

Bob Miller called the meeting to order with the following members present: Bays, Brown, G., Brown, T., Calhoun, Carter, Casey, Chang, Clinkenbeard, Dare, DeSilva, Gasem, Giles, Goetze, Hirschlein, Hoffer, Jordan, Martin, Materer, Miller, R., Moberly, Moder, Perkins, Russell, Spicer, Van Delinder, Veenstra, Westhaus, and Yellin. Also present: Biassou, J., Bird, L., Gates, G., Mako, R., Miller, B., Miller, L., Sanders, B., Strathe, M., Weaver, J., and Weimer, C. Absent: Bidwell

### HIGHLIGHTS

---

|  |    |
|--|----|
| OSU Pandemic Influenza Planning .....                            | 2  |
| Reports of Status of Faculty Council Recommendations .....       | 3  |
| Remarks and Comments from the Interim President.....             | 3  |
| Reports of Standing Committees                                   |    |
| Academic Standards and Policies .....                            | 4  |
| Recommendation: Amendment to Grade Change Policy .....           | 4  |
| Budget .....   | 5  |
| Faculty.....   | 9  |
| Long-Range Planning and Information Technology .....             | 9  |
| Research.....  | 10 |
| Retirement and Fringe Benefits .....                             | 10 |
| Rules and Procedures.....  | 10 |
| Student Affairs and Learning Resources .....                     | 11 |
| Recommendation: Addition of a Holistic Admission Criterion ..... | 11 |
| Reports of Liaison Representatives                               |    |
| Student Government Association .....                             | 18 |
| Old Business .....   | 19 |
| New Business.....  | 19 |

---

Miller asked for approval of the October 9, 2007, Minutes. Jordan moved acceptance of the Minutes. Gasem seconded. The Minutes were approved. Miller asked for approval of the November 13, 2007 Agenda. Gasem moved and Jordan seconded. The Agenda was approved.

### New Faculty Appointments

Miller congratulated Jean Van Delinder on her recent election as Vice Chair of Council. He then recommended Nick Materer fill her vacant position as one of the A&S representative through May 31, 2008 and also to serve as a member of the Long-Range Planning and Information Technology Committee. Miller asked for Council's approval of these appointments. Moder moved and Gasem seconded. Motion passed unanimously.

Miller said Van Delinder would step down as Chair of the Academic Standards and Policies Committee. He recommended to Council Brad Bays replace Van Delinder as Chair of this committee. Moder moved and Jordan seconded. Motions passed unanimously.

### **OSU Pandemic Influenza Planning: Steve Rogers**

The OSU Pandemic Influenza Plan is a blueprint for preparation and response in the event of pandemic influenza. This plan is established to provide guidance for OSU students, faculty and staff to achieve a state of readiness and quick response. This plan has been developed in conjunction and consistent with Federal and State plans. It is based upon the knowledge that once a pandemic is triggered by the emergence of a novel influenza virus subtype, it becomes a global event with local consequences. OSU will work in conjunction with the Oklahoma State Department of Health, the Payne County Health Department, the City of Stillwater and other agencies in the planning and preparation for such a health emergency.

#### **Purpose**

The purpose of the OSU Pandemic Influenza Plan is to provide the framework for responding to and influenza pandemic. This plan and its implementation is scalable and flexible and can be modified over time as new information, treatments, and vaccines become available. Within the plan are steps to provide for both the academic and business continuity of the University as well as actions to protect individuals and property. It addresses University responsibilities to students, faculty, staff, the public, animals under our control and in our care. The plan is intended to fit with and coordinate with Payne County Health Department planning, the Oklahoma Pandemic Management Plan and other emergency planning documents.

#### **Scope**

This plan describes responsibilities and actions of Oklahoma State University, its faculty, staff and students. It provides policies and a leadership structure in the event of a pandemic.

#### **Planning Assumptions**

The assumptions used during the planning activity are found in the document "Pandemic Assumptions."

#### **The Focus of Planning**

The planning efforts for OSU fall into four priority categories: Planning and preparation, continuity of student learning, infection control, and communications. The entire campus has a role to play in the planning and preparation phase. The OSU Pandemic Influenza Plan directs planning activities that all OSU departments need to address during the current inter-pandemic phase. Continuity of student learning will require creative and innovative use of technology and resources to maintain academic momentum while taking steps to minimize the spread of disease and interpersonal contact. Infection control, in the sense of this plan, describes steps and actions that all students, faculty and staff can take to protect them and others from the spread of disease. Communication is a critical tool that will be used to provide the university community with

information regarding the disease, safety precautions, the university response and specific actions and updates. This will include the use of technology and the media to provide current and critical information.

“Colleges and Universities Pandemic Influenza Checklist,” a key document in the preparation of pandemic policies has been prepared by the Centers for Disease Control and can be found at: [http://www.pandemicflu.gov/plan/pdf/colleges\\_universities.pdf](http://www.pandemicflu.gov/plan/pdf/colleges_universities.pdf). This document guided the OSU planning process and provides for consistency among peer institutions and federal agencies. A second key CDC guidance, “Community Strategy for Pandemic Influenza Mitigation,” and can be found at: <http://www.pandemicflu.gov/plan/community/commitigation.html>.

The OSU Pandemic Influenza Plan consists of two documents. The first, “Pandemic Planning Procedures,” describes actions and responsibilities necessary for pandemic preparations. It focuses on the four key activities described above. The second, “OSU Pandemic Influenza Preparedness and Action Matrix,” provides steps and actions for the campus. This document creates a schematic of action based upon World Health Organization and CDC evaluation and measurement of the spread of the disease and then overlays pandemic severity to determine when and what actions the campus should initiate. This document attempts to focus on activities by functional activity as well as specific department responsibilities. The section titled “All OSU Departments” describes actions that cross the university and should be considered and acted upon at the department level.

This plan establishes a Pandemic Response Team comprised of individuals from across campus representing all areas of the university. The Pandemic Response Team is charged with development of this plan, monitoring pandemic status, and communicating with the campus and campus leadership on issues of concern regarding pandemic. It will interface with existing OSU emergency planning activities and serve as a special consultative group in the event of a pandemic.

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

Dr. Strathe reported there were no pending recommendations.

#### **The President – Remarks and Comments**

Six of seven celebrations of construction/renovations of academic buildings have been held this fall on the OSU campus. The last one will be held on Nov. 14 commemorating the renovation of what was formerly the Murray Hall residence hall.

Dr. James Halligan and his wife, Ann, were honored Nov. 2 at Oklahoma State University with a ceremony dedicating the Halligan Hall of Scholars in the Student Union. The hall recognizes the 21 major national and international awards won by students during the decade of the Halligan administration at OSU. This was one of former President Halligan’s initiatives.

Several academic gifts have been received of late. A major gift came to the College of Engineering, Architecture and Technology at the generosity of Wayne Allen who has been supporting the Allen Scholars for a number of years, particularly in support of students going abroad. He completed a very major commitment to fully funding that project. An announcement was made last week of a \$5 million estate gift from Frank and Carol Morsani that will assist the College of Education in terms of some scholarships and Endowed Professorships.

This has been a record year for the OSU Foundation in terms of private fundraising. That is separate in terms of fundraising for the Cowboy Athletics Foundation. It has been another very important year for support from alumni and friends.

Strathe has received the completed enrollment management plan which looks at all the initiatives that have been or will be undertaken. Some new admissions people have been hired. Applications, at this point, are up 17 percent from last year.

Searches have been completed for the Director of the Institute for Teaching and Learning Excellence. Blayne Mayfield has assumed that position. He is very involved in professional development. The next Dean of the College of Human Environmental Sciences will be Stephan Wilson from the University of Nevada, Reno. He will assume his position January 1.

They have met with the Payne County Legislators including representatives Denny and Ingmire and also Senator Morgan to help identify legislative priorities for the coming year. Strathe also had the opportunity to meet with Governor Henry and Scott Meacham to review OSU's legislative priorities and how those should interface with the State Regents for Higher Education. OSU representatives have also been to Washington and are aware of OSU's Federal priorities. She feels the information has been communicated widely and now hopes the agendas can be moved forward.

## **REPORTS OF STANDING COMMITTEES:**

### **ACADEMIC STANDARDS AND POLICIES — Jean Van Delinder**

Van Delinder announced the new chair of the committee is Brad Bays. The committee is currently working on a number of business items and Bays will be reporting on these at future meetings. Van Delinder brought a recommendation from the committee regarding the Grade Policy. According to the University's academic regulations, the only permitted reason for changing a grade is to correct grades reported in error, to remove an incomplete grade, or to change a grade at the direction of the Grade Appeals Board or Academic Integrity Panel. This policy clarifies that an instructor may not allow students to perform extra work after the end of the course in order to raise their grade. This amendment is intended to make clear that it is not permissible to correct grades other than the reasons stated above and to provide guidance to instructors who might not be aware of the grade change policy stipulations.

#### **Title: Amendment to Grade Change Policy**

**The Faculty Council Recommends to Interim President Strathe that:** the Grade Change Policy be amended as follows:

## **Rationale**

An instructor may not allow students to perform extra work after the end of the course in order to raise their grade.

Current Catalog Regulation:

**6.9 Correcting Grades Reported in Error.** An instructor who reports an incorrect grade to the Office of the Registrar may request that office to correct the grade. The request must be in writing and must have both the department head's and the dean's approvals. In no case will a grade be lowered after the student has been graduated.

Proposed Grade Change Policy:

**6.9 Grade Changes.** The only permitted reasons for changing a final grade are to correct a grade that was reported in error, to remove an incomplete grade, or to change a grade at the direction of the Grade Appeals Board or Academic Integrity Panel. **An instructor may not allow students to perform extra work after the end of the course in order to raise their grade.** Grade change requests must be submitted in writing to the Office of the Registrar and must have both the department head's and the dean's approvals. A grade may not be lowered after the student has graduated unless the degree has been revoked.

There being no discussion, Miller called the question. Motion passed unanimously.

## **BUDGET — John Veenstra**

Veenstra reported a response to the letter that was sent to Mike Holder inquiring about the \$944,000 subsidy to the Athletic Department was received. Mr. Holder's response mentions two proposals contained in the original letter. Veenstra reviewed those two proposals so that if you read Mr. Holder's letter it will make sense. A copy of the original letter sent to Mr. Holder and his response is reproduced below. The first proposal suggested the Athletic Department add a small and temporary surcharge of \$2 dollars to the approximately 500,000 tickets sold each year to home basketball and football games. The idea for the second proposal came from an article in the Chronicle of Higher Education and encouraged the Athletic Department to support the academic mission of the university by allowing supporters to credit any donation made to academic programs toward seat license fees for football or basketball. Mr. Holder noted the two proposals had merit. The last paragraph of Mr. Holder's letter read "I am committed to the athletic department becoming self-sufficient. However, to assign a specific date is unrealistic."

The letter to Mike Holder from Bob Miller and John Veenstra dated October 10, 2007 and the letter from Mike Holder to Bob Miller and John Veenstra dated October 23, 2007 are on the following pages.



OSU Faculty Council

314 Public Information Building  
Stillwater, Oklahoma 74078-6047  
405-744-8790  
Fax 405-744-6700

October 10, 2007

Mr. Mike Holder  
Vice President for Athletic Program  
202 Athletics Center  
Oklahoma State University  
Stillwater, OK 74078

Dear Mr. Holder:

Last year we wrote to you on behalf of the OSU Faculty Council to thank you for the candid remarks on the financial situation of the Athletic Department that you made at our March 14, 2006 meeting. Specifically, we appreciated your expressed commitments to balancing the budget of the Athletic Department, and not accepting subsidies for it from the general university funds. We also gladly acknowledged your expressed hopes for operating the Athletics Department with a surplus and, in due time, ending the subsidies. We requested in our letter that you provide us with a possible timetable for achieving these goals.

Your response, dated October 12, 2006, indicated that while you were committed to eliminating any university subsidy for athletics, you were unable at that time to give a specific timetable for achieving this objective.

Now that an additional year has passed, we would again like to inquire whether you have been able to develop a timetable, as part of your business plan for athletics, for reducing and eliminating the subsidy the Athletic Department receives from the general university. Last year this subsidy was approximately \$944,000. Since retaining those dollars within the general university budget would significantly benefit the University's academic mission, we would like to know what reduction in these funds you anticipate for this year.

If the current Athletic Department budget will not allow a reduction in the allocation provided from university general funds, we would like to suggest that you consider two new approaches. First, we would like to suggest that the Athletic Department investigate and report on the feasibility of a small and temporary surcharge on tickets to home sporting events to generate a revenue stream that would replace the annual allotment of approximately \$1 million that Athletics currently receives from OSU's E&G budget. We note that this sum could be raised via a \$2 surcharge on the approximately 500,000 tickets to home basketball and football games that are sold each year.

Second, we noted in a recent *Chronicle of Higher Education* (<http://chronicle.com/daily/2007/09/2007092501n.htm>) article that some Athletic Departments encourage their ticket holders to support the academic mission of the university by allowing them to credit any donation made to academic programs toward seat license fees for football or basketball. Either of these approaches would go a long way to fostering more cooperative relations between athletics and academics.

We look forward to receiving your current plans for reducing and eliminating the current subsidy to the Athletic Department and your response to these two proposals. Thank you for your willingness to work with us to support the best interests of Oklahoma State University.

Sincerely,



Robert Miller  
Chair, OSU Faculty Council



John N. Veenstra  
Chair, Budget Committee

cc: Dr. Marlene Strathe, Interim System CEO, President and Provost  
Dr. David Bosserman, Vice President, Administration & Finance



October 23, 2007

Robert Miller  
Chair, OSU Faculty Council  
John N. Veenstra  
Chair, Budget Committee  
314 Public Information Building  
Stillwater, OK 74078

Dear Gentlemen:

Thank you for your letter dated October 10, 2007 regarding your concern for the approximately \$944,000 the athletic department receives from the University for subsidy on rent of athletic facilities. My commitments expressed on March 14, 2006 regarding the financial state of the athletic department are still valid. The ultimate goal of the athletic department is to become self-sufficient.

However, putting a timeline on this endeavor is very difficult. Since I have become athletic director, the department has absorbed utility costs (\$1.5 million/year) and text books (\$200,000/year). In addition, the yearly increases in costs such as scholarships, benefits, backcharges, and etc, have increased the department's overall expenses significantly. I stress the importance of staying within budget to my staff and coaches and continue to look for ways to reduce costs.

The key component of the department's well-being is generating additional revenue. I have increased ticket prices for football, men's basketball and adjusted donor seating. This has helped our bottom-line, but increases must be implemented strategically in order not to alienate fans. With the completion of the West end zone, the department has a great opportunity to head toward its goal of self-sufficiency.

Your two proposals have merit. As mentioned above, I have increased ticket prices. However, to swap one revenue dollar for another will not help the department achieve self-sufficiency. My staff and I have discussed POSSE points on donations to academic programs, but at this time the department will continue to award points for athletic donations only.

I am committed to the athletic department becoming self-sufficient. However, to assign a specific date is unrealistic.

Sincerely,

A handwritten signature in black ink that reads "Mike Holder".

Mike Holder  
Director of Athletics

cc: Dr. Marlene Strathe  
Dr. David Bosserman

At their last meeting Joe Weaver talked to the Committee about fees and tuition. He will also be talking to the Committee at their next meeting. One of the fees Weaver mentioned that many committee members found interesting was the Collegiate Excellence Fee some colleges have. The fee ranges from \$9 to \$14/credit hour. The fee is to be used to continue the “Restore, Reward and Grow the Faculty” program by funding new faculty positions and enhancing current faculty salaries up to the Big XII average. These funds can also be used to enhance delivery of instruction and/or research.

An item brought to the committee’s attention by a faculty member was that if you go to the Athletics web page and click on the left-hand side that reads “Top 150 donors”, the OSU President’s Office comes in at #29. The Committee will be asking whether academic money in the President’s Office was being used for athletic donations or if this was President Schmidly’s own funds.

#### **FACULTY — David Yellin**

The committee is still working on the Tenure Clock Extension recommendation and should have a final recommendation by the next Council meeting.

#### **LONG-RANGE PLANNING AND INFORMATION TECHNOLOGY — Khaled Gasem**

The LRP&IT Committee received a briefing on OSU strategic planning from Joe Weaver, Associate Vice President of Administration & Finance.

Currently, the academic ledger is the main instrument for monitoring the academic performance at OSU. Although some of the metrics used to report performance may require some fine tuning, the ledger remains a vital resource for decision making.

The LRP&IT Committee decided to form an Ad Hoc committee to (a) review the current status of the strategic planning processes, and then (b) offer its recommendations on how best to evolve the current planning process to one that meets the following general guidelines:

1. Strategic planning should be viewed as a continuous institutional process.
2. Strategic planning should be conducted for a definite time period and a projected resource amount.
3. Strategic plans should evolve upwardly from the unit, to the college, then to the institution.
4. Clear procedures for accountability should be in place. Performance metrics for evaluating progress toward specific unit goals should be proposed by the relevant units in consultation with the appropriate college and university officers.

The committee was briefed by Information Technology on the Emergency Alert System. The test conducted recently was a success when it came to phone contacts. Problems were encountered with text messaging for several reasons. Sometimes the carrier has restrictions on how text messages can be transmitted through their system and others because of programming difficulties or software issues. IT is working on these problems.

**RESEARCH – Leon Spicer**

The committee reviewed the policy on external activities for faculty and has recommended its further evaluation by an ad hoc committee with representatives from each of the colleges. They continue to work with the Facilities Committee to evaluate the current policy on lab facilities renovations. Their next meeting will be at noon on 6 December in the Faculty Council Conference Room.

**RETIREMENT AND FRINGE BENEFITS — Bruce Russell**

Russell reported the election period regarding insurance will end November 15. The committee continues to receive anecdotal information from faculty members with children who find it more economical for them to go outside of the University's plan in order to insure their dependents. Russell gave an example of a faculty member in Agriculture whose spouse and children are insured for \$231.60 per month with a \$6,000 deductible and in the new OSU plan it will cost between \$500 and \$600 per month with a \$3,000 deductible. Another employee in the College of Business has a spouse and several children who pay \$227 per month. Russell said he applauded the efforts of administration in trying to bring the cost of insurance down, however, he feels it is falling short of what is available in the marketplace from private insurers. The committee intends to survey the faculty and to determine which faculty are "opting out" of the OSU Health Insurance, and what the differences are in benefit levels. The committee hopes to develop a more coherent plan to bring to administration and ask for revisions to our insurance program for the next year. Russell said last year a recommendation was passed and sent to administration to request quotations for a high deductible, low premium plan. The administration reported that they sent out the RFP but that quotations did not include a "high deductible" plan. The committee will encourage that again and Russell said he would talk to VP Matoy in that regard.

Another issue that the committee will discuss is the employee tuition and employee dependent tuition waivers. Recommendations for increased tuition waiver benefits were made to the Administration. The administration reported that they could not offer the increased benefits because of cost. The Benefits Committee wants to work with administration to find ways to alter the recommendations made last year so that this issue can be discussed again. Moder added she understood the recommendation was deferred for lack of funding which means it needs to be brought back up. Russell added the benefit potential is tremendous for faculty and staff because if there is the benefit of dependent tuition credits, for instance, then it opens up the possibility of having reciprocal agreements with other schools. If there is a reciprocating agreement it would be a very powerful benefit to recruit and retain key employees.

One committee member suggested Fall Break be combined with Thanksgiving break due to the fact that students might find a week off at Thanksgiving more attractive than two small breaks through the semester. Miller said there was a Holiday Committee on campus. He added that next year Fall Break will be one day and Thanksgiving Break will begin on Wednesday. Miller encouraged the Faculty Council Student Affairs and Learning Resources Committee to look at this issue also.

**RULES AND PROCEDURES — Brian Carter**

Carter restated what Chair Miller had reported earlier that Jean Van Delinder had been elected Vice Chair to replace Ron Moomaw due to his resignation from Council.

**STUDENT AFFAIRS AND LEARNING RESOURCES — Beulah Hirschlein**

As an outcome of the committee's deliberations regarding the significant decline in enrollment at OSU for the academic year, 2007-2008, the committee offered Recommendation No. 07-11-03-SALR for consideration (see below). Its rationale, supporting documentation and the concept paper entitled "Holistic Admissions Application Review and Student Success" which was provided by The Office of Enrollment Management, are also provided below.

**Title: Addition of a Holistic Admission Criterion**

**The Faculty Council Recommends to Interim President Strathe that:** A holistic, merit based criterion be added to the current numerical admissions criteria based on high school grade performance and standardized test results. The exact form of the holistic criteria and its method of implementation should be developed with faculty oversight and approval. Limited, preliminary holistic admissions should be implemented for the Fall 2008.

**Rationale**

As Oklahoma's comprehensive Land Grant University, OSU has always had to balance the competing demands of maintaining the highest possible academic standards with our mission to provide the greatest educational benefit to the state. Our admissions standards are clearly the most important policy in the balancing act and demand continuous reflection.

Through much of our history, the only enrollment requirement was a high school diploma. This open admissions policy has many advocates because of its strong egalitarian nature. It certainly is democratic and blind to social class. However, open admission is often described, even by its supporters, as the "Right to Fail". Many persons were admitted who dropped out or were expelled due to poor grades. Critics of open admissions point out that we are not doing low performing students a favor by admitting them since our product doesn't fit their needs. Additionally, we waste our limited resources teaching large entry levels classes for students who will not complete a degree. In fact, we may just be making lifelong antagonists of persons we label as "failures".

In recent years, OSU has instituted a merit based admissions policy that utilizes numerical standards for new incoming freshman. Applicants must meet one of the three options listed below in addition to high school curricular requirements.

Freshman Admissions Performance Options<sup>1</sup>

|  |                           |
|--|---------------------------|
| <b>Option 1:</b> High School GPA & Class Rank                    | 3.0 and top 33.3%         |
| <b>Option 2:</b> High School GPA in the 15-Unit Core and ACT/SAT | 3.0 and 21 ACT or 980 SAT |
| <b>Option 3:</b> ACT/SAT   | 24/1090                   |

<sup>1</sup> OSU, 2007, admissions.okstate.edu/pdf/AdmissionRequirementsFreshman.pdf, downloaded, 11/2/2007.

The performance options have certainly improved the average quality of the incoming students and played a part in improving retention. However, anecdotal reports indicate that the numerical standards may be too blunt of a tool to make our cut. Paradoxically, the first option may work against students from more rigorous high schools. Likewise, the ACT/SAT options are based on testing that has many critics<sup>2</sup>. It is suspected by the faculty that many potentially successful students are being excluded by our current, strongly numerical program.

In response to these conflicting ideals, some schools have instituted holistic admission standards. Holistic admissions policies are sometimes limited in scope to increase diversity; however they can have a much broader goal. Notable has been the effort at another OSU, Land grant institution, Oregon State<sup>3</sup>. They utilize an “Insight Resume” (attached appendix) with six short essay questions, which is blind graded by trained staff. Oregon State is happy with their program and has found a statistical correlation between the Insight Resume score and retention.

The form of a holistic admissions program appropriate for Oklahoma State University should be determined after careful considerations of local factors including the cost of implementation. However, a limited holistic admission program should be implemented for the Fall of 2008.

#### **Appendix: Oregon State University, Insight Resume**

oregonstate.edu/admissions/2004req/resume.html, downloaded 11/2/2007.

#### ***Insight Resume (Written Experiential Assessment)***

OSU would like to better understand student perspectives, contributions, qualifications, and diverse talents. Students will be asked to address their experience in each category keeping in mind how they could contribute to the future community of excellence at OSU.

Students will be asked to respond to the six questions and limit answers to 100 words per question.

1. **Leadership/Group Contributions:** Describe examples of your leadership experience in which you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time. Consider responsibilities to initiatives taken in or out of school.
2. **Knowledge in a field/creativity:** Describe any of your special interests and how you have developed knowledge in these areas. Give examples of your creativity: the ability to see alternatives; take diverse perspectives; come up with many, varied, or original ideas; or willingness to try new things.
3. **Dealing with adversity:** Describe the most significant challenge you have faced and the steps you have taken to address this challenge. Include whether you turned to anyone in facing that challenge, the role that person played, and what you learned about yourself.
4. **Community service:** Explain what you have done to make your community a better place to live. Give examples of specific projects in which you have been involved over time.

---

<sup>2</sup> FairTest, 2007, <http://www.fairtest.org/optional.htm>, downloaded 11/2/2007.

<sup>3</sup> Inside, Higher Ed, <http://www.insidehighered.com/news/2007/03/02/holistic>, downloaded 11/2/2007.

5. **Handling systemic challenges:** Describe your experiences facing or witnessing discrimination. Tell us how you responded and what you learned from those experiences and how they have prepared you to contribute to the OSU community.

6. **Goals/task commitment:** Articulate the goals you have established for yourself and your efforts to accomplish these. Give at least one specific example that demonstrates your work ethic/diligence.

## HOLISTIC ADMISSIONS APPLICATION REVIEW AND STUDENT SUCCESS CONCEPT PAPER

### **THE ISSUE**

---

- In the past three years, OSU's admission requirements have increased, leaving high school graduates who would have thrived under previous standards ineligible for admission.
- Students who would have been admitted two years ago were discouraged from applying and/or were denied admission based on the new standards.
- Without a mechanism for admission beyond quantitative factors, OSU's market share of incoming freshman will continue to decline in light of Oklahoma's demographic trends.
- In fall 2006, almost 20% of the students denied acceptance could have been successfully considered through a holistic admissions process.

### **CREATE STUDENT SUCCESS OPPORTUNITIES**

---

Student research indicates factors other than grade point and test scores predict student success. Standardized testing does not assess experiential or contextual learning, leaving able students overlooked in terms of potential. To remain true to the land grant mission, a fourth admissions option using holistic assessment of cognitive and non-cognitive achievements is being explored.

The target population for holistic admissions includes denied students whose cognitive factors would have made them admissible previously. The difference is that earlier admissions criteria included "or" statements opening options rather than the current "and" statements restricting those students who do not satisfy every part of the criteria.

OSU is committed to providing educational opportunities for students who present unique qualifications, leadership and life experiences that enhance the ability to succeed as lifelong learners. Evaluations of student engagement show successful students achieve through both academic achievement and campus leadership involvement. This concept paper brings these qualities into the admissions decision to predict student success.

### **BENEFITS**

---

Institutions who have implemented a holistic admissions review report increases in first year retention rates, the GPA of returning students, and the diversity of underrepresented minorities, non-traditional students, international students, etc. In addition, students made earlier and stronger bonds with their institutions rather than remaining in a deferred admission status. Holistic review assesses a student's "fit" with the institution while identifying academic and personal support referral needs before the student arrives on campus.

**PROPOSED PLAN**

This “rising scholars” option for OSU admission is a two-fold program through which students may be accepted, but also supported as they transition to their University level studies. This proposal includes:

1. Specialized considerations for admission by a highly trained review committee
2. A summer learning component to increase chances of success as a full-time student coupled with developmental advisement, small group mentoring, and fall checkpoints for academic intervention as necessary
3. Program evaluation based on academic and campus success in relation to peers

**IMPLEMENTATION PLAN****1. UNDERGRADUATE HOLISTIC ADMISSION PARAMETERS & SELECTION**

The proposed holistic admission program assesses student preparedness and academic potential in the unique context of personal experience. Through academic and non-academic achievement, students are selected based on a broad range of characteristics and perspectives including, but not limited to:

academic achievement, creativity, initiative, motivation, leadership, persistence, service to others, intellectual curiosity, exceptional personal or academic recognition, unusual talent, substantial experience with other cultures, and an ability to overcome significant challenges.

Holistic Admission Parameters

Students who do not meet the admissions requirements defined by admissions options 1, 2, and 3 may qualify for holistic application review. Initial admission selections for holistic review will be based on assessment of the following parameters:

- Quality, quantity, and level of coursework throughout the entire high school program
- AP, IB or college coursework completed or in progress.
- Strength of the program taken within the context of the high school attended.
- Completion of a progressively challenging math sequence, demonstrated by performance.
- Completion of the 15 core curriculum units.
- Class rank taken in context with academic rigor and class size of high school attended.
- Performance on standardized tests: SAT, or ACT.

In order to be considered for holistic admissions, the student must meet the following minimum quantitative standards for both resident and non-resident students:

ACT score of at least 22 or an SAT score of at least 1010-1040

**OR**

Unweighted cumulative GPA of at least 3.0 in the required high school core curriculum and a minimum of 20 on the ACT

**OR**

Cumulative grade point average of at least 3.0 and rank in the top 50% of the high school graduating class

**A decrease in admissions standards is not advocated with this proposal.** Rather, OSU strives to promote equity in the overall applicant review process in a way that takes all elements of the student's potential success into consideration.

### Policy and Legal Issues

A criticism of assessment in higher education is that it does not help administrators struggling with policy decisions.

The non-cognitive variable assessment model sets a context for answering policy relevant questions by helping decision makers develop practical measurement instruments tied to theory, outcomes, and specific strategies for implementing positive change. The integrated assessment model has been tested in the courts as a way for decision makers to be proactive in doing innovative evaluations in higher education. (pg 11-12, Sedlacek)

### Admission Application Readers

Following assessment of the parameters above, a team of 15 to 20 trained admissions readers will use admissions and scholarship questions to assess:

- The student as a unique, contributing individual.
- The student's accomplishments, perspectives, experiences, and talents.
- Achievements within the context of the student's social and personal circumstances.
- Participation in activities that develop academic, intellectual, and leadership abilities.

The application reading team will consist of Admissions Staff, Enrollment Management Staff, Retired Faculty, Alumni Representatives, and Graduate Students. The committee will be provided with a list-serve for updates and information and given quarterly feedback and statistics. In preparation, readers will undergo extensive training in logistical and content related issues as well as cultural sensitivity training.

### Application Scoring

Scoring of each application must remain consistent for accreditation purposes or legal challenges. Applications will be assigned a numeric value. Non-cognitive variables will be scored on a 5 point scale, 5 being the highest. Students will be eligible for a maximum of 40 non-cognitive points. The eight cognitive variables include:

- Positive self-concept
- Realistic self-appraisal
- Successful at handling the system
- Preference for long-term goals
- Availability of a strong support person
- Leadership experience
- Community involvement
- Knowledge acquired in a field

The non-cognitive scores will complete 40% of the applicant's assessment while the additional 60% fall under quantitative variables assigned value based on GPA, core GPA, test scores, and class rank.

#### Holistic Review Advisory

In addition to the readers who work on a daily or weekly basis, an Undergraduate Admissions Holistic Review Committee will serve in an advisory capacity to the process. This committee will meet semi-annually to address process issues, modifications, data assessment review, etc. Members of this advisory will include:

- VP Enrollment Management
- Associate Vice President of Undergraduate Education
- VP Student Affairs
- VP for Institutional Diversity
- Assistant Dean or Professor from each academic college – Education, Engineering, Architecture & Technology, Arts & Sciences, Agricultural Sciences & Natural Resources, Spears School of Business, Human Environmental Sciences
- Director of Scholarships and Financial Aid
- Coordinator of Affirmative Action and Equal Opportunity
- Director of Undergraduate Admissions
- Director of University Academic Services

#### Other Schools with Holistic Admissions

A holistic admissions process would put OSU in line with the following institutions successfully using this technique to provide opportunity to deserving students with a potential for high achievement:

- Oregon State University
- University of Wisconsin
- University of California
- George Mason University
- Tufts University
- Kansas State Higher Education (proposing system-wide implementation to Regents)

## **2. BEYOND ADMISSIONS –TRANSITIONAL PROGRAMMING**

---

A holistic admissions review is not enough to create a successful program. OSU must also support these students in their endeavors to encourage persistence to the second year and on to degree completion. The three key program components create a supportive network for student success. Students admitted through this program will sign a contract of agreement and must complete the following:

#### Summer Component (July Program)

As OSU increases its living and learning communities (LLC), statistics show LLC students have a higher satisfaction and persistence rate than those who do not. Students admitted under the holistic standards will take part in a summer living/learning community.

- Rising Scholars Living and Learning Community – As part of a community of scholars with basic common needs, members of the Rising Scholars LLC will support each other in their initial coursework at OSU and serve as mentors for each other. In addition to the common coursework each student takes, the community will participate in personal skills programming to assist with the transition to the freshman year. Programs will focus on leadership, goal setting, and career development facilitated by small group mentors.
- Summer Coursework – Students will focus summer work on reading and study skills courses to increase potential for success in a full time fall semester. Students will enroll in CIED 1230, a 3 credit hour study skills class that includes test taking techniques and other areas related to improved study habits. In addition, students will enroll in a general education chosen from the humanities or social sciences July course list.
- Major/Career Exploration – To better identify major and career goals prior to the fall semester, each program participant will meet in small groups with Career Resource Center personnel to learn ways to explore majors and careers through individual research, or via online diagnostics such as the Strong Interest Inventory, Discover, or the Myers-Briggs Type Indicator. Results of diagnostics will be evaluated by the professionals of the Career Resource Center for feedback and suggestions.

#### Developmental Advisement and Small Group Mentoring

- New Student Orientation and Adviser Assignment in University Academic Services – Students will be assigned to academic advisers in University Academic Services (UAS) for at least one semester prior to college and major selection. UAS advisers provide developmental advising for their students and remain in close contact to provide timely assistance as the students needs change.
- Small Group Peer Mentoring (could utilize Student Academic Mentors and Orientation Leaders) – In addition to the learning community and the developmental advising, participants will attend small group peer mentor meetings in July and into the fall semester.

#### Monitoring and Involvement Commitment

- Students will continue to live and participate in the Rising Scholars LLC for the fall semester. The community will be served by a faculty associate and continue to participate in personal growth opportunities with the other LLC members.
- Peer mentoring will continue through the fall semester and students who wish to build on their study systems and peer networks from July have the option to take classes together for the fall semester.
- Campus engagement serves as a large factor of overall student retention. To encourage campus connections, students will be strongly encouraged to join at least 2 campus or community clubs/organizations during the fall semester. Additional involvement at deeper levels within the chosen club/organization will be encouraged as students move toward the spring semester.

### **3. PROGRAM EVALUATION**

---

Elements of Program Evaluation will include both programmatic and student perspectives as follows:

#### Programmatic Evaluation

- Enrollment levels – In what ways and at what levels did the program increase enrollment not satisfied by options 1, 2, and 3 or the 8% program? Did it do so without decreasing the overall student profile?
- Student Profile – Identify qualities of the program's student profile in comparison to the entire freshman class.
- Overall GPA and Retention rates compared to the incoming class and previous freshmen classes with similar incoming test scores.
- Long term effects of this program in relation to 4, 5, and 6 year graduation rates.

#### Student Progress Evaluation

- Overall Student Satisfaction with the program components including, small group mentoring, advisement, the LLC, major/career exploration, and campus involvement will be assessed through a survey.
- GPA, hours completed, and level of coursework attained will be monitored throughout the participants' first year on campus.
- Successful retention to the sophomore year and choice of a college and major.
- Equally important is the level at which each student engages in the University community. Engagement will be judged on levels of involvement on the students' OSU Student Development Transcripts. Comparisons may be made to high school levels of engagement.

Materer asked how this complimented or replaced the NOC agreement. Hirschlein said this was not to compete with NOC but to allow students who were truly meritorious under a holistic concept to apply and be successful to the University which might have been their first institution of choice.

Miller called the question. The recommendation passed by a unanimous vote of Council.

#### **REPORTS OF LIAISON REPRESENTATIVES:**

##### **Student Government Association — Brian Sanders**

1. The professors have set up an account with Ruckus which is a free music server. Earlier this year, the Board of Regents contracted with the music downloading company Ruckus. By doing this, the administration hoped to provide a program free to students and faculty that would decrease illegal file sharing.
2. They have approved \$4400 for the Library to be open 24 hours during Dead Week and Finals Week. A Senator felt the library should be open 24 hours during both weeks and discovered that without the money the library would only have regular hours during Dead Week.
3. They have created an ad hoc committee for the Oklahoma Immigration Bill and that is currently before the Senate. Considering the significant number of students at OSU that are foreign, some Senators felt this issue should be looked into so a committee was created to do just that.

4. They are going to approve a bill to buy bursar machines for the Music Department. Events held at the Seretean Center are usually five dollars. Unlike most events on campus, these tickets cannot be bursared. A Senator felt that giving this machine would increase attendance at shows.
5. Rex Duncan is an Oklahoma state representative who would not receive a Koran. Duncan refused, saying, "Most Oklahomans do not endorse the idea of killing innocent women and children in the name of ideology." SGA drafted legislation to condemn this action.
6. Regarding a bill for Academic integrity. They worked on a bill to not allow persons who receive an F! to hold leadership positions in SGA or other organizations. Sanders believes it has since been sent back to committee.

### **OLD BUSINESS**

Moder reported the ad hoc committee on Spouse and Partner Accommodations had met. They looked at some policies from other universities. They are gathering information about the feasibility of various things including the possibility of having an office, perhaps through Human Resources, that would coordinate spousal or partner accommodations. Moder said she had received a couple of emails from people regarding items they think should be taken into account and she encouraged anyone else who has input for the committee to contact her by email.

### **NEW BUSINESS**

Yellin asked since the students had an ad hoc committee to review the immigration policy did the university have such a committee. Miller said he knew it had been discussed because training had begun. Moder said she thought this issue would affect faculty and graduate students in the Fall. Russell said he thought most of the graduate students came with Visas and passports and, hopefully, the State law will not affect that. Moder said the State law would affect your ability to get them on the payroll in a timely fashion because you cannot put them into the system until the first day they begin work and they are physically here. VP Bird suggested that as we look at making adjustments to enrollment and expand what has been done lately with a pilot mentoring program we get more faculty and staff involved in mentoring students that are "at risk". Ron Miller said this was a State law, not a Federal law and suggested asking Legislators for some kind of exemption for education. Moder said employees had to be put into an E-Verify system and it had to be done at the unit level. Bob Miller asked the Faculty Committee and Student Affairs and Learning Resources Committee to look into the possible ramifications of House Bill 1804. Moder suggested a special report be presented to Council about the law and what the University is doing about it. Miller said he would find the right person to contact.

The meeting adjourned at 4:20 p.m. The next regular meeting of the Faculty Council is December 11, 2007.

Respectfully submitted,  
Tom Jordan, Secretary