

FACULTY COUNCIL MINUTES
250 Student Union
February 12, 2008

Bob Miller called the meeting to order with the following members present: Bays, Bidwell, Brown, G, Calhoun, Carter, Casey, Clinkenbeard, Dare, DeSilva, Gasem, Giles, Goetze, Hirschlein, Hoffer, Jadow, Jordan, Materer, Miller, R., Moberly, Moder, Perkins, Russell, Shull, Spicer, Van Delinder, Veenstra, and Yellin. Also present: Bosserman, D., Chapman, M., Elliott, K., Emslie, G., Gates, G., Shutt, G, and Payton, M. Absent: Brown, T.

HIGHLIGHTS

OSU’s Energy-Saving Program.....	1
Report of Status of Faculty Council Recommendations.....	4
Reports of Liaison Representatives	
Staff Advisory Council	5
Reports of Standing Committees	
Rules & Procedures.....	5
Academic Standards & Policies.....	6
Recommendation: Changes to Current Policy on Incomplete Grades.....	7
Athletics	9
Faculty.....	10
Long-Range Planning & Information Technology	10
Research.....	11
Retirement & Fringe Benefits.....	11
Student Affairs & Learning Resources	11
New Business.....	13

Miller asked for approval of the January 8, Minutes. Van Delinder moved acceptance of the Minutes. Jordan seconded. The Minutes were approved. Miller asked for approval of the February 12, 2008, Agenda. Carter asked that the Agenda be amended to allow the Rules and Procedures Committee to be the first standing committee report so Council nominations could be held for Vice Chair and Secretary. Jordan seconded. The Agenda was approved as amended.

SPECIAL REPORT: Oklahoma State University’s Energy-Saving Program – David Bosserman

Bosserman distributed a hand-out entitled, “Oklahoma State University Energy Education Update”. He reported a contract was signed last year with Energy Education, Inc. (EEI) to help OSU work on saving energy on campus. They have worked closely with OSU Physical Plants on all campuses for the last year in the following areas:

- Developing appreciation for complexity of a higher education institution (OSU is the first high education institution that EEI has worked with)
- Continual meetings with building occupants to determine special needs; time of day scheduling; and special event scheduling
- Identified areas where better reporting devices were needed
- Hired and trained energy educators (5 FTE OSU—STW; 1 FTE OSU—TUL (includes OSU—CHS); ½ FTE at OSU—OKM and OSU--OKC)
- Developed building-by-building protocols

Bosserman said he had been asked if he had received many complaints. He replied he had received comments. He added he believes the energy educators are getting back with people regarding any special needs.

Physical Plant

- Programs primarily operated out of Physical Plant Services
- Review of Energy Educators' recommendations for feasibility
- Implements Energy Educators' recommendations after review

September-December Stillwater Campus Savings (cost avoidance)

Electricity Savings	\$232,299	11.5% Savings
Steam	178,638	15.8% Savings
Chilled Water	118,050	7.7% Savings
Natural Gas	12,075	9.9% Savings
Total Savings	\$541,062	~12.0% Reduction

September-December OSU System-Wide Savings (cost avoidance)

Electricity Savings	\$325,066	11.9% Savings
Steam	178,638	15.8% Savings
Chilled Water	118,050	7.7% Savings
Natural Gas	48,249	18.8% Savings
Total Savings	\$670,003	~12.0% Reduction

Bosserman said they are still disputing whether all the savings are being captured. He added that the December 2007 utility bill for the institution was the lowest it had been in five years. He feels the efforts took over the Christmas holidays did pay off significantly in savings to the institution.

Budget Implications

- OSU Stillwater has asked for no mandatory budget increase for 2009 (The 2007 Utility mandatory increase was \$1,924,777 and 2008 Utility mandatory increase was \$890,327)

On-Going Efforts

- Validation of base year figures. Bosserman added they will bring an energy expert in to make sure that the base year set of data is correct because that is where savings are computed from and over time those savings need to be defended.
- Identification of “unmeasured usage” of utilities (not everything is metered). Bosserman said they do not intend to put meters on the buildings.
- Continual analysis and validation of non-energy education impact on the savings algorithm
- Provide unit information back to colleges/departments for review. Bosserman added so these units would know if they are doing a good job or where they can improve.

Hirschlein asked if the salary money that was paid the five FTE energy educators in Stillwater was taken away and subtracted from the total savings what then would be the percent reduction. Bosserman said it would be less but to remember the contract is set up so that in the first four years Energy Education pays for those people and their services and then the University receives the excess. If they do not achieve those savings they pay it and we do not. It is estimated that over the seven-year period there will be an approximate savings of \$22M. Hirschlein asked how much we contracted with them for. Bosserman replied they take it from their savings and he thought their annual cost was \$1 million something.

Hirschlein asked why the lights were always on at night at the Intramural fields when no one was there. Bosserman replied it could be caused by weather. Generally, Intramural fields are used during the evening hours but that would show up in the Colvin Centers evaluations.

Hirschlein also asked about the stadium lights being on when there is no activity. Bosserman said the Athletic Department pays their own bills and they are being evaluated separately. He added, for example, during graduation the weather was bad and he asked VP Holder to turn the lights on so people could see where they were walking. The lights will also be turned on at different times for safety reasons. Also, at the present time, construction workers begin working early and the lights help light the area for the site.

Dare asked if these energy conservation efforts had not been undertaken how much mandatory budget increase would have been asked for in the 2009 budget. Bosserman replied in 2007 we asked for \$1.9M because there was a significant increase, in 2008 it was \$900,000 and for 2009 it probably would have been \$1M.

Hirschlein asked how high he thought the percentage in reduction can go. Bosserman said it is about 12 percent savings now and they would like to see it somewhere between 16 and 20 percent when the program is fully implemented.

Glenn Brown said this is a great program and everyone that is working on it should be commended. He wondered if structural modifications to older facilities should be looked at to see where efficiencies could be increased. Bosserman replied that whenever plans for major modifications are suggested Joe Weaver and Rick Krysiak look at those types of things. For example, in the Science and Technology programming committee Weaver had several

discussions with people on how that building could be more energy efficient and this occurs in other programs as well. Brown said just as you brought in a specialist in energy education why shouldn't an HVAC specialist be brought in to see what can be done on the equipment side. Bosserman said in Vet Med Johnson Controls was brought in and they re-outfitted a great deal of their mechanicals. Over time this might be done in other buildings but you still have to pay that off. Brown asked about Physical Plant. Bosserman replied Physical Plant is updating. They have almost completed the switching of drives from fixed to variable. Another tower is being installed for chilled water control that should be 40 percent more efficient.

REPORT OF STATUS OF FACULTY COUNCIL RECOMMENDATIONS: Interim President Strathe, Provost, and Vice Presidents

Gail Gates reported the following:

08-01-01-FAC ***Tenure Clock Extension Period:*** Accepted as modified. This proposed modification to the Faculty Policy Statement will be forwarded to the OSU Board of Regents for consideration. The Council of Deans approved the proposed policy with modifications that include use of language consistent with the FMLA policy, clarification of how long after the onset of the FMLA the leave extension can be requested, and clarification on the number of additional extension requests that can be submitted by a faculty member.

The section modified in the original recommendation that was sent to administration, with the changes noted, is below:

1.4.8 Extension of Probationary Period. A period of appointment and the probationary period of a faculty member may be extended up to three years for extenuating circumstances, e.g. a leave of absence without pay, an extended sick leave, significant changes in published criteria for tenure, or significant changes in job description associated with transfer or promotion. Upon written request by the faculty member and recommendation by the unit administrator and dean of the college, such an extension may be granted upon approval by the VPAA and the Board of Regents.

1.4.8.1 Extension of Probationary Period for Circumstances Covered Under the Family Medical Leave Act (FMLA) (See OSU Policy and Procedures 3-0708). Upon receipt of a written request, the unit administrator shall **transmit** ~~recommend~~ to the dean of the college **the request for** an extension of the faculty member's period of appointment and probationary period for circumstances such as birth or adoption, elder care, dependent care, or other **qualifying events** ~~health reasons~~ covered under FMLA. Such an extension shall be granted upon approval by the VPAA and the Board of Regents. **The Extension of the Probationary Period for circumstances covered under FMLA is not contingent upon use of an extended leave of absence. (This paragraph becomes new section 1.4.8.1.1)**

1.4.8.1.1 The extension ~~Extension~~ of the probationary period ~~Probationary Period~~ for **a qualifying event** ~~circumstances~~ covered under FMLA is not contingent upon use of an extended leave of absence.

1.4.8.1.2 The request for an FMLA probationary period extension shall be submitted by the faculty member within six months of the commencement of the qualifying event.

1.4.8.2 A FMLA probationary period extension is for one (1) year. A second FMLA extension shall be granted for a new qualifying event or for an unresolved or continuing qualifying event. ~~The faculty member shall be granted up to two (2) one-year extensions if needed and requested during the~~ their probationary period. A faculty member may request a third **one-year** extension under Section 1.4.8.

Gates also reported that FMLA will start allowing people to be considered qualified if their immediate relative has recently returned from active duty and therefore the wording was changed from “health reasons” to “qualifying events”.

Goetze asked about 1.4.8.2 which says, “...extension shall be granted for a new qualifying event or for an unresolved or continuing qualifying event...” and what if the qualifying event happens and then there is an issue more than six months after but they had not gotten an extension at the beginning of the event. Miller said when it comes to Tenure time you can say you had an “event” and you can either choose to take the additional time or not take it. Moder said an “event” did not require you to take FMLA. You just have to have a “qualifying event”.

Gates also noted that in 1.4.8.1. the original recommendation had said the unit administrator shall “recommend” and the word was changed to “transmit” because it is not a recommendation but an automatic approval.

08-02-01-ASP *Changes to Current Policy on Incomplete Grades:* To Interim President Strathe.

REPORTS OF LIAISON REPRESENTATIVES:

Staff Advisory Council — Marsha Chapman

The Staff Picnic will be held April 3rd. SAC needs Faculty Council volunteers to assist serving food to the staff. Contact Becky McIntire @ 744-6919 or becky.mcintire@okstate.edu if you are interesting in helping.

REPORTS OF STANDING COMMITTEES:

RULES AND PROCEDURES — Brian Carter

According to the By-laws of the General Faculty, at its February meeting the Faculty Council shall nominate two faculty members for the position of Vice-Chair and two members for the position of Secretary every three years. Secret ballot nominations were accepted and Khaled Gasem, School of Chemical Engineering and Bruce Russell, School of Civil and Environmental Engineering will be placed on the ballot for Vice Chair. Nicholas Materer, Department of Chemistry, and John Veenstra, School of Civil and Environmental Engineering, will be placed on the ballot for Secretary. Notice of the election will be mailed to all eligible voting faculty by

February 15. Additional nominations for Vice-Chair and Secretary may be placed on the primary election ballot provided that a petition (included in the mailing) signed by fifteen members of the General Faculty is submitted for each position by March 10, 2008. A description of each Council vacancy, of direct concern to members of a certain area, and a statement concerning the nomination and election procedures for Faculty Council positions will also be included in the first mailing.

ACADEMIC STANDARDS AND POLICIES — Brad Bays

Bays reported on information initiated by Karen Lucas, Director, Undergraduate Admissions, regarding International Transfer Credits.

Current university policy regarding the transfer of credits from international institutions is to replace all grades with either a “Pass (P)” or “No Pass (NP)” designation. The Undergraduate Admissions Office proposes to, when available, record actual grades rather than merely P or NP designations, so as to more accurately reflect actual student academic experiences. The Academic Standards and Policies Committee has discussed and concurs with the Office of Undergraduate Admissions that retaining letter grades whenever possible is a more equitable practice that will also allow the Office of Scholarships and Financial Aid to better identify eligible candidates for international scholarships.

Students currently receive grades of “P” whether we have grades for the students or a scale to determine effectively what those grades are when converted to an American based grading system.

The Admissions Office proposes when available, that grades for international students be recorded than “P” grades. It would be a more equitable system for all students. It would also be an accurate reflection of the student’s academic experience.

Under the currently policy, the Office of Scholarships and Financial Aid cannot identify eligible candidates for international scholarships because the grades are “P.” As a result, it’s difficult to recognize and award eligible candidates.

2007-08 Catalog

4.5 Transfer Credit from International Colleges and Universities

Credit is accepted based on equivalent standards as outlined in Academic Regulation 4.3 and 4.4 Credit is accepted on a pass – no pass basis. U.S. grade equivalents of “A,” “B” and “C” are posted with a grade of “P” and grade equivalents “D” and “F” are posted with a grade of “NP.”

Moder said she personally did not favor counting transfer grades at all and she would not favor counting them for International courses either. She added she thought the recommendation should be the opposite one that we should stop doing it for the other courses.

Miller said recording a grade on a transcript and counting it in a grade point average are like two different things.

Bays will report back to the ASP committee regarding Council's concerns.

Bays thanked committee member, Rhonda Casey, for working on the following recommendation to get it in a form he thinks will be acceptable to Council.

Title: "Changes to Current Policy on Incomplete Grades":

The Faculty Council Recommends to Interim President Strathe that: the proposed final wording for the Policy on Incomplete Grades read as follows:

"Incomplete" Grade. This grade is given to a student who satisfactorily completes the majority of course work (i.e., material amounting to more than 50% of the course grade as outlined in the course syllabus) and whose work averaged "D" or better, but who has been unavoidably prevented from completing the remaining work of the course. This grade is considered temporary. When the instructor specifies the conditions the student must fulfill in order to complete the course, he or she will also specify the grade the student would receive based on total course requirements and evaluation of completed work, and assign a composite incomplete grade. This temporary grade ("IB", "IC", "ID" or "IF") will reflect the percentage of work completed by the student as well as the grade earned on the completed work. This will be the projected grade if the student received a zero for the remaining course work, with the "I" representing the incomplete status of the course. This "composite incomplete" grade ("IB", "IC", "ID" or "IF") will be recorded on the online grade form and on the transcript. Neither a grade of "IA", nor a condition that the student must repeat the course, is permitted. The maximum time allowed for a student to complete the course is one calendar year after the end of the semester for which the incomplete grade was awarded. The dean of the student's college (for graduate students, this is the Graduate Dean) may recommend to the Office of the Registrar an adjustment of this period in exceptional circumstances, which must be clearly documented with supporting evidence when deemed appropriate. Instructors have the prerogative to require a shorter period of time to complete the remaining requirements. It is the responsibility of the student to satisfy the requirements stipulated by the instructor at the time the incomplete grade is assigned; it is the responsibility of the instructor to initiate action to have any new permanent grade entered as soon as possible after the student completes the course or, after one year, partially fulfills the remaining requirements. Upon completion of any or all of the remaining requirements, or at the end of the one-year period (whichever occurs first), the temporary grade on the unofficial transcript is changed to reflect the final grade for the course (e.g., "IC" is changed to "B"). Any course in which none of the remaining requirements are fulfilled will, after one year, have the incomplete grade changed to the default grade (e.g., "IC" is changed to "C") on their official transcript. If the student opts to graduate prior to the end of the one year period, the remaining course requirements must be completed by the deadline for course work completion for the semester immediately preceding graduation. (University Academic Regulations, 6.2 Grade Interpretation)

Rationale

Current Policies on Incomplete Grades

The policy of the Oklahoma State Regents for Higher Education (OSRHE) on an incomplete grade reads as follows:

An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F", and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA. (OSRHE Policy Statement on Grading, II-2-203: I.B)

The Oklahoma State University policy on an incomplete grade reads as follows:

Grade "I". This grade is given to a student who satisfactorily completed the majority of course work and whose work averaged "D" or better, but who has been unavoidably prevented from completing the remaining work of the course. A condition that the student must repeat the course in order to remove the "I" is not permitted. The maximum time allowed for a student to remove an "I" is one calendar year. The dean of the student's college may recommend to the Office of the Registrar the adjustment of this period in exceptional circumstances. It is the responsibility of the student to satisfy the requirements stipulated by the instructor at the time the "I" is assigned; it is the responsibility of the instructor to initiate action to have the new grade entered as soon as possible after the student fulfills the requirement. Prior to Fall 1999, the new grade does not result in the deletion of the "I" symbol from the transcript. Upon completion of the course requirements, a second entry is posted beside the original "I" on the transcript to show the final grade for the course. The incomplete grade which is not removed within the allotted period becomes a permanent incomplete. (University Academic Regulations, 6.2 Grade Interpretation)

Current Policies in Big XII Universities

In a survey of the other Big XII universities, six indicate that students are given one calendar year to remove "I" grades. Three universities give students until the next semester. Two institutions give students two years to change the grades. Of the eleven other Big XII universities, seven have the policy that "I" grades automatically become "F" grades if the student fails to have them changed. One university has them become "W" grades if the student in question is passing ("F" if not), and two have "I" grades become permanent. One institution (University of Nebraska-Lincoln) uses the practice of the instructor specifying that the "I" grade will revert to "F" should the student fail to take steps to have it changed within the time specified by the instructor.

Rationale for Change

In most cases, “I” grades are simply incomplete “A” or “B” grades. Assigning, for example, an “IC” grade indicates clearly the grade that the student has already earned; failure to remove the “I” grade under the current system punishes the student unnecessarily by making the “I” grade permanent. Changing the “I” grade to an “F” is, we believe, even more unnecessarily punitive. The proposed process will make the consequences of not remedying the incomplete grade within the permitted time frame clear to the student, and the default grade assignment will cause the number of requests to alter incomplete grades to be drastically reduced. It will also make it clear to instructors that an incomplete grade is to be assigned only in extenuating circumstances, and will remove the unfair advantage that students can gain by delaying the completion of graded material to an indefinite future time.

Procedure

If the student completes any or all of the incomplete material within the one year time allotted, the grade may be changed, using the routine change of grade process, to reflect this completed work. However, should the student complete the requirements beyond the one-year time limit, then a request for a waiver of the one-year time limit must be pursued by the student in order to have the grade changed. This process involves first obtaining permission, through a written request to the dean, for a change of grade to be processed; this decision is based on the totality of extenuating circumstances pertaining to the case. Once permission for a change of grade has been received, it should be attached to the change of grade form and sent to the Registrar.

The recommendation passed with 24 “yeas”, 1 “nay”, and 3 “abstentions”.

ATHLETICS — Kris Giles

The committee is continuing to work on a report of student athletics. There are certain majors that are year-in-and-year-out underrepresented and overrepresented. They are trying to summarize core requirements to try and determine if scheduling is the main cause of why a student takes a particular major or does not. Each of the committee members is taking a major and a department and working on this matter and will present a report after completion of their study.

Yellin asked if a study had ever been done in regard to the number of hours the student-athlete puts in regarding practice. He had seen a report where students said they spent over 40 plus hours per week at practice. Giles replied Marilyn Middlebrook, who is the final say on each major, said that time is not the issue but it is when core requirements are split up between morning and afternoon. Giles gave an example, in Entomology where there are no student-athlete majors because that department has morning classes and afternoon labs for all the core requirements. Bruce Russell said the NCAA restricts practice time during the season and they restrict coach contact hours at all times. He added what happens is that there are squad run optional voluntary workouts, etc.

FACULTY — David Yellin

The committee continues to work on the partner-spousal recommendation. They begun by looking at items like money and funding but now are just focusing on the wording of the recommendation. They can find no wording in OSU's policies regarding spousal-partner hires. Yellin said to email him (david.yellin@okstate.edu) if faculty have any suggestions. They hope to bring a recommendation to Council by the next meeting. Miller added this recommendation will only be for the wording of the "Policy" and the "Procedure" will come later.

LONG-RANGE PLANNING AND INFORMATION TECHNOLOGY — Khaled Gasem

The LRP&IT Committee continues to review the current OSU strategic planning process. Their goal is to offer a set of recommendations on how best to evolve the current process and render it more effective. Based on their initial study, they envision a strategic planning process that:

1. Articulates broad institutional goals that are formulated collectively by all the stakeholders -- (themes)
2. Requires the colleges to develop goals and priorities to actualize the articulated goals of OSU -- (implementation plans)
3. Reconciles (realistically balances) OSU resources with the strategic planning priorities -- (resources)
4. Develops and maintains an academic ledger that reflects the strategic planning deliverables -- (monitoring)
5. Informs the stakeholders and the public through the OSU Annual Report on strategic planning milestones and accomplishments -- (accountability)
6. Enhances the visibility of our institution -- (visibility)

Some examples for the broad institutional themes may include:

1. A land-grant university mission that promotes access to a high-quality, empowering education
2. A scholarly mission that permeates all disciplines across all levels of academe: undergraduate, graduate, and postgraduate
3. A service mission of a land-grant university in all pertinent fields, including agriculture, engineering, human development, education, information technology
4. A diversity mission encompassing all aspects of the enterprise: people, ideas, methods, etc.
5. A mission that calls for OSU to be a catalyst for economic growth in Oklahoma

Information Technology

The LRP&IT Committee received a briefing from the IT Directors at OSU on the mainframe upgrade. A new mainframe with 60% higher capacity was installed successfully. The new system meets OSU needs for the next four years at a cost of \$844,459/year.

The Committee is pleased with the IT operations. To sustain the good performance of the IT Division, the Committee reiterates its request to the administration to allocate the required funds for:

1. Additional storage memory (\$23k)
2. Professional development for the staff (\$100k to \$125k)

RESEARCH — Joe Bidwell

The committee continues working with the Campus Facilities Committee to provide input to updating the University's facilities renovation policy (1-0109) and are collecting information from faculty regarding frustrations they have had with Physical Plant Services and potential impacts on research and conveying those to Rick Krysiak the Director of Physical Plant Services. Another issue the committee is focusing on is the development of a proposed plan to promote extramural grantsmanship. They will be meeting with Steve McKeever and Gordon Emslie next week to discuss the plans in place in the different colleges on campus and perhaps put something together that might be a campus-wide type of approach.

RETIREMENT AND FRINGE BENEFITS — Bruce Russell

The committee has been looking at health insurance premiums across the Big 12 and is beginning to look at comparisons with the Big 10. If an employee at OSU has a spouse they want to include in their insurance coverage it costs \$462 per month. The median in the Big 12 is \$275 (\$187 more per month for OSU). If an employee wants to cover a spouse plus children the cost is \$722 and the Big 12 median is \$344 (\$378 more per month for OSU). Russell feels we are woefully behind our peers and sees this principally as a competitive issue for OSU in the Big 12 and within universities and private and public employers throughout the land. The committee expects to bring to Council at the March meeting a report and recommendation that will include language about bringing OSU's health care benefits in line with their competitive peers. They are also considering a second recommendation regarding a policy on a tiered benefit structure so employees who are on the lower end of the OSU pay scale can be accounted for. Yellin asked about where Blue Cross and Blue Shield fit in and did they just accept something like this. Russell replied the recommendation would be presented to the administration of the University and not to the insurance provider. He thinks it is important to encourage the administration to look at the rate structure when they deal with the insurance provider. More will be discussed on this issue at the March meeting.

STUDENT AFFAIRS AND LEARNING RESOURCES – Stephen Perkins

SALR met with Dr. Cornell Thomas, VP for Institutional Diversity, on February 6th. Diversity issues and programs related to students and faculty were discussed. Four issues in particular were discussed: 1) Martin Luther King Week: How to better coordinate a series of events and speakers related to MLK by focusing not simply on African-American issues but spotlighting diversity as a positive aspect of our campus and society; 2) Student Diversity Programs overseen by Institutional Diversity: RISE Program (Retention Initiative for Student Excellence). This program assists at-risk students with academic support. Also, the ILP (Inclusion Leadership

Program) which develops undergraduate leaders who then visit High Schools in OKC and Tulsa to help mentor and recruit students; 3) Institutional Diversity's role in supporting the hire of underrepresented minority faculty: Discussed how our hiring practices could be improved; 4) Investigate the role that diversity issues might play in the upcoming capital campaign. Presently SALR intends to collaborate with Dr. Thomas' office to seek areas of collaboration between his division and the faculty. How can we as a faculty assist in these diversity issues?

Yellin and Goetze (College of Education) raised the issue of possible funding for individual faculty to accompany ILP student recruitment trips or perhaps other funds for faculty recruitment trips targeting schools with a high percentage of minority, or lower income students. College of Education students are predominantly white females and they feel there is a need for more student diversity leading to a more diverse primary and secondary education workforce.

Hoffer (Dept. of Theatre) asked about diversity courses and the need to provide more courses. Perkins indicated that this probably did not fall under the purview of Dr. Thomas' office, but rather Academic Affairs, but that SALR would investigate.

UNIT OF DIVERSITY ACADEMIC SUPPORT

Diversity Academic Support (DAS) is a new unit in the Division of Institutional Diversity. Our mission is to provide resources and opportunities for academic, social, and emotional growth. We are engaged in activities that are designed to help create a more inclusively diverse community of learners at Oklahoma State University. DAS wants to work with all individuals interested in promoting this work.

The Retention Initiative for Student Excellence (RISE) Program... is designed to assist first year students transition from high school to Oklahoma State University. Primarily focused on addressing all of the academic issues that might challenge students, the RISE program is also attentive to the variety of social and financial challenges that these students often face. Some of the services this program provides to students are

- * connecting them with mentors
- * scheduled study group sessions
- * one on one tutoring as needed
- * opportunities to serve in leadership roles
- * a number of social activities

Our goal is for all RISE students to end their first year of academic work at OSU with no less than a 3.0 grade point average. The RISE Program is designed for Excellence. Our expectations are high and our commitment is deep. We believe that each student that enters OSU has the ability to succeed. These principles and beliefs guide the program and help build a foundation on which RISE students will achieve excellence at Oklahoma State University.

The Inclusion Leadership Program... (ILP) at Oklahoma State University (OSU) consists of a series of connected activities that will help OSU and students from high schools in Oklahoma City and Tulsa to (1) broaden perspectives about themselves and others; (2) develop inclusive leadership skills; (3) increase their knowledge regarding global networking; and (4) clear a pathway to successful living within a global society.

The Inclusion Leadership Program is a year long leadership program designed to equip OSU students with the skills and knowledge to become effective leaders in a more diversely inclusive society. The students in the ILP program will share their understandings of leadership with teams of students from John Marshall, Classen and Northeast High Schools in Oklahoma City and Booker T. Washington and Tulsa School of Science and Technology schools in Tulsa. By becoming mentors to high school students, the OSU students will pass on what they have learned. They will help develop high school students to become leaders themselves. In essence, leaders will be developing leaders. Another major component of the program is the extensive use of technology as a communication tool. OSU students will communicate with their mentees using video conferencing, instant messaging, and other global networking tools.

New Business:

Bruce Russell said he understood a bill was introduced in the legislature to allow Burns Hargis to become OSU's President at an earlier date and was that moving along? Miller replied that seems to be the case but he did not know its status. He added there has been a bill introduced and the legislature is pushing this more than the University. He said, if passed, Mr. Hargis could be in office as early as April 1.

Hirschlein offered a special commendation and thanked Miller, Van Delinder and Moder for hosting the recent dinners with Burns Hargis and members of the Faculty Council. She felt it was a great opportunity for all Councilors.

The meeting adjourned at 4:10 p.m. The next regular meeting of the Faculty Council is March 11, 2008.

Respectfully submitted,
Tom Jordan, Secretary