recommendations to the SGA of faculty members to serve as resources in their upcoming multicultural focus group discussions, and discussed the VPR search process. Jen Waller from University Libraries talked about open access publishing and gave the FSEC a preview of her presentation at the March 11 Faculty Senate meeting.

The FSEC discussed the number of Ranked Renewable Term (RRT) and other contingent faculty working on annual or semester-long contracts. When we compared OU to the average R1 university data reported by AAUP (Figure 1), we appear to have a significantly higher percentage of tenured and tenure track (T/TT) faculty at 75% and a significantly lower percentage of renewable term (RT) faculty at 13% compared to average R1 universities, at 53% and 32%, respectively. However, we also collected data from the Integrated Postsecondary Education Data System (IPEDS) comparing the percentage of T/TT faculty (68% median, 45-93% range) and RT faculty (12%, 0-56% range) at our aspirational peer institutions (public AAU universities in the Big 12, Big 10, and central US) and found that OU's

percentages of both T/TT and RT faculty are very much in accordance with our aspirational peers. In addition, we found that the number of students per T/TT faculty at our aspirational peers (25 median, 16-31 range) is slightly lower than the current ratio at OU (27 students per T/TT faculty). The FSEC agreed that OU's percentages of T/TT, RT, non-renewable term, and part-time are all within a healthy range compared to our aspirational peers. In our discussions with Provost Harper, we suggested that the metric stated in the Faculty Handbook (maximum of 10% RRT of the T/TT) could be redefined as % RRT of the Regular Faculty (RRT + T/TT), and there could be a case for more flexibility in the percentage or total number of RRT faculty, as long as the administration agreed to also maintain a healthy percentage of T/TT faculty and put transparent and open policies in place that would allow T/TT to receive teaching release or other resources to catalyze research activities. We also discussed the percentage and role of part-time faculty on campus. Provost Harper advocated for not placing a cap on part-time faculty, since he asserted that the university needs flexibility so that they can hire professionals to teach part-time where needed, particularly as apart of online master's programs. We also discussed plans for future raises for non-tenured/tenure-track instructional faculty.

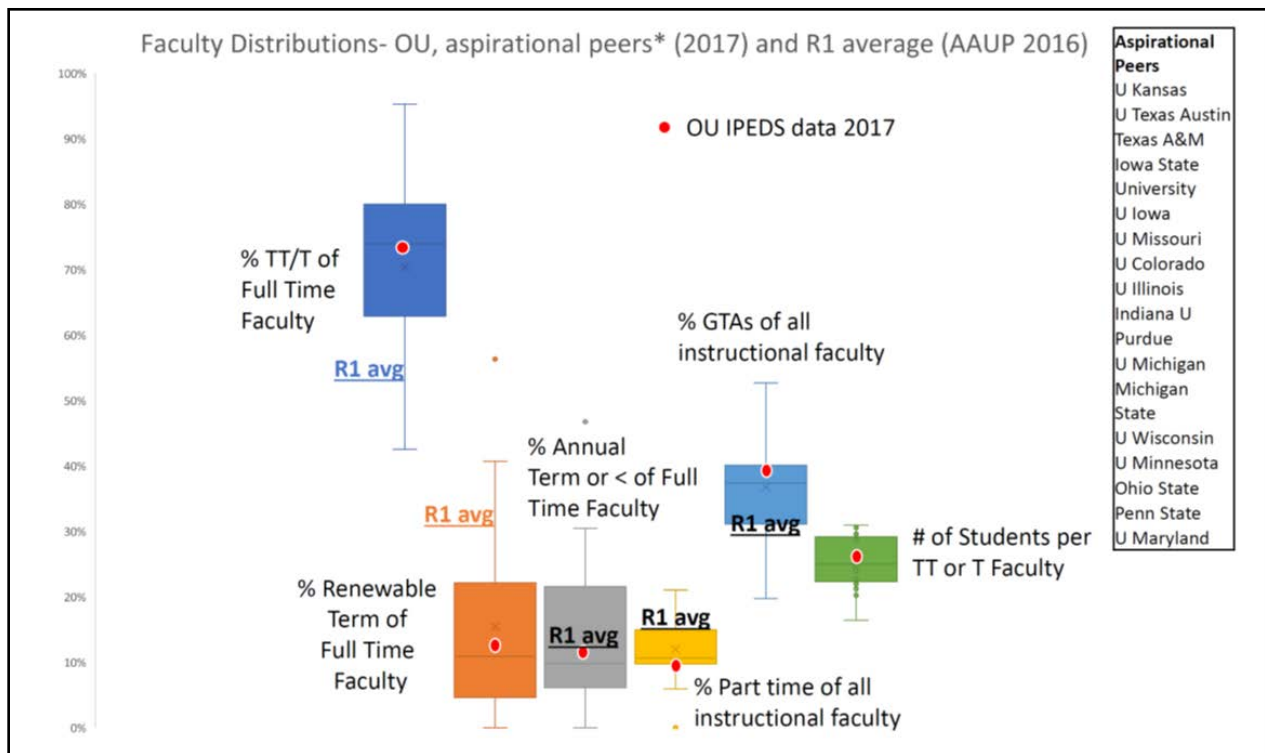


Figure 1. Box and whisker plot shows the distribution of values for our aspirational peers (inset box - AAU public universities in the Big 10, Big 12, and central US) based on 2017 IPEDS data. The colored boxes represent the values within 1 standard deviation of the mean. The faint line within the box is the median and the x is the mean. The error bars show 2 standard deviations. The dots that fall outside of the boxes/error bars are outliers within the aspirational peer data set. The red circles represent the value for OU based on the 2017 IPEDS data. The lines labeled R1 average are the average values reported by AAUP for R1 universities in 2016.

We then discussed [demographic data for the ranked faculty 2006-2017 that the FSEC compiled](#) based on public information in the OU Factbooks from Institutional Research & Reporting (IRR). During this period, the number and percentage of ranked faculty members (RRT and T/TT) identifying as

underrepresented minorities (Black/African American, Hispanic, Native American, Pacific Islander/Hawaiian, or multiracial) peaked in 2011 (87, 8.6%), then decreased and held steady in total number over the past six years (77, 7-8%). During the same period, the percentage of full professors who are women increased from 15 to 25%, while the percentage of associate professors who are women varied between 38-43% and the percentage of assistant professors varied from 40-45%. Provost Harper reiterated that in his view, compared to our peers, we are doing a relatively good job of recruiting and retaining undergraduates from underrepresented groups, but we need to improve our recruiting and retention efforts and outcomes for underrepresented minority faculty. Anthony Natale asked the provost why we do not collect LGBTQ and gender data from faculty, since the university collects that data from undergraduate and graduate students, in addition to sex, race, and ethnicity data.

Provost Harper then discussed his plans for a revised RFRA call this year. Deans will need to provide the Provost's office with a list of 3-5 strategic research priorities within their college, as well as ranked lists of planned new faculty hires by March 15. He explained that RFRA requests would be prioritized by the administration primarily based on credit-hour production per faculty occurring in the unit, as well as programmatic needs (accreditation, degree requirements, etc.) and research opportunities. In addition, the administration encourages RFRA requests that align with the university's strategic initiatives. "Draft" RFRA requests will be due April 15. The Provost's office will consider the requests, look for areas of potential collaboration, and potentially return some requests to the deans and departments for revision. "Final" RFRA requests will be due May 15.

We also discussed the shift in the decision-making process regarding weather closures on campus away from a President-direct decision. The campus meteorologist now works with the Director of Operations, the Provost, and other senior administrators to make a recommendation to the President. Provost Harper also informed FSEC that they would no longer be announcing patent awards at the Faculty Awards Ceremony. Finally, we asked the Provost for an update on the President's Academic Program and Budget Advisory Committee's (PAPBAC) work, and he informed us that the committee has been working on its second report. Joshua Nelson asked if the committee's previous report, or the appropriate sections of the report, had been shared with the leaders of the units that were evaluated. Provost Harper said that the previous report had been shared only with the President.

On March 6, I attended the Dean's Council meeting where we again discussed the cap on RRT faculty. Provost Harper told the deans that the university would not be hiring any new RRT faculty this year and they should not request any new RRT hires in the RFRA process for next year. He then summarized his March 4 conversation with the FSEC. The deans asked about the timeline for changing the policy capping RRT percentages, and the Provost replied that it would likely take some time to consider potential changes and work with the Faculty Senate to amend the Faculty Handbook, and he did not expect the guideline to change before next year.

The Provost also described the revised process for RFRA requests and distributed a memo to the deans asking for their strategic research priorities, as well as a ranked list of potential hires by March 15. He again explained the criteria that the administration will use to evaluate RFRA requests, including credit-hour production and overlap with strategic research initiatives (quantum physics, early childhood, life sciences, computer/data science, Native American studies, weather/radar, aeronautical engineering, energy/water/ environment, etc.). He encouraged the deans to communicate not only the instructional

and research impact of a potential hire, but also potential collaborations with other programs/hires and development opportunities in their rankings. Provost Harper also explained that the administration would be considering credit-hour production per faculty member, credit-hour trends, the number of majors in a program, the number of graduate students, accreditation, quality of degree programs, etc. when deciding which RFRAs will be selected for searches. He hopes to grow the faculty next year, but the number of new hires in each unit will be generally correlated with credit-hour production. Dean Hewes asked if research expenditures would be considered in addition to credit hour production. Provost Harper said the decision-making process was not directly linked to research expenditures, but research opportunities/growth play a role. He explained that the most compelling RFRAs would clearly demonstrate a teaching need and research opportunity, while also adding diversity in some dimension.

I also attended the Faculty Compensation Committee meeting with Jackie Wolf of HR where they discussed the new policy regarding retention offers that went into effect March 1. Dr. Wolf explained that the policy is intended to make the retention offer process more straightforward, fair, and transparent for both faculty and staff. I also attended a meeting of the Faculty Mentoring Network, which had lapsed last semester. Dr. Nancy LaGreca will be organizing the effort this semester on behalf of Vice Provost Jill Irvine. She will be planning 2-3 speed mentoring sessions for later in the semester. We also discussed potential plans for adding new mentors to the group next semester and talked about how to continue learning about best practices within the group and with future mentors.

Faculty Senate Diversity, Equity, Inclusion, and Belonging Resolution
(Approved by the Senate at the March 11, 2019 meeting)

Whereas, the Faculty Senate is dismayed by the recent evidences of racist behavior by our students and on our campus;

whereas, we recognize that, while these incidents are despicable on their own, the sober fact is that they are merely symptoms of more systemic issues of embedded racism in our broader society and in our campus institutions;

and whereas, the Faculty Senate is committed to working with students, staff, faculty, and administrators to build and strengthen the infrastructure required to move the university forward in its efforts to disrupt and dismantle racism on campus,

the Faculty Senate of the OU-Norman campus calls upon the University of Oklahoma to demonstrate its commitment to enacting meaningful, long-term, positive change in support of the university's non-discrimination statement:

“Diversity is one of the strengths of our society as well as one of the hallmarks of a great university. The University supports diversity and is committed to maintaining employment, educational, and health care settings that are multicultural, multiracial, multiethnic, and all-inclusive. Respecting differences is one of the University’s missions. The University does not discriminate or permit discrimination by any member of its community against any individual based on the individual’s race, color, religion, political beliefs, national origin, age (40 or older), sex, sexual orientation, genetic information, gender identity, gender expression, disability, or veteran status in matters of admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides.”

by empowering and supporting faculty, students, staff, and administrators as we work together to:

A. Hire a Chief Diversity Officer (CDO) to coordinate and implement a comprehensive diversity, equity, and inclusion program throughout the University of Oklahoma system and empower the CDO with the budget, staff, and accountability structures required to plan and implement meaningful change across all three campuses. Towards this goal, we recommend that the University consider implementing the following:

1. Designate the CDO a Vice-President level position that reports directly to the President.
2. Ensure that the Board of Regents and President use the expertise of the search committee previously established for the Associate Vice President for Community position to help them search for, identify, attract, and hire a CDO who has the professional experience and educational background necessary to do this work.
3. Maintain an Office of Diversity, Equity, & Inclusion (previously the Office of Community) with dedicated leaders responsible for implementing the necessary work on each of the three OU campuses. Provide each office with the resources and staff necessary to implement meaningful change, and empower each office to hold other campus leaders accountable as we move towards our diversity, equity, and inclusion goals.
4. Designate administrative responsibilities within each college to support and assess diversity, equity, and inclusion goals. It is important that this position has the protection of tenure and does not have conflicting mandates.

5. Provide funding for affiliated administrators, faculty, and staff to attend conferences such as those held by the American Association of Colleges and Universities (AAC&U) and the National Conference on Race and Ethnicity in American Higher Education (NCORE).
6. Align Colleges' and academic units' strategic plans with the university's diversity, equity, and inclusion goals.
7. Provide clear access to information for faculty, staff, and administration regarding resources available to support students and others in the hour of need.

B. Develop clear, actionable plans that describe how we will recruit and retain more diverse students, staff, faculty, and administrators. These plans should be communicated broadly and publicly. The University must hold units and their leaders accountable for working swiftly to implement these plans and must regularly assess and report progress towards clearly stated goals. Towards this goal, we recommend that the University consider implementing the following actions:

1. Recruit and retain more diverse faculty, staff, and administrators.

- a. Develop and employ rubrics for faculty, staff, and administrative searches that explicitly value diversity, equity, and inclusion through all legal measures, including evaluating job candidates on cultural competency, record of mentoring students and colleagues from under-represented groups, broadening participation, inclusive practices, etc. Departments are encouraged to share rubrics developed under this policy with the Provost's office, and a repository of those rubrics will be made available for guidance on best practices hiring procedures.
- b. Explicitly value work that strengthens campus diversity, equity, inclusion, and belonging when assessing faculty, staff, and administrators for annual evaluations, promotion criteria, awards, internal grants, merit indexes, etc.
- c. Reward faculty and staff involvement in diversity-focused trainings and workshops via the annual evaluation.
- d. Formalize mentorship programs and reward mentors in annual evaluation and merit indexes.
- e. Include numerical registering of community outreach in annual evaluation and merit indexes.
- f. Fill all vacant administrative positions with open searches, either filled internally and (as appropriate) externally. Each search must ensure a qualified and diverse applicant pool by advertising open positions through University-wide internal communications and enumerating criteria and qualifications sought.
- g. Hold search committees accountable for following best practices for supporting diversity, equity, and inclusion in the recruitment, hiring, and retention process.
- h. Assess and address salary inequalities for faculty, staff, and administrators.
- i. Invest in a robust pool of resources and funds to support competitive recruitment and retention of faculty from underrepresented groups. Ensure clear communication of the availability of this pool of resources and funds.

2. Recruit, retain, and graduate more diverse undergraduate and graduate students.

- a. Increase resources and funding support for Multicultural Programs & Services in Student Life, including adequate staffing of advisors/directors who work with diverse student populations who are paid equitable salaries.
- b. Provide bridge funding for graduate students of color, first-generation graduate students, and graduate students from low-socioeconomic status backgrounds at the beginning of their studies during which they can (a) receive funding without having to immediately go into an intensive TA

position, (b) pursue any leveling coursework they need and/or audit graduate courses they will take for credit the following year, (c) receive effective mentorship that is sensitive to their needs, and (d) get access to tutoring if needed.

- c. Provide bridge funding from appropriate accounts for TRIO/Project Threshold and identify support network for next grant cycle.
- d. Invest in diversity, equity, and inclusion efforts in living-learning spaces.
- e. Identify opportunities to improve student diversity through strategic scholarship awards (e.g., need based, sovereign nation agreements).
- f. Identify meaningful ways to facilitate student connections with their home community.
- g. Assess and address salary inequities for graduate assistants and undergraduate student workers.

3. Build and strengthen organizational leadership, planning, and communication.

- a. Establish and publicly communicate goals for further diversifying student, staff, faculty, and administrators.
- b. Seek out and meet with diverse student groups to better understand student needs and priorities, particularly those from marginalized groups and those involved in multicultural and intersectional communities.
- c. Consult and support our current faculty, students, staff, and administrators who have expertise in diversity, equity, and inclusion work. Value their ideas and efforts as critically important scholarship, not side-projects.
- d. Solicit and invest in faculty-, staff-, and student-led projects aimed at supporting or amplifying OU's recruitment, retention, and reputation relevant to diversity, equity, inclusion, and belonging goals.
- e. Include diversity, equity, and inclusion as part of the university's development strategy.
- f. Establish awards to recognize student groups, faculty, staff, administrators, and units, as well as outstanding efforts in teaching, research, and service.
- g. Clearly articulate the university's commitment to diversity, equity, and inclusion in student recruiting, admissions, retention efforts, materials, and policies.
- h. Facilitate data collection and data access, including robust and recurring campus climate surveys, to support diversity, equity, and inclusion efforts.

C. Review the impact of existing policies and procedures on diversity, equity, and inclusion goals. Carefully consider and evaluate how new policies and procedures might impact diversity, equity, and inclusion goals. Examples include:

1. University-wide policies and procedures

- a. Review and revise the university's code of conduct for students, faculty, and staff.
- b. Review and revise the mechanisms for appointing Regents, populating alumni advisory boards, and identifying/working with other stakeholders to reflect the University's diversity, equity, and inclusion goals.
- c. Provide opportunities for faculty, students, staff, and administrators to meet consistently to develop a common vision for diversity, equity, inclusion, and belonging, with a strategic agenda to include goals, objectives, initiatives, accountability measures, and rewards.
- d. Review and revise Title IX resources and practices. Expand the role of Title IX and other related offices to serve as available and immediate resources to support faculty, staff, and administrators as they work towards the university's diversity, equity, and inclusion goals.
- e. Monitor underrepresented minority demographics in layoffs.

- f. Facilitate community teach-ins or workshops where we come together to listen, learn, consider, and discuss, for example, “justice,” “institutional racism,” and “community.”

2. Policies and procedures impacting faculty, staff, and administrators

- a. Require that all administrators with significant personnel management authority, from Department Chair on up, receive both standardized ‘onboarding’ training in how to create and sustain work environments supportive of ‘inclusive excellence,’ as well as continuing, periodic training in best practices related to diversity, equity, and inclusion. These trainings are to be identified and/or developed by the administration. In addition, the University should require that all members of unit Committees A, who necessarily are involved in annual evaluations and often are the groups that recommend faculty and staff for awards and honors, receive training related to implicit bias and diversity, equity, and inclusion best practices.
- b. Revise and amend the Regular Faculty Recruiting Application (RFRA) to require detailing of specific strategies and effective practices for actively recruiting historically under-represented faculty.
- c. Review and revise how we evaluate faculty and staff, including teaching, research, service, and community outreach efforts. This includes reviewing and revising student evaluations of teaching, that have been previously shown to be biased.
- d. Provide appropriate resources to reinstate and continue critical training programs for faculty, staff, and administrators, such as Diversity Ally trainings (“Unlearning” racism, sexism, ableism, and classism, in addition to the ongoing LGBTQ Ally training).
- e. Reinstate the Diversity Fellowship through Center for Teaching Excellence (CTE).

3. Policies and procedures impacting students

- a. Reevaluate and assess the effectiveness and impact of the required diversity training for first-year and transfer students.
- b. Identify and facilitate retention of underrepresented minority students affected by bursar holds; facilitate and expedite need-based scholarships.
- c. Replace monthly bursar fees (currently 18% APR) with per-semester fees (approximately \$50/semester at peer institutions).

D. Apprise the Faculty Senate of actions taken toward President Gallogly’s stated goals to “increase efforts to recruit more students, faculty, and staff of color on campus; second, to review our code of conduct to make it as rigorous as possible in addressing inequality and racism; and third, ensure that our campus inclusion programs and training are robust and impactful.”

We call on the administration to present an initial report at our May 6, 2019 Faculty Senate meeting, followed by an inaugural annual diversity, equity, and inclusion report presented in the September 2019 Faculty Senate meeting.

FACULTY SENATE OFFICER CANDIDATE STATEMENTS

March 2019

The candidates below have all recently served on the Faculty Senate Executive Committee and have agreed to run for office. Each candidate provided a brief statement explaining why they are running for Chair-elect or Secretary. If you or your faculty constituents have questions, please contact the candidates. We will be electing the Faculty Senate Officers during the next Faculty Senate meeting on April 8, 2019. We will elect the at-large members of the Faculty Senate Executive Committee during our May 6, 2019 meeting.

Candidates for Secretary of the Faculty Senate (2)

Michael Bemben

Professor and Chair, Health & Exercise Science

Ph.D. University of Illinois, at OU since 1992

mgbemben@ou.edu

I know what an important role the Faculty Senate can play, especially in a period of transition like we are currently in. I am also aware of how important it is to get faculty to engage in university affairs and to take a serious interest in how the entire university environment is intertwined with the politics and policies of an administration. During the start of this new era at OU, I truly believe that a strong, experienced, and committed Faculty Senate Executive Committee is critical and I think that my past experiences at OU and with Faculty Senate can contribute to the future discussions that will take place between administration and the committee. However, if there are sufficient numbers of other interested candidates for the Executive Committee Secretary position, then perhaps getting new perspectives would be a better approach than returning someone like myself who has already had the privilege of serving the Senate.

Maria del Guadalupe 'Lupe' Davidson

Associate Professor and Chair, Women's & Gender Studies

Ph.D. Duquesne University, at OU since 2006

mdavidson@ou.edu

University Service includes: Graduate Curriculum Committee, Graduate Council, Faculty Senate Executive Committee, Faculty Senate Committee on Diversity Equity and Inclusion, Faculty Senate College of Arts and Sciences Representative, Office of University Community Diversity Committee, Provost's Advisory Committee on Women's Issues.

It has been my privilege to serve as a member of the Faculty Senate Executive Committee for the past two years. I became a member of FSEC during the presidential transition and I worked with my colleagues on FSEC as well as colleagues across campus to ensure that faculty voices and concerns were heard especially on issues related to diversity, equitable compensation, and student safety and security. During my time on FSEC, I have developed a positive and collaborative working relationship with upper administration and believe this relationship will continue should I be elected FSEC Secretary. Based on my involvement with Faculty Senate (as a senator and a member of FSEC), my commitment to the University and its various stakeholders, as well as my commitment to shared governance, I believe that I am prepared to assume the role of FSEC Secretary.

Candidates for Chair-elect of the Faculty Senate (3)

Amy Bradshaw

Associate Professor, Educational Psychology

Ph.D. Arizona State University, at OU since 1998

bradshaw@ou.edu

As Faculty Senate Secretary, I have been actively engaged in Executive Committee efforts to strengthen shared governance and help transform OU into a university fully committed to equity and inclusion. I'm running for Faculty Senate Chair Elect because I'm passionate about both of these goals, and committed to their pursuit.

My prior roles in Faculty Senate include a term as Member at Large, two previous terms as Secretary, and three terms as Senator from the College of Education. I also have leadership experience in my primary professional organizations: President of the International Visual Literacy Association, President of the International Division of the Association for Educational Communications and Technology (AECT), Vice President of the Culture, Learning and Technology Division of AECT, and Executive Committee Member of the Southwest Center for Human Relations Studies (parent organization of NCORE). I have served as Editor of the Journal of Visual Literacy, Guest Editor of two issues of TechTrends, and Guest Section Editor of two issues of Educational Technology Research and Development, and my work has been recognized via multiple writing, teaching, and service awards, most recently the 2019 Jeannine Rainbolt College of Education Leadership and Citizenship Award. For more information, please visit: <http://unpack.us/amycbradshaw>.

Anthony Natale

Associate Professor, Social Work

Ph.D., University of Denver, at OU since 2005

anatale@ou.edu

I wish to serve as Faculty Senate Chair because I have a distinctive set of experiences that have uniquely prepared me for this role. I am completing my 14th year at OU and overtime held several positions pertinent to Chair, including:

- Senator - Two terms (2010-2012) and (2017-present)
- Member - Faculty Senate Committee on Committees (2017-present)
- Member - Faculty Senate Executive Committee (2018-Present)
- Chair – Faculty Welfare Committee (2018 – Present)
- Member – Faculty Senate Compensation and Benefits Committee (2018-Present)
- Member – Faculty Senate Appeals Board (2018-Present)
- Member and Chair - Athletics Council (2012-2016)

The knowledge and skills I gained in these roles, in addition to serving as Assistant Director of the School of Social Work (2012-2016) and Graduate College Faculty Fellow for Inclusive Excellence (2017-2018) have shaped both my perspective of the institution broadly, as well as my skill-set in moving important work forward, particularly on issues of equity, diversity, inclusion, and belonging.

My colleagues describe me as engaged, eager to take on assigned tasks, and known for producing results in a timely fashion. I think these attributes; in addition to strong interpersonal skills, systemic thinking, and my use of humor will assist me in completing the work of the Faculty Senate Chair.

Matthias 'Ulli' Nollert
Associate Professor, Chemical, Biological, & Materials Engineering
Ph.D. Cornell University, at OU since 1991
nollert@ou.edu

I have been a faculty member in the School of Chemical, Biological, and Materials Engineering since 1991. During that time, I have collaborated with faculty from across campus on several multidisciplinary proposals, as well as with faculty from the Health Science Center campus. I have had proposals funded by NSF, NIH, OCAST, and the American Heart Association. I led a book group focusing on learning and how the brain works. I have been the Graduate Program Liaison for Chemical Engineering since 2002.

For the past two years, I have been a member of the Faculty Senate Executive Committee. This has been a time of transition for OU with the retirement of OU's longest serving president. The Faculty Senate is positioned to represent the interests of faculty from across campus as the new administration identifies new priorities and directions for the University. In many meetings over the past two years, I have listened to and considered viewpoints from across campus, and have argued forcefully for those that I think are in the best interest of the University as a whole. I will be a thoughtful and balanced representative of faculty interests as we navigate this new environment.

Proposed addition to faculty demographic data collection

The University of Oklahoma is committed to supporting diverse students throughout the various stages of the faculty experience, including recruitment, application, interview, hiring, and retention. Our aim is to build inclusive learning environments so that faculty can maximize their success. You can assist us in this goal by completing a series of questions that can assist us in ensuring our policies, procedures, programs, and initiatives are well-suited to address various faculty needs.

We fully recognize that the questions that we are asking are sensitive in nature. For that reason, each of these questions is voluntary. Answer as many or as few of them as you like. The data collected will be kept confidential, reside only in the Human Resources, and will not be released to the department to which you are applying.

Questions

1. **Do you think of yourself as:**
 - a. Lesbian
 - b. Gay
 - c. Heterosexual
 - d. Bisexual
 - e. Asexual
 - f. Questioning or unsure
 - g. Another sexuality: _____

2. **How do you describe yourself?**
 - a. Male
 - b. Female
 - c. Transgender
 - d. Do not identify as female, male or transgender

3. **Do you consider yourself transgender?**
 - a. Yes transgender, male to female
 - b. Yes, transgender, female to male
 - c. Yes, transgender, gender non-conforming
 - d. No

Compensation Guidelines for Norman Campus, Health Sciences Center and Tulsa Campus

To provide further clarification on compensation treatment for internal promotions, counter-offers, retention increases, etc., please find below the University's guidelines effective immediately (March 1 2019).

Please note, that this does not replace the current freeze form process and is meant to be supplemental.

Guidelines:

1. The University generally does not provide an annual "cost-of-living" increase, therefore, budgets should contemplate merit or market-based pay increases only as recommended by the CFO, CHRO and the President. Based on budget funding, from time to time, the University may elect to pay an across-the-board increase or a market based increase based on market comparative ratios (compa). Any exception will require Presidential approval.
2. Promotion, counter-offer, retention and market-based (equity) pay increases should follow the below guidelines¹:
 - a. If an individual is **above the market compa rate** (midpoint rate) as determined by HR, increases cannot exceed 5% without the CHRO's approval and the approval of the relevant executive officer responsible for such employee.
 - b. If an individual is **below the market compa rate** (midpoint rate) as determined by HR, increases cannot exceed 15% without the CHRO's approval and the approval of the relevant executive officer responsible for such employee.
3. Detailed justification is required for any pay raise, and in those cases where a counteroffer is requested, a copy (or visual verification) of the external offer letter should be provided.
4. In most cases, pay increases will not be retroactively paid. The effective date of the pay increase must be on or after the date of the Presidential approval or the date a counteroffer is accepted by the employee, whichever is later. Any exception will require the CHRO and President's approval.
5. All pay changes where the annual salary is at or above \$60,000 will continue to require approval by the President and the Board of Regents.

¹ Excludes ranked faculty promotion policies pursuant to the Faculty Handbooks in Norman, HSC and Tulsa