

FACULTY COUNCIL MEETING
3:00 p.m., Tuesday, May 12, 2009
Council Room, 250 Student Union

AGENDA:

1. Roll Call
2. Approval of the April 14, 2009, Minutes
3. Approval of Agenda
4. Special Recognitions – Jean Van Delinder
5. Special Report: The University Club – William “Bus” Jaco (10 minutes)
6. Report of Status of Faculty Council Recommendations:
President Hargis, Provost Strathe, and/or Vice Presidents
7. The President – Remarks and Comments
8. Reports of Standing Committees:
 - a. Academic Standards and Policies: Mindy McCann – Year-End Report
 - b. Athletics: Pat Jordan – Year-End Report
 - c. Budget: Ron Miller – Year-End Report
 - d. Campus Facilities, Safety, and Security: Tom Jordan – Year-End Report
 - e. Faculty: Udaya DeSilva – Year-End Report
 - f. Long-Range Planning and Information Technology: Khaled Gasem – Year-End Report
 - g. Research: Leon Spicer – Year-End Report
Recommendation: Policy on Supplemental Pay Plan for External Research Support*
Recommendation: Accepting “Requirements for Training in the Responsible Conduct
of Research (RCR)” Policy*
 - h. Retirement and Fringe Benefits: J. D. Brown – Year-End Report
 - i. Rules and Procedures: Stephen Perkins – Year-End Report
 - j. Student Affairs and Learning Resources: Glenn Brown – Year-End Report
Recommendation: Short-Term Study Abroad Classes*
9. Reports of Liaison Representatives
10. Old Business
11. New Business
12. Adjournment

Refreshments will be served at 2:45 p.m.

	Amended By	Passed	Failed
Recommendation No. <u>09-05-01-RES</u>	1. _____	_____	_____
Moved By: <u>Research Committee</u>	2. _____	_____	_____
Seconded By: _____	3. _____	_____	_____
<u>_____ Passed</u> <u>_____ Tabled</u> <u>_____ Failed</u>	4. _____	_____	_____

Title: Policy on Supplemental Pay Plan for External Research Support

The Faculty Council Recommends to President Hargis that: each college within OSU adopt the following plan to provide incentive to faculty obtaining external research support.

Rationale:

Incentive plans can enhance research activities benefiting the University as a whole as well as research faculty. In particular, research enhances learning opportunities for students. Incentive programs are vital in hiring and retaining outstanding faculty. Under Objective 1.4 of OSU’s Strategic Plan – “Grow strategically as a significant research university...” one strategy is to recruit and retain faculty of the highest quality to support research and scholarly activity priorities.

POLICY:

Faculty at Oklahoma State University will benefit from two sources of income generated from external grants and contacts: 1) the return of generated salary savings funds, and 2) the return of generated F&A funds.

A. Return of Generated Salary Savings Funds:

Whenever possible, salary savings generated from grants/contracts that support faculty salaries to perform academic research for the University shall be returned to the administrative department/school of the faculty member whose salary/partial salary is paid from the research grant/contract. The Department Head/School Director shall use these salary savings with the following priorities:

1. To provide release time for the faculty member whose salary is paid/partially paid by the grant/contract, if release time from teaching or other responsibilities is required.
2. Salary savings that are not required by the department/school for the above use shall revert to the faculty researcher(s) whose salary is being saved for use to enhance their research productivity. This includes but is not limited to support of research staff and students, purchase or repair of research equipment, and other direct costs of research for existing research projects or developing new research areas.

Note: Without priorities #1 and #2, there is no incentive for faculty to include salary savings in their external research grant proposals.

B. Return of Generated F&A Funds:

Each College will establish an F&A Distribution Policy that will state that funds generated from F&A shall be distributed with a minimum of 15% of the total F&A being returned to the PI generating the F&A.

Within a fiscal year, faculty who accrue funds returned from Salary Savings and/or available from PI's share of F&A according to A & B above may opt to receive supplemental pay from these funds, not to exceed the equivalent of one month's regular gross salary, in a direct lump sum payment. Faculty receiving supplemental pay will be responsible for any tax liability and regular payroll withholdings will apply.

	Amended By	Passed	Failed
Recommendation No. <u>09-05-02-RES</u>	1. _____	_____	_____
Moved By: <u>Research Committee</u>	2. _____	_____	_____
Seconded By: _____	3. _____	_____	_____
<u>_____ Passed</u> <u>_____ Tabled</u> <u>_____ Failed</u>	4. _____	_____	_____
Title: <u>Accepting “Requirements for Training in the Responsible Conduct of Research (RCR)” Policy</u>			

The Faculty Council Recommends to President Hargis that: Oklahoma State University adopt the proposed RCR policy (see attached Policy) as written.

Rationale:

Universities seeking monies from Federal granting agencies such as NSF and NIH will soon be required to have a RCR policy. See attached Policy for details.

Oklahoma State University Policy and Procedures

REQUIREMENTS FOR TRAINING IN THE RESPONSIBLE CONDUCT OF RESEARCH (RCR)	2-XXXX ACADEMIC AFFAIRS May 2009
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PURPOSE AND SCOPE

- 1.01 Education and training in the ethical and responsible conduct of research is an essential element of training for individuals who will be engaged in research in any field. The purpose of this policy is to establish minimum responsible conduct of research (RCR) training requirements for students.
- 1.02 Federal funding agencies, including the National Institutes of Health (NIH) and the National Science Foundation (NSF), require, as a condition of receiving funding from such agencies, that institutions develop formal training in RCR for students and postdoctoral fellows and associates supported by federal grant funds.
- 1.03 As a Research-Extensive institution, Oklahoma State University has an obligation to take steps to ensure that its advanced degree recipients and research staff have a thorough working knowledge of matters related to responsible research behaviors. At a minimum, these include: proper citation of other work, plagiarism, research misconduct, intellectual property and copyright, falsification and unwarranted editing of data, conflict of interest, authorship on manuscripts, and mentor-mentee relationships. Other issues (e.g., ethical treatment of animals, human subject

protocols, and handling of hazardous materials) may also be appropriate, depending on the discipline of study.

- 1.04 Postdoctoral fellows and associates, and students at both the undergraduate or graduate level, who are involved in research, should receive appropriate, institutionally-endorsed, education and training in RCR. This applies whether or not they are supported by funds, internal or external, designated for research purposes.

POLICY

- 2.01 The Office of the Vice President for Research & Technology Transfer is responsible for providing on-line access to an appropriate RCR training module (hereafter, “the module”).
- 2.02 Each postdoctoral fellow/associate, must, at a minimum, complete the module within the two calendar months following the effective date of a pertinent employment action (EA) form.
- 2.03 Each graduate student must, at a minimum, complete the module prior to Spring 2010, or their second semester of their enrollment, whichever occurs later.
- 2.04 Each student (both undergraduate and graduate) must complete the module within the two calendar months following either:
 - a) the effective date of a pertinent employment action (EA) form providing support from external grant funds;
 - b) enrollment in any course for which research is an integral element of the course – e.g., honors thesis, masters thesis (5000), or doctoral dissertation (6000); or
 - c) conducting activities identified by his/her advisor as involving research.
- 2.05 Advanced degree students and postdoctoral fellows/associates, will, in many cases, be required to complete additional, more discipline-specific, RCR training. For students, such requirements are part of the requirements for graduation. For a doctoral student, certification of completion of such discipline-specific training is a requirement for admission to doctoral candidacy, and the form submitted to admit a student to doctoral candidacy will provide a means of indicating such completion. The scope and extent of the required additional RCR training (e.g., course, seminar, module) are at the discretion of the department; graduate advisory committees may augment these requirements for individual students. To assist in identifying appropriate material, a list of courses with RCR content will be made available on the Graduate College website.

PROCEDURE

- 3.01 Upon an individual’s completion of the module, documentation certifying such completion should be filed in the appropriate departmental office.
- 3.02 In order to promote compliance with the provisions of §2.03, all graduate students will have enrollment holds placed upon them. For currently enrolled students, such holds would be effective Spring 2010; for students whose first semester of enrollment is Spring 2010 or later, the hold would be effective the next possible term (Fall, Spring, or Summer) of enrollment. An advisor may remove such a hold only upon documentary proof of the student having completed the module being placed in the student’s departmental file.

3.03 In order to promote compliance with the provisions of §§2.02 and 2.04 a), students and postdoctoral fellows/associates who are supported by external grant funds and who have not completed the module within the two calendar months following the effective date of the EA form shall have their employment terminated at the end of the two-calendar-month period. Reinstatement of employment is strictly conditional on satisfactory completion of the module.

	Amended By	Passed	Failed
Recommendation No. <u>09-05-03-SALR</u>	1. _____	_____	_____
Moved By: <u>Student Affairs & Learning Resources</u>	2. _____	_____	_____
Seconded By: _____	3. _____	_____	_____
_____ Passed _____ Tabled _____ Failed	4. _____	_____	_____

Title: Short-Term Study Abroad Classes

The Faculty Council Recommends to President Hargis that: each academic college and/or department should develop general purpose, short-term study abroad classes to facilitate the University’s international goals and be responsible for the appropriate academic oversight. At a minimum, the classes should:

- have a generalized description and curriculum defined by the faculty within the college and/or department,
- have instructors who hold faculty rank,
- have formal class evaluations, and
- fulfill the International Dimension (I).

Rationale:

On April 20th, 2007, the University set a long-term goal that 100% of graduates have a significant study abroad experience.¹ In addition, a five year goal of 25% participation in study abroad was set as a short-term milestone. This goal was recommended by Faculty Council, supported by Administration and approved by the OSU/A&M Board of Regents.

Short-term, faculty-led classes are the backbone of study abroad at almost all institutions similar to OSU. They are the “intro” courses that provide an initial exposure to most students and impart the encouragement to many to pursue an additional long-term experience. It is doubtful that OSU will ever reach the 25% milestone, much less the 100% goal, without a proportionate increase in faculty-led classes.

Fry and Paige (2009) have shown with a study of 6,400 former study-abroad students that short-term classes provide significant exposure to international cultures.² Other researchers have found the same. We know that these classes are effective in globally engaging students.

Currently, most study abroad classes are offered as zero ending courses because of the normal sequence for both the faculty and the destinations to change every few years. However, a major concern for instructors is the excessive bureaucratic requirements associated with the zero ending classes. Likewise, students are generally confused if and where these classes will fit in their plan of study. There is no apparent reason why the short-term study abroad classes should not have regular course numbers. Once created, they will greatly reduce faculty and student work that does not add value to our educational goals.

¹ OSU accelerates study abroad efforts; Sets long-term goal of 100% participation. OSU Press Release, April 20, 2007, downloaded 1/6/2009 from osu.okstate.edu/index.php?option=com_content&task=view&id=646&Itemid=90.

² Fry, G. W. and M. Paige, 2009. *Study Abroad for Global Engagement: The Long-Term Impact of Mobility Experiences*, presented at Forum on Education Abroad, Portland, Oregon, February 1.

Finally, this proposal firmly ensures that the Faculty will hold the central role in the development and evaluation of the short-term study abroad classes. This principal was formalized by the Faculty Council and accepted by the Administration in 2005³. It states in part,

“Included in this responsibility is the understanding that the Faculty of each department or academic unit set forth the standards, curriculum, and number of credit hours that support proficiency in the subject matter, meet OSU General Education requirements, meet appropriate program accreditation requirements, and conform to the policies of the State Regents for Higher Education.”

³ Faculty Council, 2005. *Role of Faculty in Curriculum Development*, Recommendation 05-10-01-ASP, Passed October 11, 2005, accepted by administration November 8.