

**MINUTES OF A REGULAR MEETING  
THE UNIVERSITY OF OKLAHOMA  
OCTOBER 24, 2018**

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**MINUTES OF A REGULAR MEETING  
THE UNIVERSITY OF OKLAHOMA BOARD OF REGENTS  
OCTOBER 24, 2018**

A regular meeting of the Board of Regents governing The University of Oklahoma, Cameron University and Rogers State University was called to order in the McCasland Foundation Ballroom A in the McMahon Centennial Complex on the Cameron University Campus in Lawton, Oklahoma, at 4:00 p.m. on October 24, 2018.

The following Regents were present: Clayton I. Bennett, Chairman of the Board, presiding; Regents Leslie J. Rainbolt-Forbes, M.D., Phil B. Albert and Natalie Shirley.

Others attending all or a part of the meeting included Mr. James L. Gallogly, President of The University of Oklahoma; Dr. J. Kyle Harper, Senior Vice President and Provost – Norman Campus; Jason Sanders, M.D., Senior Vice President and Provost – Health Sciences Center Campus; OU-Tulsa President John Schumann, M.D.; Vice Presidents Joe Castiglione and Ken Rowe; Interim Vice Presidents Jill Hughes and Erin Yarbrough; Chief Legal Counsel Anil Gollahalli; and Executive Secretary of the Board of Regents, Dr. Chris A. Purcell.

Attending the meeting from Cameron University were Dr. John McArthur, President of the University and Vice Presidents Ronna Vanderslice, Ninette Carter, Albert Johnston, Jr., Jerrett Phillips and Keith Mitchell.

Attending the meeting from Rogers State University was Dr. Larry Rice, President of the University.

Notice of the time, date and place of this meeting was submitted to the Secretary of State, and the agenda was posted in the Office of the Board of Regents on or before 8:00 a.m. on October 23, 2018, both as required by 25 O.S. 1981, Section 301-314.

## **THE UNIVERSITY OF OKLAHOMA**

### **REPORT OF THE CHAIRMAN OF THE BOARD**

It is a great pleasure to be on the campus of Cameron University today. It is always a lot of fun when we come every fall. Cameron always makes our visit very pleasant with fall activities and fun things to eat. We appreciate being here, thank you. With that I now call on President Gallogly.

### **REPORT OF THE PRESIDENT OF THE UNIVERSITY**

Thank you very much Chairman Bennett. I thought I would spend a few minutes going through our strategic priorities and where we stand with those. The very first priority we have is making sure an OU education is affordable for all students. We have kept flat rate tuition and also are putting more emphasis on in-state scholarships. I think that is important. Today we are going to be addressing need-based on campus housing scholarships for the first time; again, with a goal of making an OU education affordable. We have conducted studies and found that living on campus freshman year results in better outcomes for students. Making on campus housing more affordable is in line with the other goals of ours. The second item we have is increasing faculty pay, we need to take steps making sure faculty are paid properly. We have been working diligently with the Faculty Senate and the Human Resources department and we are getting closer to having a recommendation

and hopefully in the coming weeks we will reach an agreement with our Faculty Senate to make sure we can bring a recommendation to you at an early date. I also want to work on pay across our University other than just the Norman Campus. The Norman Campus is currently our main priority as far as faculty goes because we feel that is where we have the largest gap. Looking at affordability over time we will then take steps to look at HSC and other staff members across campus. Ultimately, we want to make sure all employees at The University of Oklahoma are properly paid. The third item we have talked about strategically is doubling our research in five years. Since July 1 of this year we have 496 grants for over \$116 million. These include partnerships with NOAA, NASA, NSF, DOD, and Department of Education, a variety of different institutions. We will be announcing a very significant grant in the coming days, stay tuned. What I am saying is we are making good progress on doubling our research in five years. An additional item is expanding to northeast Oklahoma. Those of you have been reading the press will recognize we have had a warming up to this concept from the business community. It remains a very strong goal of ours to make this possibility a reality, if there is a community will. We will work extremely hard to make that a reality. We have also talked about how important HSC is to our mission. We are in the midst of working on two very important hires there: the Dean of our College of Medicine and a Director of our Harold Hamm Diabetes Center. Those searches are receiving a lot interest by third parties and we are excited about candidates that have come forward and we are in discussions with some candidates and hopefully we will have a recommendation for the Board in the near future. Again, very key hires in our strategy. I mentioned that the way that we pay and keep the tuition flat and affording the raises is to work hard on the efficiencies of the University. We continue to have daily meeting after meeting in this regard. We're going to update the Board in December on where we stand. We recently updated you and told you that our annual savings are at a run rate of about \$20,000,000. We hope to have more information to report at the December meeting and begin to itemize that in more detail. I know that many of our employees have been worried because of this effort and concerned about whether they have a job. We truly regret that uncertainty, but we think it is very important that we do this review carefully and consider our actions thoughtfully. We don't want to just take action. We want to do the right things. And so please bear with us as we go through this detailed process because we think that's extremely important. We also want to get the new executives in place in some of these positions where we're looking for efficiencies. Obviously we're going to be talking about some of those search committees today. We have already had some search committees working hard, and in the coming days we'll be bringing forward to you a couple of nominations for some of those direct reports to make a recommendation for your approval. That effort continues in a very aggressive way, but to get those cost savings, we want to make sure that those new executives agree with the plans for their department, and we also want to make sure that as we look at the employees who will execute their strategies that those new executives are in place and agree with who their teams are. So those are some of the reasons why we're taking this careful, thoughtful approach in the way that we look for these efficiencies. Most of the savings that we've identified of that \$20 million dollars are related to third parties. And I think that's very, very important to note related to third parties versus internal participants. Let me give you just a bit more detail on that. Almost \$5,000,000 of that \$20,000,000 savings relates to third party software development costs that we spend year after year with limited results. Over \$3.5 million are related to public affairs expenditures, a fair amount of that advertising, and some of that government affairs with third parties that we hired to help us. We've also found significant

potential savings in landscaping and grounds, again, over \$3.5 million, with a fair amount of that relating to purchases that we make from third parties or colleges have suggested a number of other opportunities, with most of that relating to centralization of services. As you know, we operate in a number of silos today and as we potentially centralize some of those services, we find efficiencies. Very little of the savings we've identified today relate to our academic mission, and that makes sense. That's not a place where we're looking to cut significant dollars. It's more related to the services and ancillary things that the University does. The things that we've identified so far related to colleges total almost \$8,000,000. So they're not insignificant. All of this work that we're doing is to keep the University affordable and to make sure that we can properly pay faculty. That's a point that I emphasize time and time again, these steps are necessary to accomplish those very key objectives. We have commented recently on a number of very sizeable gifts, and so I thought I might let you know how we're doing year to date. First, each gift regardless of size is extremely important to our University. I'd like to thank all of those people have contributed to us. It's just so important to our critical mission of educating our students, performing and research efforts. For the fiscal year 2019, we're well ahead of last year in total gifts, cash pledges and planned gifts. Last year at this time we were at \$29.8 million and this year to date we're at \$43.2 million. So we're doing very, very well on that. We're about ready to announce another transformational gift that'll happen in early November. We're very excited about that, and can't wait for that day where we can honor the donors. Again, I want to thank everyone that's contributed through donations to our University because they're all so precious to us and our mission. Those are all my comments, Mr. Bennett.

## MINUTES

Regent Albert moved approval of the minutes of the meetings held on September 13, 2018 as printed and distributed prior to the meeting. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## SEARCH COMMITTEE FOR COLLEGE OF NURSING DEAN – HSC

It is necessary to begin the search for the Dean of the College of Nursing. Regents' policy regarding search committees for Deans provides the committee shall have faculty, staff, and student representation. Faculty from the particular college involved must constitute a majority of the committee positions. The committee may also have representatives from the community.

### Chair:

Valerie N. Williams, PhD, MPA (Vice Provost, Academic Affairs and Faculty Development)

### College of Nursing Faculty:

Amy Costner-Lark, DNP, ARNP-CNP, FNP-C  
 Melissa Craft, PhD, RN, AOCN  
 Emma Kientz, DNP, MS, APRN-CNS, CNE (Tulsa)  
 Kathryn Konrad, MS, RNC-OB, LCCE, FACCE  
 Lori McElroy, RN, MS, CNE (Lawton)  
 Judy Ogans, DNP, RN, CNE  
 Patsy Smith, PhD, RN, CNE

College of Nursing Student:

~~Jordan Permaul~~ Jordin Rice (Mr. Permaul had a scheduling conflict.)

College of Nursing Staff:

Teri Round, BSN, MS, RN, NE-BC

HSC Leadership:

John Zubialde, MD (Interim Dean of Medicine)

OU Medicine, Inc. Health System:

Cathy Pierce, MS, RNC (Chief Nurse Executive)

Community:

Frank Merrick (Oklahoma City)

President Gallogly recommended that the Board of Regents approve the appointment of the membership of the search committee for the Dean, College of Nursing, Health Sciences Center.

Regent Rainbolt-Forbes moved approval of the recommendation as amended above. The following voted yes on the amended motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **REVISIONS TO THE COLLEGE OF MEDICINE BYLAWS – HSC**

The Bylaws of the College of Medicine provide guidance and procedure for internal governance of the College's academic responsibilities through the Faculty Board. The last change to the College Bylaws was October 2017. The Executive Committee of the College of Medicine Faculty Board initiated a review of the College's Bylaws as a result of the recent changes made to the OUHSC Faculty Handbook to ensure that the Bylaws were compatible with the current Faculty Handbook language; particularly the use of new terminology related to faculty appointment types.

Additionally, the College of Medicine is scheduled for an accreditation site visit by the Liaison Committee of Medical Education (LCME) in January 2019 and in preparation of the visit, the College engaged experts to review the Data Collection Instrument and conduct a mock site visit. The results of this mock visit were very positive, with a few suggested recommendations. Given the LCME's guidance regarding the appointment of faculty to various committees, especially related to the curriculum and academic governance of the medical school, Article 5 of the ByLaws has been revised regarding the selection, appointment and reporting structure for various Boards and Committees within the College.

The Executive Committee of the Faculty Board also proposed the following changes to the Promotion and Tenure Committee:

- Increase number of Committee members from 10 to 15;
- Stipulate there be two co-chairs for the Committee; one Clinical Faculty and one Basic Science; and
- Allow for 5 of the 15 new members to Consecutive Term Faculty.

The proposed revisions are noted in the document attached hereto as Exhibit A, with additions noted with underline and deletions noted with strike-through.

President Gallogly recommended the Board of Regents approve the revisions to the College of Medicine Bylaws as proposed.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**PROFESSIONAL SERVICE AGREEMENTS – HSC**

The University of Oklahoma Health Sciences Center Tulsa (OUHSC-Tulsa) receives revenue from a variety of sources. One such source is third-party vendors who pay the University in return for providing professional services. The following is a list of contracts with outside vendors for professional services performed by OUHSC-Tulsa Departments:

Oklahoma Department of Mental Health and Substance Abuse Services  
 University of Oklahoma Health Sciences Center-Tulsa Department of Psychiatry will provide certified Programs of Assertive Community Treatment (PACT). Agreement was received on August 22, 2018 and signed on August 23, 2018.

Union Public Schools  
 OU Physicians Tulsa Family Medicine will staff an employees’ clinic. The Agreement was received on July 6, 2018 and signed on August 15, 2018.

President Gallogly recommended that the Board of Regents ratify the professional service agreements for The University of Oklahoma Health Sciences Center Tulsa as listed.

<u>Oklahoma Department of Mental Health and Substance Abuse Services</u> University of Oklahoma Health Sciences Center-Tulsa, Department of Psychiatry Term of Agreement 07/1/2018 to 06/30/2019	\$595,000
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<u>Union Public Schools</u> OU Physicians Tulsa Term of Agreement 07/01/2018 to 12/31/2018	\$311,468
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Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**FISCAL YEAR 2018 INDEPENDENT AUDITS – HSC**

At the October 2018 meeting of the Board of Regents’ Finance and Audit Committee, Eide Bailly presented for the fiscal year ended June 30, 2018 the “Independent Auditors’ Report”, the Audited Financial Statements, and the “Independent Auditors’ Report on Internal Control Over Financial Reporting and on Compliance and Other Matters.” The audits were conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States.

At the same meeting, Eide Bailly presented for the fiscal year ended June 30, 2018 the “Independent Auditors Report on Compliance for Each Major Federal Program; Report on Internal Controls over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance based on the audit of the Health Sciences Center Campus.

This audit was conducted in accordance auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget.

President Gallogly recommended the Board of Regents:

- I. Accept the fiscal year 2018 independent auditors' reports and audited financial statements for the Health Sciences Center Campus; and
- II. Accept the fiscal year 2018 independent auditors' reports on compliance and schedules of expenditures of federally funded awards for the Health Sciences Center Campus.

Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **SUBSTANTIVE PROGRAM CHANGES – NC**

The Oklahoma State Regents for Higher Education require that all substantive changes in degree programs be presented to the institution's governing board for approval before being forwarded to the State Regents for consideration. The changes in academic programs itemized in the attached list have been approved by the appropriate faculty, academic units and deans, the Academic Programs Council, and the Senior Vice President and Provost. They are being submitted to the Board of Regents for approval prior to submission to the State Regents.

Substantive Program Changes  
Approved by Academic Programs Council, September 7, 2018

### Program Deletion

#### COLLEGE OF LAW

##### Legal Studies, Master of Legal Studies (RPC 149, MC M635)

Deletion of Master of Legal Studies in Legal Studies. Coursework remains in the Master of Legal Studies in Indigenous Peoples Law (158). The MLS in Indigenous Peoples Law was created to replace the general MLS degree as the college has since sought approval for two additional specialized degrees and desires each specialization to be its own program.

##### Reason for request:

This deletion is simply completing the steps started when the new MLS in Indigenous Peoples Law Program and the MLS in Oil, Gas, and Energy Law were approved. At that time the plan was to divide this generic degree into two specialized programs. Now that those programs are fully operational, the final step is to delete this program. At the time of program approval of the two specialized programs, the stated intention was for those programs to replace this generic degree.



## Program Suspension

## COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES

World Cultural Studies, Bachelor of Arts in World Cultural Studies (RPC 390, MC B880)

Suspension of the Bachelor of Arts in World Cultural Studies for two years beginning immediately.

Reason for request:

Student enrollment for the World Cultural Studies program has remained below the break-even threshold for five academic years despite continuing recruiting and marketing efforts. This is largely due to the singular focus of the current curriculum on Chinese cultural studies. The College of Professional and Continuing Studies requests suspension of the program as we explore ways to make the degree more attractive to our target audience of place-bound working adults, including active-duty military students.

President Gallogly recommended the Board of Regents approve the proposed changes in the Norman Campus academic program.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**ACADEMIC PROGRAM REVIEW FINAL REPORTS – NC**

The Oklahoma State Regents for Higher Education require the assessment of educational programs and functions at the campus level through an academic program review. At the University of Oklahoma – Norman campus, the review is an 18-month process that academic units undergo on a seven-year cycle. These reviews include the unit's academic degree programs. The following academic units and programs were reviewed in 2017-18:

- Department of Aviation
- Department of Biology
- Department of Geography and Environmental Sustainability
- ConocoPhillips School of Geology and Geophysics
- School of Meteorology
- Department of Microbiology and Plant Biology
- Homer L. Dodge Department of Physics and Astronomy

State Regents' policy calls for all academic program review reports to be presented to the institution's governing board for approval before being forwarded to the State Regents for consideration. They are attached hereto as Exhibit B.

President Gallogly recommended the Board of Regents approve the 2017-18 Academic Program Review Final Reports.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**ACCEPTANCE OF COMMERCIAL LEASE AND PARKING SPACE LICENSE AGREEMENT FOR CROSS DEVELOPMENT HOUSING PROJECT – NC**

*Such recommendations to execute the Commercial Space Lease and the Parking Space License is based solely on contracted obligations previously agreed to as these agreements will result in significant financial losses to the University. While the option to lease retail spaces under the Lease of Property was mentioned in a “for information only” item to the Board [December 12, 2017 at 35893-94], the subsequent execution of that option and attendant financial obligation were not properly brought to the Board for consideration and approval before the obligation being incurred. The option to license the parking spaces was not presented to the Board.*

On March 14, 2017, the University executed a Lease of Property with Provident Oklahoma Education Resources (“POER”) for the development, construction, financing, and management of Cross Development Housing Project. Under the Lease of Property, the University was given the first and priority right to lease all commercial, civic, and common spaces. The form (not including rental amounts) of the lease of this space was pre-negotiated and attached as an exhibit to the Lease of Property. Additionally, under the Lease of Property, the University had the first and priority right to license any related parking facilities or structures. The form (not including license amounts) of the license was pre-negotiated and attached as an exhibit to the Lease of Property. The license included language requiring the University to license all parking spaces for a twelve (12) month period with the University keeping any revenue from selling parking permits. Each agreement is for one year, may be renewed at the University’s option, and includes a three (3%) percent rent/license fee escalator.

- **Commercial Lease Agreement.** During the development phase of the project, the University exercised its right under the Lease of Property and agreed to lease 66,455 square feet of commercial, civic, and common spaces. The University is using this space for: (i) numerous food service concepts and a market; (ii) faculty-in-residences and other staff and faculty office space; (iii) tornado shelters, a medical clinic, and other student services; and (iv) subleases to retail shops including Lululemon, a salon, a cycling studio, and an Oklahoma-themed merchandise shop. The first year’s rent for the Commercial Space Lease is \$4,191,000. The price per square foot is calculated based on the type of space.
- **Parking Space License.** Due to the language of the Parking License and its inclusion in the Lease of Property, the University is obligated to license all project parking spaces for a twelve-month period. The Parking License provides the University with the use of 997 parking spaces in and around the project. The first year’s license fee for the Parking License is \$2,677,896 (\$223.83 per space per month).

The University is currently occupying the commercial, civic, and common spaces and entered subleases with Lululemon and other third parties. Students, faculty, staff, and visitors are using the parking spaces. Because of the Lease of Property’s terms and the University’s elections for the space, the University is contractually obligated to the Commercial Lease Agreement and Parking License for one year.

Under Section 4.11.7 of the Regents’ Policy Manual, Board of Regents approval is required for “purchases over \$1,000,000” or “Any agreement or obligation that would establish or make policy for the University, or would otherwise involve substantial or significant expenditures.” As such, because of the value of these agreements, the Commercial Lease Agreement and Parking License require approval by the Board of Regents.

President Gallogly recommended the Board of Regents authorize the President, or his designee, to execute:

- I. The Commercial Space Lease for the commercial, civic, and common spaces in the Cross Development Housing Project buildings; and
- II. The Parking Space License agreement for the use of parking spaces in the Cross Development Housing Project parking structure.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**AMENDMENTS TO THE HOUSING POLICY FOR FRESHMEN – NC**

Supporting Research

Research across higher education consistently indicates living in a residence hall, or on-campus, promotes positive academic outcomes by enhancing student involvement and engagement with the institution.<sup>1</sup> The University of Oklahoma’s own retention data, displayed in Table 1 below, illustrates the positive impact on-campus residency has on students.

Table 1: <i>OU Campus Residency Impact</i>		
Housing	On-Campus	Off-Campus
Retention		
Fall 2016 to Fall 2017	93%	84%
Fall 2017 to Fall 2018	92%	78%
Grade Point Average		
2017-2018 Average	3.27	3.09

Research has documented, students living on-campus are more likely than those living off-campus to interact with faculty, participate in extracurricular activities, and use institutional resources.<sup>2</sup> It follows, then, that living on-campus is an important environmental factor associated with increased student involvement, which in turn, is a determinant of improved critical thinking ability, intellectual growth, persistence to graduation, and satisfaction with the institution.<sup>3</sup>

<sup>1</sup>This claim is supported by foundational literature in the field of Student Affairs: Alexander Astin’s (1984) student involvement development theory; Arthur Chickering’s (1971) seven vectors for identity development; Ernest Pascarella and Patrick Terenzini’s (1991) seminal work on how college affects students; and Vincent Tinto’s (1987) foundational work on retention and persistence.

<sup>2</sup> (Astin, 1984; Chickering, 1971, 1974; Pascarella, 1984; Pascarella, et.al., 1994; Welty, 1976)

<sup>3</sup> (Gellin, 2003; Pascarella, Bohr, Nora, Zusman, & Inman, 2993; Pascarella & Terenzini, 1991; Pike, 1991; Tinto, 1987; Velez, 1985)

Current Policy

Current Regents’ policy requires all freshman students to live in a University residence hall for two semesters unless granted special permission per semester by the University Vice President for Student Affairs and Dean of Students under one of the four policy exceptions (over 20 years of age, having 24 credit hours, having lived on campus for two semesters, or marital status). (See Regents’ policy, attached hereto as Exhibit C.)

In 2005, the Regents' policy was more strictly enforced, particularly as it related to freshmen living locally (Norman, Moore, Oklahoma City, and Edmond). After receiving complaints, the President's Office unilaterally established an internal policy automatically exempting from the on-campus living requirement any student living with their parents within a 50-mile radius of campus. The radius exception was not codified in Regents' policy, and the number of annual exemptions continued to increase, with the most dramatic accumulation of a combined 34 percent increase in the last two fiscal years.

#### Codifying Exceptions & the University Housing Review Committee

An additional Regents' policy is proposed with the following language: "Students who lived in Cleveland or McClain counties during their senior year of high school and will continue living with their parent(s) or guardian(s) in these counties during their first year at the University of Oklahoma." Utilizing Cleveland and McClain counties as an allowable exception provides an objective boundary and a more centralized location of the University as opposed to solely using Cleveland county.

Students who are eligible may request exemption through a newly-created University Housing Review Committee (the "UHRC"), a group of university professionals appointed by the University President, whose goal is to improve student outcomes and retention by assisting students in acquiring on-campus housing. The UHRC would be responsible for reviewing applications, pursuing resolutions, allocating assistance / resources, granting exemptions, and evaluating and determining other contract-related issues.

#### Residential Scholarships

In order to improve student outcomes and retention by assisting students in acquiring on-campus housing, it is proposed the UHRC have the authority and discretion to allocate appropriate financial resources to students with financial need. These new "Residential Scholarships" would be funded in an aggregate amount, determined by the University President, to assist students in need of such financial assistance.

#### Cleveland and McClain Counties Exception Map

See map attached hereto as Exhibit C.

President Gallogly recommended the Board of Regents approve the amendments to section 5.4, "Housing Policy for Freshmen" of the *Regents' Policy Manual for the University of Oklahoma*.

Amendments included are:

- I. Clarification of eligible exceptions for which students may request exemption;
- II. Establishment of the University Housing Review Committee to replace the current special permission grantor (University Vice President for Student Affairs and Dean of Students);
- III. Adoption of an exception for freshman students continuing to live with parent(s) / guardian(s) in Cleveland or McClain counties;
- IV. Adoption of an exception for students with a verifiable financial, medical, or exceptional need that cannot be otherwise adequately addressed as determined by the UHRC;
- V. Removal of the restriction limiting exception approvals to one semester only: and

VI. Authorize the University President to develop additional procedures and requirements as necessary to implement the purpose of this policy.

Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **SALE AND ADVERTISING OF ALCOHOLIC BEVERAGES AT ATHLETICS FACILITIES AND EVENTS – NC**

Current practices at the University of Oklahoma permit the sale of beer and wine during athletics events in each of the clubs (East, Santee, South) at Gaylord Family Oklahoma Memorial Stadium and at the Courtside Club at the Lloyd Noble Center. At the stadium, purchasers may return to their club seats in the stadium with their purchase. A maximum of two items may be purchased at one time. Historically, the sale of alcohol also has been permitted at other various locations and events on campus and at athletics facilities during concerts, private events, special University and Athletics functions unrelated to an athletics event, and other similar occasions.

Alcohol sales at other universities' athletics facilities and events outside of and in addition to those sold in club areas has grown significantly in recent years including Oklahoma State, Tulsa, Ohio State, Colorado, Texas, West Virginia, Purdue, and others. Many facilities providing alcohol service report fewer alcohol related incidents than in prior years.

The specific plans and procedures developed by the President and Athletics Director will include detailed service requirements and protocols related to products, locations, times, security, and other program operations. Reporting of the operational developments and specific plans will be provided to the Regents' Athletics Committee. The University's concessionaire, Levy, will be required to obtain the appropriate license for each facility where alcohol may be sold which will also require inspection and license of each facility by the Health Department. The Responsible Alcohol Service Program adopted by Levy will require background checks on all employees, specific training sponsored through ServeSafe, additional live instruction, specific licensing by ABLE, and ongoing educational meetings and reminders. Additional trained event staff and security will monitor fan activities specifically related to alcohol consumption. Alcohol service would be provided from various portable kiosk locations throughout the concourses but separate from the other concession operations. Plans will also include a Designated Driver program that provides a free soft drink for designated drivers.

It is anticipated that appropriate licensing, facility service requirements, points of sale, personnel, training, and operational plans and procedures may be in place for implementation for the 2018-19 men's and women's basketball at the Lloyd Noble Center. Implementation at baseball and softball are also anticipated for the 2018-19 season with football to follow for its 2019 season. Other venues will be reviewed on a case by case and event by event basis.

Funding for all of the elements required for the development and implementation of the operational plans and procedures is available through private sources and Athletics funds. Revenues payable to Athletics from this program will be allocated for facilities, capital projects, and programs for the benefit of patrons and the fan experience.

The proposed revision to the Regents' Policy 6.2.1 and to the policies contained in Section 5.18.1 of the Norman Faculty Handbook, are attached hereto as Exhibit D.

President Gallogly recommended the Board of Regents:

- ~~I. Authorize the sale and advertising of alcoholic beverages at athletics events and facilities with the appropriate modifications of Regents' Policy 6.2.1 and Section 5.18.1 (C) and (E) of the Faculty Handbook for the Norman campus referred to in Regents' Policy 3.4.2 to permit such action; and~~
- ~~II. Authorize the President and Athletics Director, with the assistance of the General Counsel, to develop and implement specific plans and procedures at specific facilities and events to include terms and conditions customary and reasonable for plans of this type.~~

Regent Rainbolt-Forbes moved that the agenda item, "Sale and Advertising of Alcoholic Beverages at Athletics Facilities and Events", be approved as amended on the handout that was provided to the Board of Regents and was provided to the press and the public at the meeting:

*President Gallogly recommends the Board of Regents:*

- I. Authorize a pilot program for the sale and advertising of alcoholic beverages at athletics events and facilities with the appropriate modifications of Regents' Policy 6.2.1 and Section 5.18.1 (C) and (E) of the Faculty Handbook for the Norman campus referred to in Regents' Policy 3.4.2 to permit such action; and*
- II. Authorize the President and Athletics Director, with the assistance of the General Counsel, to develop and implement specific plans and procedures at specific facilities and events to include terms and conditions customary and reasonable for plans of this type; and*
- III. Require the President to report to the Board of Regents at its May, 2019 meeting the status of the pilot program, including any challenges or concerns in implementation. Authorization to continue the sale and advertising of alcoholic beverages would be requested at that time as appropriate.*

The following voted yes on the amended motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **GAYLORD FAMILY-OKLAHOMA MEMORIAL STADIUM IMPROVEMENTS – NC**

At the June 2014 meeting, the Board of Regents approved the inclusion of the Gaylord Family-Oklahoma Memorial Master Plan updates developed to date in the Campus Master Plan of Capital Improvements Projects. The initial phases of the Master Plan have been successfully completed: the South End Zone Improvements and the North Scoreboard Replacement/Improvements.

The next phase of development of the Gaylord Family Oklahoma Memorial Stadium Master Plan is to implement improvements and repairs within the lower seating bowl. The proposed project includes additional ADA seating and ADA amenity areas in the North End Zone, additional ADA seating on the West side of the stadium, aisle improvements such as the installation of handrails and intermediate over-pour steps, Wi-Fi infrastructure, the re-cladding of bench seating that was not addressed during the South End Zone project, and other major maintenance repairs such as traffic coating and expansion joints within the stadium seating bowl. The estimated cost for this phase of the project is approximately \$14,900,000, with total expenditures for construction not to exceed \$12,500,000.

Funding for this project has been identified and is available from Athletics Department capital funds and private sources.

President Gallogly recommended the Board of Regents:

- I. Approve the Gaylord Family-Oklahoma Memorial Stadium – Bowl Improvement Project;
- II. Approve a total project budget of \$14,900,000; and
- III. Authorize University Administration to contract and make payments not to exceed the cumulative amount of \$12,500,000 for construction.

Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **FISCAL YEAR 2018 INDEPENDENT AUDITS – NC**

At the October 2018 meeting of the Board of Regents' Finance and Audit Committee, Eide Bailly presented for the fiscal year ended June 30, 2018 the "Independent Auditors' Report," the Audited Financial Statements, and the "Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters." The audit was conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

At the same meeting, Eide Bailly presented for the fiscal year ended June 30, 2018, the "Independent Auditors' Report on Compliance for Each Major Federal Program; Report on Internal Control over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance" based on audits of the Norman Campus. The audit was conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget Uniform Guidance.

President Gallogly recommended the Board of Regents:

- I. Accept the fiscal year 2018 independent auditors' reports and audited financial statements for the Norman Campus; and
- II. Accept the fiscal year 2018 independent auditors' reports on compliance and schedules of expenditures of federally funded awards for the Norman Campus.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**ACADEMIC CALENDAR 2019-2020 – HSC, NC, & LAW  
NATURAL GAS SUPPLIER – ALL  
HAROLD HAMM DIABETES CENTER – ALL  
APPOINTMENT OF THE COLLEGE OF MEDICINE ADMISSIONS BOARD AND  
INTERVIEW SUBCOMMITTEE – HSC  
TELEPHONY CABINET REFRESH UPGRADE – HSC  
NONSUBSTANTIVE PROGRAM CHANGES – NC  
CURRICULUM CHANGES – NC  
GIFT AND INSTALLATION OF SCULPTURE – NC**

The listed items were identified, by the administration, as “For Information Only.” Although no action was required, the opportunity to discuss or consider the items individually was provided.

**ACADEMIC CALENDAR 2019-2020 – HSC, NC, & LAW**

The Oklahoma State Regents for Higher Education authorize the President to approve the institution’s academic calendar each year. The calendar is then submitted to the State Regents by December 1 prior to the summer semester to which the proposed calendar applies. The academic calendar attached hereto as Exhibit E is for information only and will be submitted to the State Regents.

This item was reported for information only. No action was required.

**NATURAL GAS SUPPLIER – ALL**

Board of Regents’ policy required that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed \$1,000,000 annually.

This item reports the anticipated activity for the supply of natural gas for fiscal year 2019, estimated to be between \$5.1 million and \$5.8 million based on a price-range expectation of \$2.10 to \$2.79 per mmbtu. Gas purchases decisions are made with the assistance of a professional analyst engaged by the Norman campus; purchases are facilitated and executed via the competitively awarded contract referenced below. The contract covers gas purchased by Norman campus, Health Sciences Center, Schusterman campus, and Cameron University. The main quantity of gas acquired is through forward-pricing contracts, First of Month Index or the Gas Daily Daily. Transactions take place through the New York Mercantile Exchange (NYMEX). This method of purchasing natural gas has been in place since 1989.

The contract awarded to Centerpoint Energy, Inc. of Houston, Texas is renewed for the one-year term beginning July 1, 2018 and anticipates renewal for two additional one-year terms through June 30, 2021.

Funding has been identified, is available and budgeted within the various campus utility accounts.

This item was reported for information only. No action was required.



**HAROLD HAMM DIABETES CENTER – HSC**

The University administration desired that this information remain confidential until the announcement was made on November 10, 2018. The cooperation of the press was requested in maintaining this confidentiality.

The amendments and expendable funds detailed below reflect a \$30 million investment in new funds from the Harold Hamm Foundation to the Harold Hamm Diabetes Center at the University of Oklahoma.

The following amendments have been made to the 2012 Master Agreement between the Harold Hamm Foundation, the Board of Regents of the University of Oklahoma, the Harold Hamm Diabetes Center at the University of Oklahoma, and The University of Oklahoma Foundation, Inc.:

- \$1,000,000 of the \$4,000,000 previously allocated to the Harold Hamm Diabetes Center Endowed Chair Matching Fund, Foundation Account #60618, shall be used to establish a new endowed fund entitled Harold Hamm Chair in Diabetes. The Fund is to be used to provide a salary supplement to the person selected to hold the Chair. The Chair will be recommended by the President of the University through regular academic channels and appointed by the Regents of the University.
- \$500,000 of the \$4,000,000 previously allocated to the Harold Hamm Diabetes Center Endowed Chair Matching Fund, Foundation Account #60618, is reallocated and shall be transferred to the Harold Hamm International Prize for Biomedical Research in Diabetes Endowed Fund, Foundation Account #60617.
- Remaining balance of Principal and Spending Account of Foundation Account #60618 shall be used to establish a new endowed fund entitled Harold Hamm Diabetes Center Greatest Needs Endowed Fund. The Greatest Needs Endowed Fund is to be used for priorities identified by the Director of the Diabetes Center or his/her designee, with approval by the Senior Vice President and Provost of the Health Sciences Center.
- The Donor pledges an additional contribution of up to \$9,049,550 to the Harold Hamm Diabetes Center Startup Fund, Foundation Account #50930, for six (6) faculty positions at the Diabetes Center. The fund will also be renamed The Harold Hamm Foundation Startup Fund.
- The Donor pledges an additional contribution up to \$572,675 per year for ten (10) years, or through 2032, whichever comes first, to establish the Harold Hamm Foundation Faculty Compensation Fund, a new expendable fund in the Foundation, to provide salary support for four faculty positions at the Diabetes Center:
  - One Professor designated as the Director of the Diabetes Center, up to \$317,125 annually;
  - One Professor up to \$134,500 annually
  - One Associate Professor up to \$60,525 annually;
  - One Associate Professor up to \$60,525 annually.

The Harold Hamm Foundation wishes to establish four expendable funds in the Foundation to match philanthropic contributions solicited by the Harold Hamm Diabetes Center from multiple donors to support various projects, as follows:

- *The Harold Hamm Foundation Team Science Project Matching Fund* is to be used for the development of multidisciplinary research teams to address complex issues in diabetes research. The Diabetes Center will solicit proposals for Team Science Projects once per year. The Diabetes Center will review proposals and approve funding for up to nine (9) proposals deemed to have merit. Each of the projects would span three (3) years, with an annual budget of \$100,000 each per year, totaling \$300,000 per project. The second and third year of funding is dependent upon review by the Diabetes Center to determine if the project warrants further funding. If the project does not warrant further funding, the Donor will not be asked by the Diabetes Center to provide funding for the second and third year. The total budgeted amount of all Team Science proposals is not to exceed \$900,000 per year. The Donor will contribute 75% of the budgeted amount once per year for a period of 10 years, not to exceed \$675,000. This contribution is considered a matching gift. Donor will fulfil this commitment only if the Diabetes Center successfully solicits the remaining 25% of the budgeted amount, at least \$225,000. Modifications to this process which may be necessary to ensure continued use of the fund consistent with Donor intent will be presented to the Donor for consideration as outlined below in “Amendments.” Use of any additional gifts from the Donor made to the fund in addition to this annual pledge will also adhere to the purpose of the Fund stated herein. All expenditures from the Fund must be approved by both the Senior Vice President and Provost, or his/her designee, and Director of the Diabetes Center, or his/her designee.
- *The Harold Hamm Foundation Equipment Matching Fund* is to be used for equipment purchases, upgrades, and maintenance to ensure the availability of the most up-to-date technologies. The Diabetes Center will solicit proposals for Equipment grants once per year. The Diabetes Center will review proposals and approve funding for those deemed to have merit. The total budgeted amount of all Equipment proposals is not to exceed \$500,000 per year. The Donor will contribute 75% of the budgeted amount once per year for a period of 10 years, not to exceed \$375,000. This contribution is considered a matching gift. Donor will fulfil this commitment only if the Diabetes Center successfully solicits the remaining 25% of the budgeted amount, at least \$125,000. The Donor will make these contributions only after the remaining balance of the Harold Hamm Diabetes Center Research Equipment Fund #550932 established through a previous gift from the Donor has been fully expended. Modifications to this process which may be necessary to ensure continued use of the fund consistent with Donor intent will be presented to the Donor for consideration as outlined below in “Amendments.” Use of any additional gifts from the Donor made to the fund in addition to this annual pledge will also adhere to the purpose of the Fund stated herein. All expenditures from the Fund must be approved by both the Senior Vice President and Provost, or his/her designee, and Director of the Diabetes Center, or his/her designee.
- *The Harold Hamm Foundation Novel Project Development Fund* will be used for the development of Novel Projects in diabetes research where traditional funding mechanisms do not exist to provide diabetes researchers the opportunity to determine the feasibility of ongoing study of new and novel concepts. The Diabetes Center will solicit proposals for Novel Project Development Funds once per year. The Diabetes Center will review proposals and approve funding for up to five (5) proposals deemed to have merit. Each Novel project would span two (2) years, with an annual budget not-to-exceed \$50,000 per year, totaling up to \$100,000 per project. The second year of funding is dependent upon review by the Diabetes Center to determine if the project warrants further funding. If the project does not warrant further funding, the Donor will not be asked by the Diabetes Center to provide funding for the second year. The total budgeted

amount of all Novel project proposals is not to exceed \$500,000 per year. The Donor will contribute 75% of the budgeted amount once per year for a period of 10 years, not to exceed \$375,000. This contribution is considered a matching gift. Donor will fulfil this commitment only if the Diabetes Center successfully solicits the remaining 25% of the budgeted amount, at least \$125,000. Modifications to this process which may be necessary to ensure continued use of the fund consistent with Donor intent will be presented to the Donor for consideration as outlined below in “Amendments.” Use of any additional gifts from the Donor made to the fund in addition to this annual pledge will also adhere to the purpose of the Fund stated herein. All expenditures from the Fund must be approved by both the Senior Vice President and Provost, or his/her designee, and Director of the Diabetes Center, or his/her designee.

- *The Harold Hamm Foundation Bridge Fund* will be used to provide funds 1) to investigators who have submitted National Institutes of Health (“NIH”) or other grants to extramural funding organizations that have been reviewed and scored, but not funded; or 2) for maintaining research activity and/or essential lab operations in periods between where insufficient or no grant funding is available. The Diabetes Center will solicit proposals for Bridge funds three (3) times per year to coincide with the NIH’s three (3) application cycles per year. The Diabetes Center will review proposals and approve funding for up to nine (9) proposals deemed to have merit. The total budgeted amount of all Bridge funding proposals is not to exceed \$675,000 per year. The Donor will contribute 75% of the budgeted amount once per year for a period of 10 years, not to exceed \$506,250. This contribution is considered a matching gift. Donor will fulfil this commitment only if the Diabetes Center successfully solicits the remaining 25% of the budgeted amount, at least \$168,750. Modifications to this process which may be necessary to ensure continued use of the fund consistent with Donor intent will be presented to the Donor for consideration as outlined below in “Amendments.” Use of any additional gifts from the Donor made to the fund in addition to this annual pledge will also adhere to the purpose of the Fund stated herein. All expenditures from the Fund must be approved by both the Senior Vice President and Provost, or his/her designee, and Director of the Diabetes Center, or his/her designee.

This item was reported for information only. No action was required.

#### **APPOINTMENT OF THE COLLEGE OF MEDICINE ADMISSIONS BOARD AND INTERVIEW SUBCOMMITTEE – HSC**

The College of Medicine Admissions Board policy was updated to adapt to changing requirements by the Liaison Committee on Medical Education, the accrediting body for U.S. medical schools. This policy was approved by the OU Board of Regents (Policy 2.11.3) at its March 2014 meeting.

The College of Medicine Admissions Board composition and conduct of business shall be in compliance with relevant and required Liaison Committee on Medical Education (LCME) accreditation standards dealing with medical school admissions policies and procedures.

The Admissions Board shall be made up of eleven (11) members. The Chair of the Admissions Board, a College of Medicine faculty member, is appointed by the Executive Dean. The other members of the Admissions Board are nominated by the Associate Dean for Admissions with final approval and appointment by the Executive Dean. The Admissions Board

members serve staggered 3-year terms. The Associate Dean for Admissions is an *ex officio*, non-voting member. Appointment of individuals to the Admissions Board is provided as information to the University of Oklahoma Board of Regents and The Oklahoma State Regents for Higher Education each year.

The Admissions Board is assisted in conducting its business by a subcommittee of interviewers. Subcommittee members conduct interviews and evaluate each applicant who is invited for an interview using a standard evaluation instrument. No one shall be granted acceptance to the College of Medicine without an interview.

The interview subcommittee of the Admissions Board is selected by sending a solicitation of interest annually via various methods to faculty, and county and state medical associations. Attempt will be made to have a diverse subcommittee consistent with the College's diversity statement as well as the geography of Oklahoma, and specialty representation. Appointment to the interviewer subcommittee is for a one-year term. There is no limit on the number of terms an individual may serve on the subcommittee.

A list of the Admissions Board and interview subcommittee is attached hereto as Exhibit F.

This item was reported for information only. No action was required.

#### **TELEPHONY CABINET REFRESH UPGRADE – HSC**

Board of Regents' policies and procedures require that acquisition contracts that merely establish unit pricing, availability and other terms and conditions but which are indefinite as to quantity and delivery must be reported to the Board of Regents if the cumulative orders against them are expected to exceed \$1,000,000 annually.

This contract will support the Health Sciences Center telecom infrastructure by establishing pricing and availability of telephony cabinet hardware, software and related components. Existing phone cabinets have been in production for nearly thirty years and replacement is necessary to upgrade the system and provide mission critical services for the Health Sciences Center complex consisting of colleges, clinics, hospitals and affiliated agencies.

The University issued a competitive solicitation to ensure the most competitive prices available. The following firms responded:

Carousel Industries	Exeter, Rhode Island
ConvergeOne	Eagan, Minnesota
Presidio Networked Solutions	Fulton, Maryland
SKC Communication Products, LLC	Shawnee, Kansas

The evaluation committee comprised the following individuals:

Craig Amburn, IT Architect, Information Technology  
 David Horton, Associate Vice President, OU IT Shared Services and Chief  
 Technology Officer, Information Technology, OUHSC  
 Shad Steward, Director, IT Infrastructure Services, Information Technology

The evaluation criteria were meeting requirements of the RFP including specific pricing and discounts for initial project upgrades, product availability, existing equipment compatibility, support, and other value added services.

Supplier	Responsive to RFP Specifications	Cost
Carousel Industries	Yes	\$1,210,721
<i>ConvergeOne</i>	<i>Yes</i>	<i>\$1,030,587</i>
Presidio Networked Solutions	Yes	\$1,174,337
SKC Communications Products, LLC	Yes	\$1,230,797

The evaluation committee determined an award to ConvergeOne of Eagan, Minnesota, the low bidder, was responsive to the specified requirements of the RFP and represents best value to the University. Completion of the system upgrade and replacement project is anticipated within a two-year period at the total proposed cost of \$1,030,587.

Funding has been identified, is available and budgeted within the Information Technology Department operating account.

This item was reported for information only. No action was required.

**NONSUBSTANTIVE PROGRAM CHANGES – NC**

Administrative/Internal Program Change  
 Approved by Academic Programs Council, September 7, 2018

Addition of a Concentration

**COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES**

Criminal Justice, Bachelor of Science in Criminal Justice (RPC 365, MC B647)

Addition of a new concentration: Criminal Justice Self-Design. The objective of the new concentration is to allow criminal justice students to develop specialized knowledge, skills, and/or abilities in a selected concentration area. Students with transferrable upper-division military and/or criminal justice credits and training will also be able to apply up to nine credit hours to their major.

Reason for request:

The Bachelor of Science in Criminal Justice was recently modified to change some of its core curriculum and to create four new concentration areas: Administrative Leadership, Criminal Investigation & Intelligence Analysis, Homeland Security, and Restorative Justice. Each concentration area consists of two required courses and one elective course.

There is a small, but significant population of military, homeland security, and law enforcement students who transfer into the BSCJ program with several hours of upper-division criminal justice elective credits and/or training. The College of Professional and Continuing Studies requests the creation of a Criminal Justice Self-Design concentration area to accommodate these students. The new concentration area would allow up to nine credit hours of additional criminal justice electives to be applied to the major. These students will still be required to complete at least 30 credit hours from the University of Oklahoma to earn their BSCJ degree.

## Course Designator Request

## COLLEGE OF LAW

New Course Designator Request

Request for four new course designations: LSH (Legal Studies Healthcare), LSI (Legal Studies Indigenous Peoples Law), LSO (Legal Studies Oil, Gas, and Energy), and LSIB (Legal Studies International Business) for Master of Legal Studies program courses.

Reason for request:

This request is made as these courses are currently listed under LAW but may not be taken to satisfy the JD degree. This is creating confusion among LAW students who see these courses when attempting to enroll. In addition we are running out of course numbers as we add Masters degrees and need to create course numbers for these new courses.

This item was reported for information only. No action was required.

**CURRICULUM CHANGES – NC**

The Oklahoma State Regents for Higher Education confer upon each institution the authority to delete, modify and add courses. The course deletions, modifications, and additions itemized in the list attached hereto as Exhibit G have been approved by the appropriate faculty, academic units and deans, the Academic Programs Council, and the Senior Vice President and Provost. They are being forwarded to the Board of Regents for information only.

This item was reported for information only. No action was required.

**GIFT AND INSTALLATION OF SCULPTURE – NC**

William M. Obering, a 1957 graduate of the University of Oklahoma, wished to make a gift during his lifetime to assist the University to to enhance the art collection and the public spaces at OU. Mr. Obering made a gift to the University of Oklahoma Foundation, Inc. designated for the purchase and installation of a sculpture by Tom Otterness. This is Mr. Obering's second gift of public art to OU. His first was the "LOVE" sculpture by Robert Indiana that sits near Jacobson Hall on the Norman campus.

The artist, Tom Otterness, in an American sculptor best known for his public sculptures and outdoor exhibitions. Several of Mr. Otterness's works are featured in parks, plazas, museums and other civic buildings in New York City and other cities around the world. His works are included in the collections of the Museum of Modern Art, the Whitney Museum of American Art, the Guggenheim Museum, the Eli Broad Family Foundation, the Brooklyn Museum, the San Francisco Museum of Modern Art, the Carnegie Museum, the Museo Tamayo in Mexico City, the Israel Museum in Jerusalem, and others. In 1994, he was elected as a member of the National Academy Museum.

The sculpture was installed on the Norman campus on October 17-18, 2018 in a courtyard near Gaylord Hall along Asp Avenue. An agreement regarding this gift was signed on November 2, 2017 between Mr. Obering, The University of Oklahoma Foundation, Inc. and the University of Oklahoma. A location map, photos and a sketch of the sculpture are attached hereto as Exhibit H.

This item was reported for information only. No action was required.

**AWARDS, CONTRACTS, AND GRANTS – ALL**

In accord with Regents' policy, a list of awards and/or modifications in excess of \$1,000,000 or that establish or make policy for the University, or that otherwise involve a substantial or significant service to be performed by the University are attached hereto as Exhibit I. Comparative data for fiscal years 2015 through 2019 and current month and year-to-date, are shown on the graphs and tables. Throughout the reports, the data stated for both campuses include the OU-Tulsa Schusterman Campus as well.

The Provisions of Goods and Services policy provides that new contracts and grants in excess of \$1,000,000 must be referred to the Board of Regents for ratification. In addition, in the event a contract, grant, document, or arrangement involved would establish or make policy for the University, or would otherwise involve substantial or significant service to be performed by the University, that contract, arrangement, or document shall be referred to the Board of Regents for approval.

	FY18 Total Expenditures	FY18 YTD August Expenditures	FY19 YTD August Expenditures
UNIVERSITY OF OKLAHOMA	\$265,668,801	\$45,162,030	\$53,170,785
NORMAN CAMPUS	\$152,918,614	\$25,830,053	\$31,483,006
HEALTH SCIENCES CENTER	\$112,750,187	\$19,331,976	\$21,687,779

Chart Key / Definitions for the pages that follow:

- RESEARCH/OSP = Externally Sponsored Research and Other Sponsored Programs
- TRAINING/OSA = Externally Sponsored Instruction/Training and Other Sponsored Activities
- PUBLIC SERVICE = Externally Sponsored Public Service (OUHSC Data Only)
- OUTREACH = Externally Sponsored Research by Outreach (Formerly College of Continuing Education (CCE))
- EXPENDITURES = Expenditures Related to Externally-Sponsored Funding
- AWARDS = New Grants and Contacts Received, or Existing Award Modifications Processed

President Gallogly recommended that the Board of Regents ratify the awards and/or modifications for July and August 2018 submitted with this Agenda Item.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**HONORARY DEGREES – ALL**

The University policy and the policy of the Oklahoma State Regents for Higher Education on awarding honorary degrees states that nominees and alternates must be approved by the OU Board of Regents and State Regents prior to awarding of the degrees.

The University Regents and administration request that the names of the nominees and alternates be kept confidential until final arrangements are made for the nominees to be present.

President Gallogly recommended the nominees listed in his recent letter (on file in the Board office) to the Board of Regents be approved for an honorary degree at the May 2019 University Commencement.

Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**SEARCH COMMITTEE COMPOSITION FOR VICE PRESIDENTS OF ADVANCEMENT, HUMAN RESOURCES, STUDENT AFFAIRS, OPERATIONS, AND RESEARCH ALONG WITH THE SENIOR ASSOCIATE VICE PRESIDENT/CHIEF INFORMATION OFFICER AND ASSOCIATE VICE PRESIDENT FOR UNIVERSITY COMMUNITY – ALL**

Board of Regents Policy Section 1.4 sets forth general parameters of search committee formation for a variety of administrative university positions. That section states in part:

The selection of the President and other administrators is the responsibility of the Board of Regents, and any process leading to that selection is the prerogative of the particular Board in office at the time the selection process is to be initiated. It is suggested that administrative search committees make nominations and recommendations concerning candidates, and that the President and the Board of Regents be guided by them in most instances, but it is understood that the President and the Board of Regents shall not be bound by nor limited to nominations and recommendations of administrative search committees.

While other provisions of Section 1.4 purport to set out compositions of various search committees, current Board policy provides the Board and President flexibility in the administrative search process. A number of University administrative positions are currently vacant; their functions and interaction with faculty, staff and students vary widely.

In order to best serve the search committee function of appropriate candidate vetting, it is recommended to match search committee composition to the administrative function.

Consequently, search committees for positions involving significant faculty, staff and student interaction will be recommended to have greater involvement from those constituencies than positions with lesser interaction and/or those positions that require particularly specialized technical knowledge.

President Gallogly recommended the Board of Regents approve the formation of administrative search committees pursuant to Section 1.4 of the Regents' Policy manual. In recognition that certain administrative roles may require particular specialized technical knowledge, it is recommended the Board approve the following protocol for formation of the search committees for Vice Presidents of 1) Advancement, 2) Human Resources, 3) Student Affairs, 4) Operations, and 5) Research along with the 6) Senior Associate Vice President/Chief Information Officer and 7) Associate Vice President for University Community:

- Propose to, and receive approval from, the Chair and Vice Chair of the Board of Regents the structure of a search committee for these positions;



- The proposed committee composition should include representation from qualified faculty from the appropriate campuses;
- Such faculty representation should be selected from faculty members as may be recommended by the Faculty Senates; those recommended faculty search committee member candidates should have relevant backgrounds, preferably with certifications in the field. There shall be twice as many nominees as there are positions;
- Executive officers or other administrators who routinely interact with the Vice President may also be proposed by the administration to serve on the search committee;
- Members of the public with specialized knowledge helpful in reviewing applications for the positions may also be proposed by the administration to serve on the search committee;
- That Jacquelyn Wolf, Human Resources Consultant, serve *ex officio* on committees as requested by the President; and
- The final proposed composition of the search committees for these positions shall both be approved by the Chair and Vice Chair of the Board of Regents and circulated to the Board members prior to the committee beginning its work. Additionally, composition of the committee shall be reported back to the full Board at the next regularly-scheduled Board of Regents meeting.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **ACADEMIC PERSONNEL ACTIONS – NC & HSC**

### Health Sciences Center:

#### LEAVE(S) OF ABSENCE:

Shadid, Paul A., Clinical Assistant Professor of Restorative Sciences, Division of Comprehensive Care, return from leave of absence with pay, August 24, 2018.

#### NEW APPOINTMENT(S):

Abdo, Tony, M.D., Assistant Professor of Medicine, annualized rate of \$155,625 for 12 months, September 1, 2018 through June 30, 2019. Represents VA salary, University base \$60,000. New consecutive term appointment.

Borsky, Bart J., M.D., Assistant Professor of Anesthesiology, annualized rate of \$65,000 for 12 months, September 4, 2018 through June 30, 2019. New consecutive term appointment.

Chaudry, Fawad A., M.D., Assistant Professor of Medicine, annualized rate of \$60,000 for 12 months, October 1, 2018 through June 30, 2019. New consecutive term appointment.

Chen, Alexander J., M.D., Assistant Professor of Anesthesiology, annualized rate of \$65,000 for 12 months, September 4, 2018 through June 30, 2019. New consecutive term appointment.

Cook, Ashley Elaine Bledsoe, D.D.S., Clinical Assistant Professor of Restorative Sciences, Division of Comprehensive Care, annualized rate of \$20,000 for 12 months, 0.20 time, August 24, 2018 through June 30, 2019.

Daouk, Salim, M.D., Assistant Professor of Medicine, annualized rate of \$155,625 for 12 months, September 1, 2018 through June 30, 2019. University base \$60,000. New consecutive term appointment.

Dunn, Ian F., M.D., Associate Professor and Chair of Neurosurgery and The Harry Wilkins, M.D. Chair in Neurosurgery, annualized rate of \$300,000 for 12 months, October 31, 2018 through June 30, 2019. Tenurable base \$110,000. Includes an administrative supplement of \$190,000 while serving as Chair of Neurosurgery. New tenure track appointment.

Gillespie, Campbell Miller, M.D., Assistant Professor of Anesthesiology, annualized rate of \$65,000 for 12 months, October 1, 2018 through June 30, 2019. New consecutive term appointment.

Gomez, Debbie, Ph.D., Assistant Professor of Pediatrics, annualized rate of \$45,000 for 12 months, September 2, 2018 through June 30, 2019. Changing from Resident to Faculty. New consecutive term appointment.

Huisman, Darcy Jane Orourke, Clinical Assistant Professor of Pediatrics, annualized rate of \$60,000 for 12 months, September 28, 2018 through June 30, 2019.

Ihyembe, Demvihin Udokanma, Ph.D., Clinical Assistant Professor of Pediatrics, annualized rate of \$130,000 for 12 months, October 1, 2018 through June 30, 2019. University base \$70,000. Department salary \$60,000.

Kim, Hyein, M.D., Assistant Professor of Surgery, Tulsa, annualized rate of \$60,000 for 12 months, October 1, 2018 through June 30, 2019. New consecutive term appointment.

Lindsay, Kathryn R., M.D., Assistant Professor of Obstetrics and Gynecology, annualized rate of \$60,000 for 12 months, July 30, 2018 through June 30, 2019. New consecutive term appointment. Correction to previous start date approved by the Board of Regents on June 19, 2018.

Luu, David, M.D., Instructor in Anesthesiology, annualized rate of \$30,000 for 12 months, 0.50 time, September 24, 2018 through June 30, 2019.

Malone, Loren M., M.D., Clinical Assistant Professor of Pediatrics, annualized rate of \$70,000 for 12 months, August 31, 2018 through June 30, 2019.

Moon, Lisa M., M.D., Assistant Professor of Obstetrics and Gynecology, annualized rate of \$60,000 for 12 months, October 22, 2018 through June 30, 2019. New consecutive term appointment. Correction to previous start date approved by the Board of Regents on June 19, 2018.

Morton, Daniel J., Ph.D., Associate Professor of Research, Department of Pediatrics, annualized rate of \$85,000 for 12 months, October 8, 2018 through June 30, 2019.

Russell, Marni Allison Fuller, D.D.S., Clinical Instructor in Restorative Sciences, Division of Operative Dentistry, annualized rate of \$17,000 for 12 months, 0.20 time, August 20, 2018 through June 30, 2019.

Singletary, Thomas A., M.D., Assistant Professor of Anesthesiology, annualized rate of \$65,000 for 12 months, September 4, 2018 through June 30, 2019. New consecutive term appointment.

Sinha, Arpan A., M.D., title changed from Instructor to Assistant Professor of Pediatrics, annualized rate of \$100,000 for 12 months, October 14, 2018 through June 30, 2019. University base \$70,000. Department salary \$30,000. New consecutive term appointment.

Sylvester, David K., D.D.S., Clinical Assistant Professor of Surgical Sciences, Division of Oral and Maxillofacial Surgery, annualized rate of \$200,000 for 12 months, 0.50 time, September 4, 2018 through June 30, 2019.

Wu, Huimin, M.D., Assistant Professor of Medicine, annualized rate of \$60,000 for 12 months, September 28, 2018 through June 30, 2019. New consecutive term appointment.

#### REAPPOINTMENT(S):

Comp, Philip C., M.D., reappointed as Clinical Professor Emeritus of Medicine, annualized rate of \$21,269 for 12 months, 0.20 time, September 12, 2018 through June 30, 2019.

Splinter, Michele Y., Pharm.D., reappointed as Clinical Professor Emeritus of Pharmacy Clinical and Administrative Sciences, annualized rate of \$28,750 for 12 months, 0.25 time, September 24, 2018 through June 30, 2019.

Wolraich, Mark L., M.D., reappointed as Clinical Professor Emeritus of Pediatrics, annualized rate of \$39,940 for 12 months, 0.20 time, August 30, 2018 through June 30, 2019.

#### CHANGE(S):

Anderson, Robert E., George Lynn Cross Research Professor of Ophthalmology, Professor of Cell Biology, Adjunct Professor of Geriatrics, and The Dean A. McGee Chair in Ophthalmology, given additional title Interim Chair of Cell Biology, September 30, 2018.

Baldwin, Jonathan D., Assistant Professor of Radiation Sciences, salary changed from annualized rate of \$71,335 for 12 months to annualized rate of \$74,335 for 12 months, August 19, 2018 through June 30, 2019.

Bauer, Chee Yoon Shim, Clinical Assistant Professor of Pediatrics, salary changed from annualized rate of \$46,000 for 12 months, 0.42 time, to annualized rate of \$95,000 for 12 months, full-time, September 2, 2018 through June 30, 2018. Change in FTE.

Carter, Jenny Carrick, title changed from Psychological Clinician, Department of Pediatrics, to Assistant Professor of Pediatrics, annualized rate of \$92,500 for 12 months, October 14, 2018 through June 30, 2019. University base \$45,000. Department salary \$47,500. Changing from Staff to Faculty. New consecutive term appointment.

Cowley, Benjamin D., Jr., Professor of Medicine, Section Chief, Medicine Nephrology, and The John S. Gammill Chair in Polycystic Kidney Disease, salary changed from annualized rate of \$165,307 for 12 months to annualized rate of \$192,246 for 12 months, July 1, 2018 through June 30, 2019. Tenured base \$90,000. Change in VA allocation.

Hannafon, Bethany Noelle, title changed from Assistant Professor of Research, Department of Pathology, to Assistant Professor of Research, Department of Obstetrics and Gynecology; salary changed from annualized rate of \$50,000 for 12 months to annualized rate of \$65,000 for 12 months, September 16, 2018 through June 30, 2019. Change in primary department.

John, Andrew Barnabas, Associate Professor of Communication Sciences and Disorders, title changed from Interim Chair to Chair of Communication Sciences and Disorders, salary changed from annualized rate of \$87,300 for 12 months to annualized rate of \$124,000 for 12 months, September 16, 2018 through June 30, 2019. Includes an administrative supplement of \$40,700 while serving as Chair, Department of Communication Sciences and Disorders.

Naifeh, Monique, Clinical Associate Professor of Pediatrics, salary changed from annualized rate of \$56,000 for 12 months, 0.80 time, to annualized rate of \$59,500 for 12 months, 0.85 time, September 30, 2018 through June 30, 2019. Change in FTE.

Poteat, Tamara Anastasia, title changed from Physician Assistant II, Department of Obstetrics and Gynecology, to Clinical Instructor in Obstetrics and Gynecology, annualized rate of \$103,225 for 12 months, September 2, 2018 through June 30, 2019. Changing from Staff to Faculty.

Ramesh, Rajagopal, Professor of Pathology and The Jim and Christy Everest Chair in Cancer Developmental Therapeutics Research, salary changed from annualized rate of \$104,940 for 12 months to annualized rate of \$180,000 for 12 months, June 24, 2018 through June 30, 2019. Correction to FY19 budget.

Richardson, Arlan G., title changed from Professor of Research, Department of Geriatrics, to Professor of Research, Department of Biochemistry and Molecular Biology, given additional title Adjunct Professor of Research, Department of Geriatrics, retains title The Donald W. Reynolds Chair in Aging Research #2, September 30, 2018. Change in primary department.

Roberts, Pamela Rose, Professor and Vice Chair of Anesthesiology and The John A. Moffitt Chair in Anesthesiology, given additional title Acting Chair of Anesthesiology, September 23, 2018.

Rothblum, Lawrence Ian, Professor of Cell Biology, title Chair of Cell Biology deleted; salary changed from annualized rate of \$265,000 for 12 months to annualized rate of \$170,000 for 12 months, September 30, 2018 through June 30, 2019. Tenured base \$160,000. Department salary \$10,000.

Smith, Katherine Marie, Associate Professor of Obstetrics and Gynecology and The James D. Funnell, M.D.-Gary F. Strebel, M.D. Professorship of Obstetrics/Gynecology Medical Student Education, given additional title Section Chief, Obstetrics and Gynecology; salary changed from annualized rate of \$85,000 for 12 months to annualized rate of \$105,000 for 12 months, September 30, 2018 through June 30, 2019. Includes an administrative supplement of \$20,000 while serving as Section Chief, Obstetrics and Gynecology.

Sowards, Rocky M., title changed from Clinical Assistant Professor of Rehabilitation Sciences to Clinical Physical Therapist, September 30, 2018. Changing from Faculty to Staff.

Swafford, Emily Lynn, title changed from Clinical Physical Therapist, Department of Obstetrics and Gynecology, to Clinical Instructor in Obstetrics and Gynecology, annualized rate of \$67,484 for 12 months, 0.90 time, September 16, 2018 through June 30, 2019. Changing from staff to faculty.

Tapp, Evynn Victoria, title changed from Nurse Practitioner, Department of Obstetrics and Gynecology, to Clinical Instructor in Obstetrics and Gynecology, annualized rate of \$84,000 for 12 months, September 16, 2018 through June 30, 2019. Changing from staff to faculty.

Thomas Pinkston, Julie Dianne, title changed from Clinical Assistant Professor to Assistant Professor of Anesthesiology, salary changed from agreed Professional Practice Plan earnings from OUP patient care activity, 0.05 time, to annualized rate of \$65,000 for 12 months, full-time, September 30, 2018 through June 30, 2019. New consecutive term appointment.

Williams, Marvin, Associate Professor of Obstetrics and Gynecology, salary changed from annualized rate of \$100,000 for 12 months to annualized rate of \$189,600 for 12 months, September 30, 2018 through June 30, 2019. University base \$75,000.

#### RESIGNATION(S) AND/OR TERMINATION(S):

Al Salayta, Muhannad, Clinical Assistant Professor of Diagnostic and Preventive Sciences, Division of Oral Diagnosis, September 6, 2018.

Carabin, Helene, Professor of Biostatistics and Epidemiology, September 30, 2018.

Cline, Whitney Lynette, Assistant Professor of Pediatrics, Tulsa, September 30, 2018. Moving out of state.

Doshi, Viral, Clinical Assistant Professor of Medicine, October 31, 2018. Accepted another position.

Foote, Elizabeth Ann, Clinical Assistant Professor of Psychiatry and Behavioral Sciences, October 12, 2018. Accepted another position.

Mulkey, Louis E., Assistant Professor of Family and Community Medicine, Tulsa, and The Founders and Associate, Inc., Professorship of Family Medicine, October 12, 2018.

Patel, Arpit, Clinical Assistant Professor of Surgery and The Harris Family Foundation Surgery Library Professorship of the Department of Surgery, September 28, 2018.

Rubin, Erin M., Associate Professor of Pathology and The James Park Dewar, M.D. Professorship of Pathology, September 30, 2018.

Singletary, Thomas A., Assistant Professor of Anesthesiology, September 18, 2018.

#### RETIREMENT(S):

Bender, Jeffrey, Professor and Vice Chair of Surgery, September 7, 2018.

Lin, Hsueh-Kung, Associate Professor of Urology and Adjunct Associate Professor of Physiology, October 31, 2018.

#### Norman Campus:

#### LEAVE(S) OF ABSENCE:

Kim, Junghwan, Assistant Professor of Educational Leadership and Policy Studies, family and medical leave of absence, August 20, 2018.

Yang, Yunfeng, Adjunct Professor of Microbiology and Plant Biology, leave of absence without pay, August 31, 2018.

#### NEW APPOINTMENT(S):

Gao, Lan, Ph.D., Postdoctoral Research Associate, Meteorology, annualized rate of \$65,000 for 12 months, September 13, 2018.

Garrett, Zenobie S., Ph.D., Postdoctoral Fellow, University Libraries, annualized rate of \$70,000 for 12 months, August 31, 2018.

Hoogewind, Kimberly A., Ph.D., Research Scientist, Cooperative Institute for Mesoscale Meteorological Studies, annualized rate of \$60,000 for 12 months, September 24, 2018. Paid from grant funds; subject to availability of funds.

Macdonald, Gregory G., Lecturer of Electrical and Computer Engineering at Tulsa, rate of \$8,000 for 4.5 months, 0.25 time, August 16, 2018 through December 31, 2018.

Mares, Michael A., Professor Emeritus and Director Emeritus of the Sam Noble Oklahoma Museum of Natural History, annualized rate of \$30,000 for 12 months, 0.25 time, September 1, 2018.

#### REAPPOINTMENT(S):

Ballard, Keith E., Director of Professional Development and Leadership Academy and George Kaiser Family Foundation Endowed Professor, reappointed to a three-year renewable term as Professor of Educational Leadership and Policy Studies, annualized rate of \$110,000 for 12 months, July 1, 2018 through June 30, 2021.

Edwards, Beverly J., reappointed to a three-year renewable term as Professor of Educational Leadership and Policy Studies, annualized rate of \$83,444 for 9 months, August 16, 2018 through May 15, 2021.

Gibson, Laniel L., reappointed as Instructor of Mathematics, rate of \$8,400 for 4.5 months, 0.25 time, August 16, 2018 through December 31, 2018.

Gurney, Gerald S., reappointed to a one-year renewable term as Assistant Professor of Academic Affairs, annualized rate of \$148,345 for 9 months, August 16, 2018 through May 15, 2019.

Regnier, Amanda L., Archaeologist III, reappointed as Director of the Oklahoma Archaeological Survey, annualized rate of \$72,000 for 12 months, July 1, 2019. Correction to September 2018 Agenda.

Taylor, Rebekah C., reappointed to a five-year renewable term as Assistant Professor of Law, annualized rate of \$70,000 for 12 months, July 1, 2018 through June 30, 2023.

#### CHANGE(S):

Alavi, Roksana, Associate Professor of Professional and Continuing Studies, annualized rate of \$71,388 for 9 months, additional stipend of \$3,375 for increased teaching duties in the College of Professional and Continuing Studies, August 16, 2018 through December 31, 2018.

Anderson, David K., Associate Professor of English and Presidential Teaching Fellow of Honors, annualized rate of \$72,310 for 9 months, additional stipend of \$25,000 for serving as Senior Fellow in the Dunham College, July 1, 2018 through June 30, 2019. Update to September 2018 Agenda.

Barakat, Hossam, Instructor of Modern Languages, Literatures, and Linguistics, annualized rate of \$48,000 for 9 months, additional stipend of \$4,200 for increased teaching duties in the Department of Modern Languages, Literatures, and Linguistics, August 16, 2018 through December 31, 2018.

Basara, Jeffrey B., Associate Professor of Meteorology and Director of the Kessler Atmospheric and Environmental Field Station, delete titles Associate Director of the School of Meteorology and Research Scientist of Oklahoma Climatological Survey, given additional titles Associate Professor of Civil Engineering and Environmental Science and Executive Associate Director for Hydrology and Water Security Program Initiative, salary changed from annualized rate of \$133,753 for 12 months to annualized rate of \$97,849 for 9 months, August 16, 2018. Appointment split .50 FTE in the School of Meteorology and .50 FTE in the School of Civil Engineering and Environmental Science. Correction to September 2018 Agenda.

Brewster, Keith A., Senior Research Scientist and Director of Operations, Center for Analysis and Prediction of Storms, given additional title Acting Director of the Center for Analysis and Prediction of Storms, salary remains at annualized rate of \$131,000 for 12 months, August 16, 2018.

Davie, Thomas J., Assistant Professor of Visual Arts, salary changed from annualized rate of \$59,160 for 9 months, 1.0 time, to annualized rate of \$44,370 for 9 months, 0.75 time, August 16, 2018. Change in FTE.

Dean Kyncl, Rhonda C., Associate Dean of Advising in the College of Arts and Sciences, title changed from Assistant Professor of English to Assistant Professor of Arts and Sciences, salary remains at annualized rate of \$125,000 for 12 months, July 1, 2018.

Duncan, John L., Assistant Professor of Professional and Continuing Studies, annualized rate of \$71,078 for 9 months, additional stipend of \$9,775 for increased teaching duties in the College of Professional and Continuing Studies, August 16, 2018 through December 31, 2018.

Fields, Alison, Associate Professor of Visual Arts and Mary Lou Milner Carver Professor #2 of Art and Art History, given additional title Associate Director of Visual Arts, salary changed from annualized rate of \$56,732 for 9 months to annualized rate of \$76,732 for 12 months, August 16, 2018. Changing from 9-month faculty to 12-academic administrator.

Gullberg, Steven R., Assistant Professor of Professional and Continuing Studies and of Aviation, annualized rate of \$65,000 for 9 months, additional stipend of \$7,750 for increased teaching duties in the College of Professional and Continuing Studies, August 16, 2018 through December 31, 2018.

Ketchum, Paul R., Assistant Professor of Professional and Continuing Studies, annualized rate of \$65,400 for 9 months, additional stipend of \$2,100 for increased teaching duties in the College of Professional and Continuing Studies, August 16, 2018 through December 31, 2018.

Lee, Eric M.J., Lecturer of Biology, salary changed from annualized rate of \$45,000 for 9 months to annualized rate of \$47,000 for 9 months, August 16, 2018. Retention increase.

Martin, Elinor R., Assistant Professor of Meteorology, given additional title Associate Director of the School of Meteorology, salary changed from annualized rate of \$80,700 for 9 months to annualized rate of \$95,700 for 9 months, September 1, 2018.

McCall, Brian M., Professor of Law, Orpha and Maurice Merrill Professor of Law and Associate Director of the Law Center, delete title Associate Dean for Academic Affairs in the College of Law, salary remains at annualized rate of \$190,500 for 12 months, October 3, 2018.

Mortimer, Harold, Associate Professor of Musical Theatre and Weitzenhoffer Professor of Musical Theatre #1, salary changed from annualized rate of \$70,000 for 9 months to annualized rate of \$72,000 for 9 months, August 16, 2018. Correction to September 2018 Agenda.

Orr, Thomas E., Professor of Drama and James Garner Chair in Drama, delete title Director of the School of Drama, salary changed from annualized rate of \$158,094 for 12 months to annualized rate of \$126,100 for 9 months, August 16, 2018. Changing from 12-month academic administrator to 9-month faculty. Correction to September 2018 Agenda.

Parsons, David B., Professor of Meteorology, given additional title President's Associates Presidential Professor, July 1, 2018; delete title Director of the School of Meteorology and Mark and Kandi McCasland Chair of Meteorology, given additional title Director Emeritus of Meteorology, salary changed from annualized rate of \$225,420 for 12 months to annualized rate of \$207,243 for 9 months, August 1, 2018. Changing from 12-month academic administrator to 9-month faculty. Correction to effective date on September 2018 Agenda.

Pittenger, Dominique Michelle, Research Assistant Professor of Engineering, given additional title Interim Director of Women in Engineering, July 1, 2018; salary changed from annualized rate of \$45,516 for 12 months to annualized rate of \$75,139 for 12 months, September 1, 2018. Partially paid from grant funds; subject to availability of funds.

Snyder, Lori A., Associate Professor of Psychology and Distinguished Faculty Fellow, Office of the Vice President for Research, given additional titles Board Member and Associate Director of the Center for Applied Social Research, salary remains at annualized rate of \$74,569 for 9 months, January 1, 2019.

West, Ann H., Professor of Chemistry and Biochemistry, Edith Gaylord Harper Presidential Professor, Joseph Brandt Professor and Grayce B. Kerr Centennial Chair, annualized rate of \$156,000 for 9 months, additional stipend of \$20,000 for serving as Faculty Fellow, Office of Vice President for Research, November 1, 2018.

Yoon, Doyle, Associate Professor of Journalism and Mass Communication, annualized rate of \$82,000 for 9 months, additional stipend of \$4,500 for increased teaching duties in the Gaylord College of Journalism and Mass Communication, August 16, 2018 through December 31, 2018.

#### RESIGNATION(S)/TERMINATION(S):

Corfidi, Stephen F., Research Fellow, Cooperative Institute for Mesoscale Meteorological Studies, October 25, 2018.

Theisen, Adam Kenneth, Research Associate, Cooperative Institute for Mesoscale Meteorological Studies, October 15, 2018.

#### RETIREMENT(S):

Gray, Karen A., Associate Professor of Social Work at Tulsa, September 1, 2018.

St. John, Craig A., Professor of Sociology and Internship Coordinator of Sociology, June 1, 2019. Named Professor Emeritus of Sociology.

President Gallogly recommended the Board of Regents approve the academic personnel actions shown above.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.



## DEATH(S):

President Gallogly regretted to report the following death:

Rappa, Nicholas Benedetto, Clinical Instructor in Surgery, October 12, 2018.

**ADMINISTRATIVE AND PROFESSIONAL PERSONNEL ACTIONS – NC & HSC**Health Sciences Center:

## TRANSFER(S):

Cunningham, Patti M., Research Registered Nurse, department changed from Hematology/Oncology, College of Medicine, to Stephenson Cancer Center, to Institutional Centers of Excellence, September 30, 2018. Lateral Transfer.

Grim, Matthew, Business Advisor, department changed from Pediatrics, College of Medicine, to Stephenson Cancer Center, Institutional Centers of Excellence, September 16, 2018. Professional Nonfaculty. Lateral Transfer.

## APPOINTMENT(S):

Bazoukis, Georgios X., Research Scholar, Heart Rhythm Institute, College of Medicine, at an annualized rate of \$65,000 for 12 months, September 13, 2018. Graduate Student.

Brown, Lee A., Data Management Analyst II, CMT Medical Informatics, College of Medicine Tulsa, at an annualized rate of \$60,000 for 12 months, September 4, 2018. Professional Nonfaculty.

Cleavinger, Cynthia M., Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$63,799 for 12 months, September 24, 2018. Professional Nonfaculty.

Delisle, Casey Dawn, Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$63,799 for 12 months, August 27, 2018. Professional Nonfaculty.

Dixon, Edward H., Staff Pharmacist, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$100,750 for 12 months, September 24, 2018. Professional Nonfaculty.

Fendrych, Luzviminda E., Senior Clinic Manager, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$68,000 for 12 months, September 17, 2018. Managerial Staff.

Gmyrek, Grzegorz, Staff Scientist, Department of Ophthalmology, College of Medicine, at an annualized rate of \$61,192 for 12 months, September 17, 2018. Professional Nonfaculty.

Houle, Shawna C., Clinic Nurse Manager, OU Physicians Faculty Clinics, OU Physician, at an annualized rate of \$81,000 for 12 months, September 24, 2018. Managerial Staff.

Landon, Eugene, IT Analyst I, Information Technology Tulsa, Administrative Affairs Tulsa, at an annualized rate of \$60,000 for 12 months, October 1, 2018. Professional Nonfaculty.

Langley, Samantha C., Nurse Practitioner, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$90,000 for 12 months, August 27, 2018. Professional Nonfaculty.

Nestor, Melissa E., IT Analyst II, IT Administration, Provost, an annualized rate of 66,000 for 12 months, October 15, 2018. Professional Nonfaculty.

Nguyen, Mai Thanh, Staff Pharmacist, Cancer Center Clinical Services, OU Physicians, an annualized rate of \$115,000 for 12 months, August 27, 2018. Professional Nonfaculty.

Rabii, Samaneh Noor, Project Manager, Stephenson Cancer Center, Institutional Centers of Excellence, at an annualized rate of \$63,500 for 12 months, September 02, 2018. Professional Nonfaculty.

Reep, Ashley L., Oncology Research Nurse I, Stephenson Cancer Center, Institutional Centers of Excellence, at an annualized rate of \$65,000 for 12 months, September 16, 2018. Professional Nonfaculty.

Reynolds, Jacob S., Web Developer, Office of the Dean, College of Medicine, at an annualized rate of \$67,500 for 12 months, October 31, 2018. Professional Nonfaculty.

Shirley, Kayla Dawn, Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$63,799 for 12 months, August 27, 2018. Professional Nonfaculty.

Smith, Regan M., Clinical Pharmacist, Pharmacy Management Consultant, College of Pharmacy, at an annualized rate of \$104,000 for 12 months, September 17, 2018. Professional Nonfaculty.

Stewart, Lori Kay, Oncology Nurse III, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$62,143 for 12 months, August 13, 2018. Professional Nonfaculty.

Stockton, Valerie A., Physician Assistant I, OU Physician CHP Clinics, OU Physicians, at an annualized rate of \$86,000 for 12 months, September 10, 2018. Professional Nonfaculty.

Stoops, Delores Louise, Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$63,799 for 12 months, September 24, 2018. Professional Nonfaculty.

Streight, Amanda Michelle, Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$60,000 for 12 months, August 27, 2018. Professional Nonfaculty.

Sweeney, Mary N., Registered Clinician Nurse, Department of Pediatrics, College of Medicine, at an annualized rate of \$61,000 for 12 months, September 28, 2018. Professional Nonfaculty.

Vinavong, Nicole Van Thuy, Chemotherapy Nurse, Cancer Center Clinical Services, OU Physicians, at an annualized rate of \$65,000 for 12 months, August 13, 2018. Professional Nonfaculty.

#### REAPPOINTMENT(S):

Doskey, Elena M., Psychological Clinician, Department of Pediatrics, College of Medicine, at an annualized rate of \$62,000 for 12 months, September 28, 2018. Professional Nonfaculty.

#### CHANGE(S):

Aguirre, Michela M., Program Manager, Stephenson Cancer Center, Institutional Centers of Excellence, salary changed from an annualized rate of \$77,700 for 12 months to an annualized rate of \$79,254 for 12 months, July 22, 2018. Administrative Staff. Equity Adjustment.

Barton, Jocelyn M., Sponsored Program Coordinator, Stephenson Cancer Center, Institutional Centers of Excellence, salary changed from an annualized rate of \$63,000 for 12 months to an annualized rate of \$65,457 for 12 months, July 22, 2018. Managerial Staff. Equity Adjustment.

Bloemers, Eric J., title changed from LAN Support Specialist III, Department of Family Medicine, College of Medicine, to Data Management Analyst II, Department of Family Medicine, College of Medicine, salary changed from an annualized rate of \$51,509 for 12 months to an annualized rate of \$60,000 for 12 months, September 16, 2018. Professional Nonfaculty. Promotion.

Bright, Gaylon E., College Information Systems Director, CAH IT & ISS, College of Allied Health, salary changed from an annualized rate of \$79,795 for 12 months to an annualized rate of \$88,308 for 12 months, September 2, 2018. Managerial Staff. Equity Adjustment.

Brock, Amy Lee, Ultrasonographer Technologist, OU Physicians Faculty Clinics, OU Physicians, salary changed from an annualized rate of \$62,336 for 12 months to an annualized rate of \$61,113 for 12 months, June 24, 2018. Technical/Paraprofessional. Correction to Budget.

Brown, Ashley, title changed from Resident, OB/GYN Residency, College of Medicine Tulsa, to Chief Resident, OB/GYN Residency, College of Medicine Tulsa, salary change from an annualized rate of \$55,124 for 12 months to an annualized rate of \$63,135 for 12 months, July 1, 2018. Resident. Promotion.

Carter, Jessamyn S., title changed from Resident, Med/Peds Residency, College of Medicine Tulsa, to Chief Resident, Med/Peds Residency, College of Medicine Tulsa, salary change from an annualized rate of \$55,124 for 12 months to an annualized rate of \$63,135 for 12 months, July 1, 2018. Resident. Promotion.

Farley, Jamie R., Clinical Pharmacist, Clinical Pharmacy and Administrative Science, College of Pharmacy, salary changed from an annualized rate of \$84,000 for 12 months to an annualized rate of \$86,400 for 12 months, June 24, 2018. Professional Nonfaculty. Equity Adjustment.

Fry, Elizabeth A., Nurse, Case Manager, Department of Medical Informatics, College of Medicine Tulsa, salary changed from an annualized rate of \$59,229 for 12 months to an annualized rate of \$60,117 for 12 months, September 16, 2018. Professional Nonfaculty. Equity Adjustment.

Gable, Shawn, Senior Occupational Therapist, Department of Pediatrics, College of Medicine, salary changed from an annualized rate of \$50,587 for 12 months to an annualized rate of 67,449 for 12 months, October 28, 2018. Professional Nonfaculty. FTE increase from 60% to 80%.

Gilchrist, Sam E Rae., Physician Assistant II, Department of Pediatrics, College of Medicine, salary changed from an annualized rate of \$106,260 for 12 months to an annualized rate of \$79,704 for 12 months, September 2, 2018. Professional Nonfaculty. FTE change from 100% to 75%.

Hall, Melissa L., title changed from Genetic Counselor I, Department of Pediatrics, College of Medicine, to Genetic Counselor II, Department of Pediatrics, College of Medicine, salary changed from an annualized rate of \$75,033 for 12 months to an annualized rate of \$77,959 for 12 months, September 2, 2018. Professional Nonfaculty. Promotion.

Harrigan, Marlia L., Neonatal Nurse Practitioner, Department of Pediatrics, College of Medicine, salary changed from an annualized rate of \$91,759 for 12 months to an annualized rate of \$69,737 for 12 months, August 19, 2018. Professional Nonfaculty. FTE change from 100% to 76%.

Hebert Arsers, Emily, Postdoctoral Research Fellow, Stephenson Cancer Center, Institutional Centers of Excellence, salary changed from an annualizes rate of \$55,000 for 12 months to an annualized rate of \$70,000 for 12 months, September 30, 2018. Fellow. Equity Adjustment.

Hendley, Halston, Physician Assistant I, Cancer Center Clinical Services, OU Physicians, salary changed from an annualized rate of \$102,432 for 12 months to an annualized rate of \$103,529 for 12 months, August 5, 2018. Professional Nonfaculty. Equity Adjustment.

Hunter, Whitney J., Senior Nurse Practitioner, Cancer Center Clinical Services, OU Physicians, salary changed from an annualized rate of \$99,359 for 12 months to an annualized rate of \$100,423 for 12 months, August 5, 2018. Professional Nonfaculty. Equity Adjustment.

Jenkins, Taylor D., title changed from Resident, Med/Peds Residency, College of Medicine Tulsa, to Chief Resident, Med/Peds Residency, College of Medicine Tulsa, salary change from an annualized rate of \$55,124 for 12 months to an annualized rate of \$63,135 for 12 months, July 1, 2018. Resident. Promotion.

Kettler, Brian M., Facilities Utilization Analyst, Office of the Dean, College of Medicine Tulsa, salary changed from an annualized rate of \$61,200 for 12 months to an annualized rate of \$61,812 for 12 months, June 24, 2018. Professional Nonfaculty. Equity Adjustment.

Moore, Tristan N., Registered Vascular Technician, OUP Clinical Operations, College of Medicine Tulsa, salary changed from an annualized rate of \$68,846 for 12 months to an annualized rate of \$70,200 for 12 months, September 16, 2018. Technical/Paraprofessional. Equity Adjustment.

Price, Shawn L., title changed from Resident, Med/Peds Residency, College of Medicine Tulsa, to Chief Resident, Med/Peds Residency, College of Medicine Tulsa, salary change from an annualized rate of \$55,124 for 12 months to an annualized rate of \$63,135 for 12 months, July 1, 2018. Resident. Promotion.

Robertson, Cynthia L., title changed from Physician Assistant I, Department of Pediatrics, College of Medicine, to Physician Assistant II, Department of Pediatrics, College of Medicine, salary changed from an annualized rate of \$91,035 for 12 months to an annualized rate of \$96,000 for 12 months, September 2, 2018. Professional Nonfaculty. Promotion.

Smith, Kevin B., title changed from Resident, Internal Medicine Residency, College of Medicine Tulsa, to Chief Resident, Internal Medicine Residency, College of Medicine Tulsa, salary changed from an annualized rate of \$53,427 for 12 months to an annualized rate of \$60,741 for 12 months, July 1, 2018. Resident. Promotion.

Southern, Shella Dawn, title changed from Senior Clinics Administrator, OU Physicians CHP Clinics, OU Physicians, to Associate Director of Clinical Operations ~~Director~~, OU Physicians CHP Clinics, OU Physicians, salary changed from an annualized rate of \$89,204 for 12 months to an annualized rate of \$93,665 for 12 months, September 30, 2018. Administrative Staff. Promotion.

Turner, Lakisha Yvonne, Clinical Research Nurse II, Department of Obstetrics and Gynecology, College of Medicine, salary changed from an annualized rate of \$58,141 for 12 months to an annualized rate of \$65,000 for 12 months, September 30, 2018. Professional Nonfaculty. Equity Adjustment.

Varughese, Shanty, Nurse Practitioner, Cancer Center Clinical Services, OU Physicians, salary changed from an annualized rate of \$89,760 for 12 months to an annualized rate of \$91,654 for 12 months, August 5, 2018. Professional Nonfaculty. Equity Adjustment.

Williams, Marisha Nisha, Phase I Chemotherapy Nurse, Stephenson Cancer Center, Institutional Centers of Excellence, salary changed from an annualized rate of \$67,059 for 12 months to an annualized rate of \$69,674 for 12 months, June 24, 2018. Professional Nonfaculty. Equity Adjustment.

#### RETIREMENT(S):

Clothier, Donald L., Senior Systems Analyst, Department of Family Medicine, College of Medicine, September 1, 2018. Retirement.

Hitzemann, Carol, Neonatal Nurse Clinician, Department of Pediatrics, College of Medicine, October 7, 2018.

Lonsbury, Janice F., General Accounting Manager, Financial Services, Administration and Finance, November 3, 2018.

Moore, Carol A., Clinical Pharmacist, Pharmacy Management Consultant, College of Pharmacy, September 8, 2018. Retirement.

#### RESIGNATION(S) AND/OR TERMINATION(S):

Greenway, Claudette Shook, Associate Director of Clinical Operations, OU Physicians CHC, OU Physicians, September 15, 2018. Resignation.

Jennings, Margaret M., Clinic Nurse Manager, OUP Clinical Operations, College of Medicine Tulsa, August 25, 2018. Resignation.

Martin, Amanda Renee, Business Manager, Nursing Office of the Dean, College of Nursing, October 9, 2018. Resignation.

Rideaux, Tonya L., Program Assistant Director, Department of Geriatrics, College of Medicine, October 2, 2018. Reduction in force.

Suneja, Upma, Resident, Pediatrics Residency Program, College of Medicine, October 6, 2018. Withdraw from program.

Vorheis, Judy Ann., Nurse Practitioner, Department of Surgery, College of Medicine, October 3, 2018. Discharged.

#### Norman Campus:

#### NEW APPOINTMENT(S):

Nirschl, Angela M., Health Care Professional I, Goddard Health Center, salary at annualized rate of \$85,000 for 12 months, August 30, 2018. Professional Staff.

#### CHANGE(S):

Ahmadi, Kasra G., title changed from Assistant Director for Student Programs and SGA Adviser [University Student Programs Specialist II], Student Affairs Administration Office to Director, Student Organization Services [Administrator II], Student Affairs Administration Office, salary changed from annualized rate of \$56,750 for 12 months to annualized rate of \$66,750 for 12 months, October 1, 2018. Administrative Staff. Additional responsibilities.

Atkinson, Linda K., Associate Director, K-12 Partnerships [Administrator III], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$106,923 for 12 months to annualized rate of \$111,923 for 12 months, September 1, 2018. Administrative Staff. Grant funded increase.

Baillio, Bruce Aaron, title changed from Managing Director of Security Operations, Network and Information Assurance [Administrator III ] to Deputy CISO [Administrator III], Cybersecurity, Information Technology, salary changed from annualized rate of \$120,000 for 12 months to annualized rate of \$155,000 for 12 months, September 1, 2018. Administrative Staff. Retention increase and market equity.

Coffey, Aaron L., Information Technology Analyst [Information Technology Analyst I], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$67,237 for 12 months to annualized rate of \$69,255 for 12 months, September 1, 2018. Managerial Staff. Grant funded increase.

Dean, Sharon, Associate Director, College and Career Readiness [Administrator III], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$91,166 for 12 months to annualized rate of \$96,166 for 12 months, September 1, 2018. Administrative Staff. Grant funded increase.

Elizondo Cecena, Francisco J., Production Manager [Information Technology Analyst III], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$ 94,770 for 12 months to annualized rate of \$97,613 for 12 months, September 1, 2018. Managerial Staff. Grant funded increase.

Matthews, Emmett, Art Director [Information Technology Specialist II], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$84,561 for 12 months to annualized rate of \$87,098 for 12 months, September 1, 2018. Managerial Staff. Grant funded increase.

Pennington, Lacy D., Parent/Community Coordinator, Gear up for the Promise [Program Specialist I], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$66,948 for 12 months to annualized rate of \$68,956 for 12 months, September 1, 2018. Managerial Staff. Grant funded increase.

Pryor, Carilyn M., title changed from Director, Instructional Financial Operations [Financial Associate I], College of Arts and Sciences, Office of the Dean to Director, Instructional Financial Operations [Financial Associate II], College of Arts and Sciences, Office of the Dean, salary remains at \$65,000 for 12 months, March 1, 2018. Managerial Staff. Correcting broadband title for a promotion approved and completed in March 2018.

Reed, Emily Ann, title changed from Director of Development [Development Associate II], Jeannine Rainbolt College of Education to Executive Director of Development [Development Associate III], Jeannine Rainbolt College of Education, salary changed from annualized rate of \$53,500 for 12 months to annualized rate of \$70,000 for 12 months, October 1, 2018. Managerial Staff. Added responsibilities.

Riggs, Milan Dane, title changed from Director of Development [Development Associate II], Mewbourne College of Earth and Energy, Office of the Dean, to Executive Director of Development [Development Associate III], Mewbourne College of Earth and Energy, Office of the Dean, salary changed from annualized rate of \$70,000 for 12 months to annualized rate of \$85,000 for 12 months, October 1, 2018. Managerial Staff. Added responsibilities.

Sundermeyer, Scott, Program Director [Scientist/Researcher IV], Oklahoma Archeological Survey, salary changed from annualized rate of \$77,000 for 12 months to annualized rate of \$88,400 for 12 months, August 1, 2018. Professional Staff. Grant funded increase.

Thomas, George R., title changed from Director of Technology Engagement for Office of Strategic Initiatives [Administrator III] to Information Technology Senior Technologist Strategist [IT Manager], Campus and Community Engagement, Information Technology, salary changed from annualized rate of \$120,000 for 12 months to annualized rate of \$94,001 for 12 months, September 1, 2018. Managerial Staff. Salary reduction, title change, and transfer in lieu of a reduction in force.

Tougas, Amy L., title changed from Assistant Director [Managerial Associate II], Office of Strategic Initiatives to Financial Analyst and Project Manager [Financial Associate I], Price College of Business, Office of the Dean, salary remains at annualized rate of \$75,000 for 12 months, September 1, 2018. Managerial Staff. Accepted other job on campus.

Waller, Jennifer L., Director, Open Initiatives and Scholarly Communication [Librarian II] University Libraries, Collections Development, salary changed from annualized rate of \$65,000 for 12 months to annualized rate of \$75,000 for 12 months, September 1, 2018. Professional Staff. Retention increase and internal equity.

Williams, Leslie A., Director [Administrator III], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$114,801 for 12 months to annualized rate of \$119,801 for 12 months, September 1, 2018. Administrative Staff. Grant funded increase.

Wilson, Scott N., Associate Director of Innovative Technology [Administrator III], Center for Educational and Community Renewal, K20 Center, salary changed from annualized rate of \$115,080 for 12 months to annualized rate of \$119,801 for 12 months, September 1, 2018. Administrative Staff. Grant funded increase.

Wolfe, Erin G., title changed from Executive Director [Administrator IV], Office of Strategic Initiatives to Senior Director [Administrator III], Price College of Business, Center for Graduate Student Success, salary remains at annualized rate of \$102,000 for 12 months, August 1, 2018. Managerial Staff. Accepted other job on campus.

#### RESIGNATION(S) AND/OR TERMINATION(S):

Abdullah Simmons, Taqiy, Coach/Sports Professional I, Athletics Department, September 3, 2018. Resignation.

Bratton, James, Assistant Vice President, Office of Technology Development, Office of the Vice President, September 17, 2018. Resignation.

England, Gary A., Administrator III, President Executive Office, September 1, 2018. Resignation.

Fozard, Jonathan Andrew, Assistant Vice President, Information Technology, October 9, 2018. Resignation.

Hall, Brandon Wayne, Financial Associate I, Athletics Department, September 18, 2018. Correction of termination date from September 14, 2018 to September 18, 2018.

Hockett, John M., Technology Project Management Specialist III, Graduation Office, August 31, 2018. Resignation.

Marley, Timothy John, Auditor III, Internal Auditing, Office of the President, September 16, 2018. Resignation.

Martinez Brooks, Jessica M., Administrator II, Enrichment and Recruitment, Diversity Enrichment Programs, September 1, 2018. Resignation.

Meier, Brandon J., Media Specialist II, Athletics Department, October 20, 2018. Resignation.

Moore, Christopher I., Administrator II, College of Continuing Education, Aviation, September 1, 2018. Resignation.

Trevino, Ryan H., Administrator III, Housing and Food Community Experience, October 1, 2018. Resignation.

Zhao, Tao, Information Technology Analyst III, University Libraries, Library Systems, September 1, 2018. Resignation.

#### RETIREMENT(S):

McClellan, Mark L., IT Analyst III, Information Technology, October 1, 2018.

President Gallogly recommended the Board of Regents approve the administrative and professional personnel actions shown above.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **ROGERS STATE UNIVERSITY**

### **REPORT OF THE PRESIDENT OF THE UNIVESITY**

Thank you Chairman and Board of Regents. Let me begin by echoing what Jim Gallogly said about today. Thank you, Dr. McArthur, as it's been a wonderful, wonderful time though we all gained weight. The president's report has been included on the Regents app, and you can read that at your convenience. Just a couple things that when you read to notice that we're pretty excited about: first, our partnership with Tulsa Community College. Four northeast Oklahoma universities will partner with Tulsa Community College to track their transfer students to various upper-division schools in our area. The good news is this is being funded by the John N. Gardner Institute for Excellence in Undergraduate Education. We're pretty excited about the opportunity to learn how we can better serve transfer students. We're also excited about are delving into unmanned aerial systems with our Aerocats. They've been recognized but started out more as a club. We were very excited about that and stole an idea from OU, your cousins program. And so we have with the RSU pilots and family and friends where we look for opportunities for our students to build cross-cultural relationships by having the American students mentor and adopt the international students. There are some other things on the report that you can look at from our athletics, working with NCAA on inclusion and diversity. And last but not least, one of our softball players has been recognized by the community as one of Claremore's rising stars. And so we're very proud of Katelyn Gamble.



**SUBSTANTIVE PROGRAM CHANGES – RSU**

The Oklahoma State Regents for Higher Education require that all substantive changes in degree programs be presented to the institution's governing board for approval before being forwarded to the State Regents for consideration. The changes in the academic programs presented below have been approved by the appropriate faculty, academic unit and dean, the Curriculum Committee, the Academic Council, and the Vice President for Academic Affairs. The change is being submitted to the Board of Regents for approval prior to submission to the State Regents.

1. PROGRAM: Department of Psychology and Sociology  
Associate in Arts in Social Science (019)  
With Options in Psychology (019P) and Sociology (019S)

**PROPOSED CHANGES:**

- Add online delivery of existing program

COMMENTS: All courses are currently offered online, supplementing on-ground instruction. By receiving approval to offer the degree online, RSU will begin advertising the AASS as a fully online degree, thus serving a homebound and/or working population, increasing degree production and better serving the region and the state. The cost of providing the AASS as an online two-year degree will be strictly in terms of advertising costs, since RSU's general education courses are already online, as are the program requirements and a sufficient number of psychology and sociology courses for the nine hours of electives. Giving this new population the opportunity to take the first two years of their education online and secure a degree will increase enrollment and more than offset the associated marketing costs.

President Rice recommended the Board of Regents approve the proposed change in the Rogers State University academic program.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

**RATIFICATION TO ACQUIRE PROPERTY – RSU**

The property is located north of the Claremore campus on Blue Starr Drive and College Park Road. The combined acreage for the two lots is approximately 4.1 acres. It is needed in order to protect and secure the perimeter of the campus and is needed for future expansion of the University.

An appraisal was completed in January 2018 by Mainord Appraisal Firm, LLC, Claremore, Oklahoma that reflects a fair market value for both lots in the amount of \$126,000. Based upon the authority granted by Chairman Bennett, President Rice signed a contract in the amount of \$100,000 and agreed to pay for associated settlement charges not to exceed \$2,000.

Acquisition of the property is authorized by Board of Regents Policy Number 4.13.1.

President Rice recommended the Board of Regents:

- I. Ratify Chairman Bennett's approval, granted October 9, 2018, to acquire property located with a legal description of Lot 1 Block 2 and Lot 2 Block 2 Westwood Manor, T-21N, R-16E, S-06 of the Indian Base Meridian, Claremore, Oklahoma; and
- II. Authorize the President or his designee to sign all necessary documents and to pay \$100,000 for the property and associated settlement charges not to exceed \$2,000.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **RATIFICATION OF INVITATION TO JOIN MID-AMERICA INTERCOLLEGIATE ATHLETIC ASSOCIATION CONFERENCE – RSU**

The Heartland Conference membership voted to join the Lone Star Conference due to the instability of members leaving the conference.

On July 25, 2017, Rogers State University was invited to join the Lone Star Conference ("LSC") as full members beginning with the 2019-20 academic year. The Board of Regents approved Rogers State University joining the Lone Star Conference at the September 17, 2017 meeting. Since the September 2017 Board meeting, another opportunity has come available for RSU to join the Mid-America Intercollegiate Athletics Association as an associate member for the upcoming academic year 2019-2020 with the consideration of full membership after the MIAA's Membership Growth Plan is complete.

The MIAA is an ideal fit for RSU based on a number of factors, including quality of athletic competition, academic excellence, community service and a geographic footprint that lends itself to friendly rivalries. The average distance in the MIAA will be 233 miles and the average distance in the LSC is 435 miles. This change will result in less missed class time for our student-athletes.

President Rice recommended the Board of Regents ratify Chairman Bennett's approval to accept the Mid-America Intercollegiate Athletic Association conference's invitation to RSU as an associate member beginning with the 2019-2020 academic year.

Regent Albert moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **FISCAL YEAR 2017-2018 EXTERNAL AUDITS – RSU**

For the fiscal year ended June 30, 2018, Eide Bailly, LLP presented to the Board of Regents' Finance and Audit Committee the "Independent Auditors' Report," the "Annual Financial Statements," the "Independent Auditors' Reports on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*," and the "Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133 and on the Schedule of Expenditures of Federal Awards."

For fiscal year 2017-2018, these audits were conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the Office of Management and Budget's Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

President Rice recommended the Board of Regents:

- I. Accept the fiscal year 2017-2018 external auditor's reports and audited financial statements for Rogers State University; and
- II. Accept the fiscal year 2017-2018 external auditor's reports on compliance and schedules of expenditures of federally funded awards for Rogers State University.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **ACADEMIC PERSONNEL ACTION(S) – RSU**

#### **APPOINTMENT(S):**

Kyrylova, Tetyana, Ph.D., Assistant Professor in the Department of Technology and Justice Studies, annualized rate of \$43,720, (\$4,372 per month), non-tenure-track, ten-month appointment, effective September 27, 2018.

President Rice recommended approval of the faculty personnel actions listed above.

Regent Rainbolt-Forbes moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

### **CURRICULUM CHANGES – RSU ACADEMIC CALENDAR 2019-2020 – RSU**

The listed items were identified, by the administration, as "For Information Only." Although no action was required, the opportunity to discuss or consider the items individually was provided.

### **CURRICULUM CHANGES – RSU**

The Oklahoma State Regents for Higher Education confer upon each institution the authority to delete, modify and add courses, but require that the changes be communicated to them for information only. The course deletions, additions and modifications itemized below have been approved by the President and Vice President for Academic Affairs, upon recommendation of the appropriate department and faculty, the Curriculum Committee, and the Academic Council.

PROGRAM MODIFICATION(S)

Department of Psychology and Sociology

Associate in Arts in Social Science (019)

With Options in Psychology (019P) and Sociology (019S)

- Seeking online approval for existing degree

This was reported for information only. No action was required.

**ACADEMIC CALENDAR 2019-2020 – RSU**

The Oklahoma State Regents for Higher Education authorize the President to approve the institution's academic calendar each year. The calendar is then submitted to the State Regents by December 1 prior to the summer semester to which the proposed calendar applies. The academic calendar attached hereto as Exhibit J is for information only and will be submitted to the State Regents.

This was reported for information only. No action was required.

**CAMERON UNIVERSITY**

**REPORT OF THE PRESIDENT OF THE UNIVERSITY**

Welcome to our campus. We appreciate your visit each year, and look forward to sharing the continued transformation of this institution through your leadership. We know you probably only saw the parking lot and the inside of the second floor of this structure due to the weather so we hope to have you back on a future day where you could walk around and see some of the wonderful things that your support has allowed us to accomplish. I'd like to introduce some of my colleagues that you don't get to see at our other meetings: the executive team who make things happen on this campus. You can't see their feet, but they are all big and they're all heat resistant because they are the people who stomp out the fires before they get out of control on this campus. Vice President for academic affairs, Ronna Vanderslice, our chief academic officer; to her right, vice president for business and finance, Ninette Carter, a Cameron grad; the vice president for university advancement, Albert Johnson Jr. I should say Colonel Albert Johnson, Jr., also a Cameron graduate and then our most recent addition to the vice presidents, vice president for enrollment management and student success, Jerrett Phillips, and we also have senior director of public affairs Keith Mitchell and he also has a Cameron diploma. So it's a good team, and they really are a great resource for us. September 17th we had a visit by the Higher Learning Commission, our institutional accreditor, for a multi-location site visit. We received a clean bill of health for operations on remote sites including Rogers State University, Great Plains Technology Center, and Cameron University, Duncan, thanks to vice president Vanderslice and CU Duncan director Susan Camp. They do a fantastic job of assuring great educational experiences at every location. We deliver instruction and in every format, whether it's online, face to face or by interactive television. As we come up on the 100th anniversary of the end of the first World War, the Armistice Day, which has become Veteran's Day, you will see a lot of honoring events in our country. I would certainly want to take the opportunity to thank Regent Burgess for his

annual opportunity to highlight Cameron University in this community as part of the Leadership Oklahoma experience when they're talking to you about the role of the military in the state of Oklahoma to include Cameron and our role educating soldiers and their dependents. We appreciated the chance to do that and show all of our campus earlier this month. We had the opportunity here to recognize Command Sergeant Major Bennie Adkins. He's the third Cameron student to be recognized with the Medal of Honor and was recognized for valor during Vietnam. Sergeant Adkins is the most recent addition to the wall of heroes in the George Keathley department of military science. We thank him for his service.

#### **ESTABLISHMENT OF NETHERLAND FAMILY ENDOWED LECTURESHIP – CU**

This endowed lectureship is established, with a gift of \$25,000, to advance the quality of education in the study of biology at Cameron University.

Dr. Mike Netherland is a Cameron University alumnus, having graduated in 1986 with a Bachelor of Science degree in Biology. Dr. Mike Netherland would later go on to become a professor for the University of Florida for the Center for Aquatic and Invasive Plants, where he researches the management of submersed invasive plants.

His father, Dr. Lane Netherland, is a Cameron University emeritus faculty member in Biological Sciences. He retired in 2004 after 32 years of service. He still resides in Lawton, OK.

In recognition of this gift, President McArthur recommends the establishment of the lectureship and requests approval to seek matching funds from the Oklahoma State Regents for Higher Education.

President McArthur recommended the Board of Regents:

- I. Approve the establishment of the Netherland Family Endowed Lectureship in Biology; and
- II. Approve the application for matching funds from the Oklahoma State Regents for Higher Education

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

#### **CONTRACTS AND GRANTS – CU**

In accordance with Board policy, a list of awards and/or modifications in excess of \$250,000 or that establish or make policy for the University, or that otherwise involve a substantial or significant service to be performed by the University are shown below.

Student Support Services:

Grantor:	U.S. Department of Education	
Award Period:	9/1/18 to 8/31/19	\$ 425,934
Performance Period:	9/1/15 to 8/31/20	\$ 2,007,099
Remainder:	9/1/19 to 8/31/20	\$ 386,995

Program Purpose: The Student Support Services (SSS) program provides opportunities for academic development, assists students with basic university requirements, and serves to motivate students toward the successful completion of their post-secondary educations. The SSS program may also provide grant aid to current SSS participants who are receiving Federal Pell Grants. The goal of SSS is to increase retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

Services provided by the program include:

- Instruction in basic study skills
- Tutorial services
- Academic, financial, or personal counseling
  
- Assistance in securing admission and financial aid for enrollment in four-year institutions, graduate and professional programs
- Information about career options
- Mentoring
  
- Special services for students with limited English proficiency
- Direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants

Upward Bound:

Grantor:	U.S. Department of Education	
Award Period:	9/1/18 to 8/31/19	\$ 326,151
Performance Period:	9/1/17 to 8/31/22	\$1,554,678
Remainder:	9/1/19 to 8/31/22	\$ 915,672

Program Purpose: Upward Bound provides fundamental support to participants in their preparations for university entrance. The program provides opportunities for participants to succeed in pre-universities performance and ultimately in higher education pursuits. Upward Bound serves high school students preparing to enter postsecondary education who come from low-income families or from families in which neither parent holds a bachelor degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. All Upward Bound projects must provide instruction in math, laboratory science, composition, literature, and foreign language.

## Program services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing university entrance and financial aid applications
- Assistance in preparing for university entrance exams
- Work study positions to expose participants to careers requiring a postsecondary degree

Talent Search/Open Doors:

Grantor:	U.S. Department of Education	
Award Period:	9/1/18 to 8/31/19	\$ 386,221
Performance period:	9/1/16 to 8/31/21	\$ 1,841,017
Remainder:	9/1/19 to 8/31/21	\$ 722,880

Program Purpose: The Talent Search/Open Doors program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary schools of their choosing. Talent Search also serves high school dropouts by encouraging them to re-enter the educational system and complete their educations. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school to enroll in the postsecondary education institutions of their choosing.

Services provided by the program:

- Academic, financial, career or personal counseling including advice on entry or re-entry to secondary or post-secondary programs
- Career exploration and aptitude assessment
- Tutorial services
- Information on postsecondary education
- Exposure to university campuses
- Information on student financial assistance
- Assistance in completing university admissions and financial aid applications
- Assistance in preparing for university entrance exams
- Mentoring programs
- Special activities for sixth, seventh and eighth graders
- Workshops for the families of participants

Renovation Creating Science Laboratories

Grantor:	U.S. Department of Commerce	
Award Period:	3/1/17 to 2/28/22	\$ 850,000
Performance period:	3/1/17 to 2/28/22	\$ 850,000
Remainder:		\$ 0

Program Purpose: This award provided by the U.S. Department of Commerce Economic Development Administration will allow the Cameron University Duncan Campus to renovate a 5,000 square foot area of existing space to create science laboratories, expand educational opportunities, and develop job skills for students in the surrounding areas to prepare them to join the workforce and obtain jobs.

President McArthur recommended the Board of Regents ratify the awards submitted with this agenda item.

<u>Award Title</u>	<u>Grantor</u>	<u>Award Period</u>	<u>Award Amount</u>
Student Support Services	U.S. Dept. of Education	9/1/18 to 8/31/19	\$ 425,934
Upward Bound	U.S. Dept. of Education	9/1/18 to 8/31/19	\$ 326,151
Talent Search Program	U.S. Dept. of Education	9/1/18 to 8/31/19	\$ 386,221
Renovation Creating Science Laboratories	U.S. Dept. of Commerce	3/1/17 to 2/28/22	\$ 850,000

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **REVISIONS TO CU FACULTY HANDBOOK – CU**

Cameron University's Faculty Senate recommended changes to various sections of the Faculty Handbook. The recommend revisions have been reviewed and approved by the President. The proposed revisions are attached hereto as Exhibit K.

President McArthur recommended amending the CU Faculty Handbook to include faculty-recommended changes.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **FISCAL YEAR 2017-2018 EXTERNAL AUDITS – CU**

For the fiscal year ended June 30, 2018, CliftonLarsonAllen LLP, presented to the Board of Regents' Finance and Audit Committee the "Independent Auditors' Report," the "Annual Financial Statements," the "Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*," and the "Independent Auditors' Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance."

These audits were conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the Office of Management and Budget's *Uniform Guidance*.



President McArthur recommended the Board of Regents:

- I. Accept the fiscal year 2017-2018 external auditor's reports and audited financial statements for Cameron University; and
- II. Accept the fiscal year 2017-2018 external auditor's reports on compliance and schedule of expenditures of federal awards for Cameron University.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **ACADEMIC AND ADMINISTRATIVE PERSONNEL ACTIONS –CU**

### **APPOINTMENT(S):**

Mandal, Sonik, Assistant Professor, tenure track, Department of Business, annualized rate of \$80,000 for 9 months paid over 12 months (\$6,666.67 per month) effective January 3, 2019.  
Ph.D., Old Dominion University (expected Fall 2018)  
M.B.A., Iowa State University  
B. Tech., Indian Institute of Technology  
Last Position: N/A  
Years Related Experience: None

### **RESIGNATION(S):**

Balmer, Thomas, Associate Professor, Department of Psychology, December 31, 2018.

### **RETIREMENT(S):**

Buckley, Gary, Professor, Department of Chemistry, Physics, and Engineering, named Professor Emeritus, May 8, 2019.

President McArthur recommended the Board of Regents approve the personnel actions listed above.

Regent Shirley moved approval of the recommendation. The following voted yes on the motion: Regents Rainbolt-Forbes, Albert and Shirley. The Chairman declared the motion unanimously approved.

## **ACADEMIC CALENDAR 2019-2020 – CU**

The listed item was identified, by the administration, as “For Information Only.” Although no action was required, the opportunity to discuss or consider the item individually was provided.

**ACADEMIC CALENDAR 2019-2020 – CU**

The Oklahoma State Regents for Higher Education authorize the President to approve the institution's academic calendar each year. The calendar is then submitted to the State Regents by December 1 prior to the summer semester to which the proposed calendar applies. The academic calendar attached hereto as Exhibit L is for information only and will be submitted to the State Regents.

This item was reported for information only. No action was required.

**REPORT OF THE CHAIRMAN OF THE BOARD OF REGENTS**

Thank you very much for that. I also want to thank my fellow Regents for a good day of discussion and decision-making and I appreciate your engagement—always. Very good. We're adjourned. Thank you.

There being no further business, the meeting adjourned at 4:36 p.m.

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Chris A. Purcell, Ph.D.  
Executive Secretary of the  
Board of Regents

BYLAWS OF  
THE UNIVERSITY OF OKLAHOMA COLLEGE OF MEDICINE

## ARTICLE 1

The Bylaws of the University of Oklahoma College of Medicine are promulgated (1) to facilitate the performance of faculty duties and obligations, (2) to protect the rights and privileges of the faculty in accordance with administrative policies and procedures issued by the Board of Regents of The University of Oklahoma, (3) to document the faculty's responsibility for the content and quality of the educational, research, patient care, and public service programs of the College, and (4) to be in accordance with medical school accreditation standards.

ARTICLE 2  
College Administration

## Section 2.1 Relationship within the Health Sciences Center and University

The Health Sciences Center is an integral part of the University of Oklahoma. The Colleges of Medicine, Dentistry, Nursing, Pharmacy, Allied Health, Public Health, and Graduate Studies are administered by Deans and comprise the University of Oklahoma Health Sciences Center. The College of Medicine is organized into a main campus at the Health Sciences Center in Oklahoma City and a geographically separate campus in Tulsa. The Executive Dean of the College has authority over both campuses. The School of Community Medicine-Tulsa is a branch of the College of Medicine. It is headed by a Dean who reports to and through the Executive Dean. The Senior Vice President and Provost is responsible for all Health Sciences Center academic activities.

The Dean of the School of Community Medicine-Tulsa is appointed on recommendation of the Executive Dean to the Senior Vice President and Provost for action by the President and Board of Regents. The Executive Dean of the College of Medicine is responsible to the Senior Vice President and Provost and is appointed by the University Board of Regents on recommendation of the Senior Vice President and Provost and the President.

## Section 2.2 Affiliated Institutions

An affiliated institution is an institution with a formal affiliation agreement with the College of Medicine for educational, service and/or research purposes.

For faculty members whose base professional salary is guaranteed in whole or part by an affiliated institution, the Dean, with the advice of the individual department chair, will determine whether the major professional commitment is to the College of Medicine and whether such faculty members are eligible for full-time faculty appointment. Such appointments must be approved by the Executive Dean, Senior Vice President and Provost, President, and Board of Regents.

## ARTICLE 3

## The General Faculty: Membership, Responsibilities, Academic Organization, Titles, and Meetings

## Section 3.1 Membership in the General Faculty

The General Faculty of the College of Medicine includes all full-time, part-time and volunteer faculty members. The Regular Faculty is composed of all full-time faculty who hold tenured, tenure track, or consecutive term appointments with the unmodified academic titles of assistant professor, associate professor or professor. Regular Faculty also include some full-time faculty whose salaries are paid all or in part by an affiliated institution such as the Veterans Affairs Medical Center or the Oklahoma Medical Research Foundation.

The part-time and volunteer faculty may use their academic titles in their professional careers.

## Section 3.2 Responsibilities of the Regular Faculty

- (a) To recommend to the Regents the standards for admission, courses of instruction, and requirements for graduation of candidates for the M.D. degree and for candidates for the M.H.S. (physician associate) degree;
- (b) To conduct the various educational, research, clinical, and public service programs of the College of Medicine;
- (c) To recommend to the Regents those medical students meeting the requirements to receive the degree of Doctor of Medicine and those physician associate students meeting the requirements to receive the degree of Master of Health Sciences;
- (d) To deliberate and advise the Dean regarding questions of general policy or other matters related to the College.

## Section 3.3 Academic Organization: Departments, Divisions and Sections

- (a) The primary unit of faculty organization is the academic department. The title of the chief officer of each department shall be Chair. Where appropriate, departments may designate Divisions or Sections as delineated in sections (c) and (d) below.
- (b) The Chair of each department shall be the administrative officer of the department and will outline the duties for each member of the department and assign the members to these duties. Each department shall hold regular meetings at least six times each year for discussion of education, clinical, public service, and research programs and other departmental business. Written reports of department meetings shall be filed with the Dean on a periodic basis the frequency of which shall be at the discretion of the Dean.
- (c) Divisions are units of departments with separate budgetary identity within a department, administered by a Director, and require authorization by the University Regents.
- (d) Sections are not separate budgetary units, may be authorized by the Executive Dean on recommendation of the departmental Chair, and are administered by a Chief.

## Section 3.4 Faculty Appointments

A number of elements describe an academic appointment and may be components of academic titles.

- (a) Rank. Rank indicates the level of an appointment. Professor, Associate Professor, and Assistant Professor, are academic ranks for full-time tenured, tenure-track and consecutive-term appointments. The system for titles and ranks within the College of Medicine shall conform to the overall system for the University of Oklahoma Health Sciences Center as delineated in the Faculty Handbook and in the *Appointment, Promotion, and Tenure Guidelines* published by the College of Medicine.
- (b) Full-Time Faculty. Full-time faculty appointments with unmodified academic titles (assistant professor, associate professor, and professor) shall be limited to those Regular Faculty who hold tenured, tenure track, or consecutive-term appointments, who devote their full-time professional effort to University activities, and who are compensated by the University or University-approved sources.
- (c) Temporary Limited Term Faculty. ~~Temporary Limited term~~ faculty may be full-time or part-time and shall have academic titles such as instructor, lecturer, or associate, or titles modified by prefixes such as visiting, adjunct, clinical, or OMRF; or, in the instance of temporary research appointments, by the suffix of "research" (e.g., assistant professor of research).
- (d) Volunteer Faculty. Volunteer faculty serve without remuneration and shall be given the same modified academic titles as ~~temporary limited term~~ faculty. The additional title of Preceptor may be used for volunteer faculty.
- (e) Acting and Interim Titles. The titles "Acting" and "Interim" are usually applied to indicate that an individual filling an administrative position has been appointed in lieu of a permanent appointee. The title "Acting" may be designated by the regularly appointed individual holding the administrative title during that person's absence from the campus subject to approval by the regularly appointment individual's supervisor or Dean. The title "Interim" may be designated by the Board of Regents, upon recommendation from the Executive Dean and Senior Vice President and Provost, when no regularly appointed individual is in office.
- (f) Primary, Joint, and Secondary Appointments.
  1. Primary Appointments: A faculty member must have a primary appointment in an academic unit of a college, usually called a department. A primary appointment must be in an academic unit only, not in a Center or Institute.
  2. Joint Appointments: Appointments in two or more academic units or colleges (joint appointments) are permissible. Joint appointments consist of a primary appointment in two or more academic units or colleges, and cannot total more than 1.0 full-time equivalent. Joint appointments must be approved by each academic unit and college involved, the Senior Vice President and Provost, the President, and the Board of Regents, consistent with the criteria and procedures published in the most current edition of the Faculty Handbook. Before a faculty member receives a joint appointment, the appropriate academic units must mutually determine, record in writing, and secure administrative approval for the applicable length of the pre-tenure period, and criteria

for tenure, promotion, and reappointment or non-reappointment. The academic units must provide a written description of the faculty member's teaching, research, service, and administrative responsibilities and other special conditions pertaining to the joint appointment. The faculty member shall receive a copy of this written description.

3. Secondary Appointments: In recognition of teaching, research, or service contributions outside their primary academic units, faculty members may have one or more secondary appointments in other academic units, subject to approval of the Chair of the primary department. Secondary appointments are modified by such prefixes as adjunct or clinical.

(g) Emeritus Faculty. The Emeritus title is granted only by the Board of Regents upon recommendation by the President of the University. The President may recommend that the title "Professor Emeritus" be granted upon the retirement of Regular Faculty members when so proposed by their departments and colleges. The title indicates retirement in good standing and ordinarily will be without the designation of any additional faculty rank (such as assistant or associate) except that distinguished professor titles shall be retained when the emeritus status is recommended. The President may recommend that the title Emeritus be added to the volunteer title upon retirement of volunteer faculty when proposed by their departments, colleges, and the Senior Vice President and Provost. The Board of Regents may grant the title "Emeritus" to former executive officers and deans upon their retirement or resignation from the position.

### Section 3.5 Meetings

The Regular Faculty shall meet at least twice each year at the call of the Executive Dean, or additionally upon written request of 30 members. Emergency meetings may be called by the Executive Dean. The meetings will be chaired by the Executive Dean.

## ARTICLE 4 Faculty Appointment Procedures

### Section 4.1 Procedure for Appointment of Full-Time, Part-Time and Volunteer Faculty.

Appointments to the faculty of the College of Medicine shall originate with the Chair of the primary department concerned. Departmental appointment recommendations of full-time and part-time faculty must be approved by the Executive Dean who will transmit them for approval by the Senior Vice President and Provost. The appointee may initially receive a written statement or ~~preliminary letter of offer~~ proposed terms of faculty appointment provided by the department chair or dean defining the appointee's initial teaching, research, professional/clinical service, and administrative responsibilities, and other special conditions pertaining to employment. Official letters of offer of employment must come from the Senior Vice President and Provost or the President and will include the statement that employment is contingent upon the approval of the Board of Regents. Full details regarding all such procedures, the content of proposed terms of faculty appointment and letters of offer, and actions subsequent to approval by the Board of Regents are covered in the Health Sciences Center Faculty Handbook.

## Section 4.2 Professional Requirements for Appointment

Professional requirements for appointment to a particular faculty rank shall be determined in conformity with University standards and policy by the Executive Dean upon advice of the Faculty Board. Specialty requirements for appointment will be recommended by departments for approval by the Faculty Board and Executive Dean.

ARTICLE 5  
Standing Boards, Councils and Committees

## Section 5.1 Faculty Board

## (a) Composition and Representation.

The Faculty Board of the College of Medicine shall be composed of the Chair of each academic department in the College and six full-time faculty, nominated by the Committee on Committees: two full professors, two associate professors, and two assistant professors, at least two of whom must be from the School of Community Medicine-Tulsa and at least one from a basic science department. ~~The Executive Dean Faculty Board shall appoint all members other than departmental chairs upon recommendation from the Committee on Committees.~~ Members appointed by the ~~Executive Dean~~ Committee on Committees shall serve two-year terms and may be reappointed for one sequential term. The Executive Dean, the Dean of the School of Community Medicine-Tulsa, the Chair of the Admissions Board, and the Chair of the Medical Education Committee shall be ex-officio, nonvoting members.

## (b) Function.

The Faculty Board serves as the executive committee of the Faculty of the College of Medicine, with authority to conduct its affairs in the intervals between meetings of the Regular Faculty ; prepares recommendations on such matters as are deemed necessary for action of the Regular Faculty; considers any interdepartmental matters or issues affecting the College and its external relationships that require action, advice or arbitration; and acts as an executive advisory body to the Executive Dean.

## (c) Meetings, Agenda, Call of Meetings, and Minutes.

The Faculty Board shall meet at least quarterly and upon call of the Executive Dean, or the Chair of the Faculty Board, or upon petition of seven members. A quorum shall consist of a majority of members constituting the Faculty Board. Minutes shall be kept by the office of the Dean and distributed with the agenda.

## (d) Officers.

1. The members of the Faculty Board shall elect a Chair, a Vice Chair, and a Secretary by secret ballot. This shall take place at the last Faculty Board meeting prior to July 1 of even numbered years. The eligible nominee receiving the most votes will be appointed Chair; the nominee with the second number of votes shall be the Vice Chair, and the nominee with the third number of votes shall be Secretary. These officers shall take office July 1 and serve two-year terms. No incumbent shall serve more than two successive terms in the same office.

The Chair shall serve as liaison advisor to the Executive Dean on matters concerning the Faculty and shall preside at regular and called meetings of the Faculty Board and the Executive Committee of the Faculty Board. The Vice Chair shall preside in the absence of the Chair. The Secretary shall make certain that minutes are recorded and assist the Chair and Executive Dean develop meeting agendas for distribution in advance of the meetings, along with the minutes of the meetings.

(e) Faculty Board Executive Committee.

The Executive Committee of the Faculty Board shall consist of eight members: the Chair, Vice Chair, and Secretary of the Faculty Board, plus four members and one at-large member elected annually from a list nominated by the Faculty Board. The Executive Committee will include at least two chairs from the basic science faculty, at least one chair from the School of Community Medicine-Tulsa, at least one chair from an Oklahoma City clinical department other than Family and Preventive Medicine, Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry and Behavioral Sciences, and Surgery. The Executive Committee shall act for the Faculty Board between meetings of the Faculty Board, and shall advise the Executive Dean on matters affecting the College and/or its external relations. The Executive Committee of the Faculty Board shall meet at least bi-monthly, and in addition upon call of the Executive Dean or the Chair of the Faculty Board, or upon petition of three members of the Executive Committee.

Section 5.2 Other Boards, Councils and Committees ~~reporting to the Executive Dean through the Faculty Board~~

(a) Admissions Board.

~~An Admissions Board shall be solely responsible for decisions regarding student admission to the MD program in accordance with policies and procedures established by the faculty. The College of Medicine shall not implement or enact any admissions policy, procedure, or practice that violates accreditation standards published by the Liaison Committee on Medical Education (LCME) or its successor organization as designated by the U.S. Department of Education. The composition of the Admissions Board is defined by college policy and shall be in compliance with the relevant LCME accreditation standard(s). The Admissions Board membership is provided to the Board of Regents annually. The procedures followed by the Admissions Board shall be delineated in policies and procedures published by the College on behalf of the Admissions Board. accreditation standard(s) published by the Liaison Committee on Medical Education or its successor organization as designated by the U.S. Department of Education. Members of the Admissions Board are approved annually by the Board of Regents. The procedures followed by the Admissions Board shall be delineated in policies and procedures published by the College on behalf of the Admissions Board. Selection criteria are established by action of the faculty with Regents' approval. The criteria are published in brochures and catalogs of the University of Oklahoma College of Medicine. Activities of the Admissions Board shall be coordinated by the Associate Dean for Admissions and the Office of Admissions staff. The Chair of the Board shall be appointed by the Executive Dean. Decisions by the full Admissions Board for acceptance, deferral, or rejection of applicants are made at the regular full board meetings.~~



## (b) Committee on Committees.

The Committee on Committees is a ten-member committee of associate and full professors reviewed and appointed by the ~~Dean Executive Committee of the Faculty Board~~ from a thirty member list of names recommended by ~~the Executive Committee of the Faculty Board~~. Of the ten committee members, two will be appointed from from the School of Community Medicine-Tulsa; three will be appointed from the basic sciences departments; and five will be appointed from the other Oklahoma City departments with the advice of the Executive Committee of the Faculty Board. The Executive Dean will appoint the Chair of the committee. The Committee on Committees proposes the membership of standing committees and sub-committees (except in cases where committee or sub-committee membership is otherwise stipulated by College of Medicine Bylaws or policy) to the Executive Committee of the Faculty Board and Executive Dean, with the exception of the Faculty Board and the Admissions Board. For review and appointment. The Executive Dean or his designee will initiate requests for nominations from the Faculty at Large on behalf of the committee. In the case of standing committees, the slate of nominees will be presented to the ~~Faculty Board or Executive Committee of the Faculty Board for appointment.~~ recommendation to the Executive Dean.

## (c) Medical Education Committee

A Medical Education Committee shall oversee the educational program leading to the M.D. degree. This committee shall be responsible for the overall design, management, and evaluation of a coherent and coordinated curriculum that is consistent with accreditation standards established by the Liaison Committee on Medical Education. The Medical Education Committee shall have standing subcommittees as stipulated below. Prior to any substantive changes to the curriculum or educational program policies, the Medical Education Committee will solicit feedback from the Faculty Board. However, final approval will remain with the Medical Education Committee.

The Medical Education Committee shall consist of ~~four~~ six members elected by the Committee on Committees, sixteen members elected from the subcommittees and designated associate and assistant deans who shall serve as non-voting *ex officio* members. Members shall serve two-year terms that are renewable. The Executive Dean shall appoint the Chair of the Medical Education Committee from the members of the committee.

A Preclinical Curriculum Subcommittee shall be responsible for the preclinical portion of the curriculum. The subcommittee shall issue recommendations regarding substantive curriculum or policy changes to the Medical Education Committee. Subcommittee members shall include: the faculty members who serve as course directors or co-course directors for each required course in the preclinical curriculum, one student elected by the Oklahoma City first-year class, one student elected by the Oklahoma City second-year class, one student elected by the Tulsa second-year class, and two members designated by the Faculty Board. Designated associate and assistant deans shall serve as non-voting *ex officio* members. Each course shall have a single vote. The Executive Dean shall appoint the Chair of the subcommittee from the members of the subcommittee. Every two years, the subcommittee shall elect eight members to serve on the Medical Education Committee. The elected members shall consist of one student, one ~~of the members designated by the Faculty Board~~ member, designated by the Executive Committee of the Faculty Board and six course directors.

A Clinical Curriculum Subcommittee shall be responsible for the oversight of the clinical portion of the curriculum. The subcommittee shall issue recommendations regarding substantive curriculum or policy changes to the Medical Education Committee. Subcommittee members shall include: the faculty members who serve as directors or co-directors for each required Oklahoma City and Tulsa clerkship or course in the clinical curriculum, two faculty members who serve as directors for clinical elective courses, one student elected by the third-year Oklahoma City class, one student elected by the fourth-year Oklahoma City class, one student elected by the third-year Tulsa class, one student elected by the fourth-year Tulsa class, and two members designated by the Faculty Board. Each represented course will have a single vote. The subcommittee chair shall select the two members who represent clinical elective courses. Designated associate and assistant deans shall serve as non-voting *ex officio* members. The Executive Dean shall appoint the Chair of the subcommittee from the members of the subcommittee. Every two years the subcommittee shall elect eight members to serve on the Medical Education Committee. The elected members shall consist of one student, one ~~of the members designated by the~~ Faculty Board member designated by the Executive Committee of the Faculty Board, and six clerkship directors (at least two of whom shall be School of Community Medicine-Tulsa clerkship directors and at least two of whom will be Oklahoma City clerkship directors).

A Curriculum Evaluation Subcommittee shall be responsible for the evaluation of the objectives, content, assessment, delivery of required courses and clerkships. The subcommittee shall make recommendations as necessary to the Medical Education Committee. Subcommittee members shall include eight regular faculty members appointed by the ~~Executive Dean~~ Executive Committee of the Faculty Board. The Executive Dean shall appoint the Chair of the subcommittee from its members. Designated associate and assistant deans shall serve as non-voting *ex officio* members.

(d) Student Promotions Committee

The Student Promotions Committee shall be composed of fifteen faculty members ~~approved~~ appointed by the Executive Committee of the Faculty Board. ~~for appointment by the Executive Dean~~. The committee functions as prescribed by the Faculty Board to monitor the performance of individual medical students and recommend who shall and shall not be promoted, and, if appropriate, what must be accomplished to receive a recommendation for promotion. The Student Promotions Committee shall also recommend to the Faculty Board and Executive Dean who shall and shall not graduate, and, if appropriate, what must be accomplished to be granted the M.D. degree.

Section 5.3 Boards, Councils and Committees reporting directly to the Dean

~~(a) Professional Practice Plan Advisory Board~~

~~The Professional Practice Plan Advisory Board is constituted as prescribed by Board of Regents policy to monitor the business performance and standards of the Practice Plan and make recommendations to the Executive Dean regarding the operation of the Plan. The members, officers, functions and duties of the Advisory Board are delineated in separate bylaws approved by the College's Professional Practice Plan and the Board of Regents.~~

(b) (a) Promotions and Tenure Committee

The Faculty Promotions and Tenure Committee shall consist of ~~ten tenured~~, fifteen (15) faculty members at the rank of full professor comprised of ten (10) tenured professors and five (5) full professors in a consecutive term appointment. ~~full professors~~ proposed by the Committee on Committees to the Executive Committee of the Faculty Board for appointment. ~~and appointed by the Executive Dean.~~ There should be an appropriate and proportionate balance among basic science and clinical science departments and between the Oklahoma City and School of Community Medicine-Tulsa campuses with at least one member from Tulsa. ~~A senior member of the Committee Co chairs~~ shall be appointed by the Executive Dean ~~to serve as Chair~~ and will be comprised of one (1) basic science committee member and one (1) clinical science committee member. Each member shall serve for ~~one year~~ two years, renewable for up to ~~six years~~ three terms. This committee shall consider proposals for promotion and/or tenure of full-time and part-time faculty presented by departmental chairs, and shall recommend the action to be taken by the Executive Dean. Tenure proposals including those with corresponding promotion shall be reviewed by the eligible tenured committee members only. Promotion consideration of tenure-eligible, consecutive term, and limited term faculty shall be reviewed by the full committee. The promotion of volunteer faculty shall be reviewed and recommended by the Committee and forwarded to the Executive Dean.

(c) (b) Student Appeals Board

The Student Appeals Board is made up of five faculty members, and five student members nominated by the Medical Student Council and appointed for one-year terms by the ~~Executive Dean~~ Executive Committee of the Faculty Board. The faculty members are appointed ~~by the Executive Dean and Chair of the Faculty Board~~ from the pool nominated by the Committee on Committees. The faculty serve two-year terms and may serve two consecutive terms. If a term expires after a hearing has been granted, the faculty appointed shall continue until the conclusion of the hearing. The Board may hear an appeal made by a student consistent with the guidelines published in the Student Handbook and policies of the College of Medicine and the University of Oklahoma Health Sciences Center.

(d) (c) Faculty Appeals Board

The Faculty Appeals Board is a standing body of the University of Oklahoma Health Sciences Center that responds to matters of tenure abrogation, dismissal, severe sanctions, alleged violations of academic freedom or academic due process, and other grievances unresolved through other efforts. The Faculty Appeals Board considers all matters brought before it by individual faculty members, academic units, the Senior Vice President and Provost, or the President. The Faculty Appeals Board's composition, procedures of operation, methods of obtaining a hearing, description of formal procedures, handling of charges, hearing regulations, and the disposition of charges, are published in the Health Sciences Center Faculty Handbook.

ARTICLE 6  
Ad hoc Committees and Task Forces

The Chair of the Faculty Board or the Executive Dean may establish, as occasions arise, ad hoc committees or task forces required for advice on special problems of the faculty of the College of Medicine and its affiliated institutions. An ad hoc promotion and tenure committee shall consist of five (5) committee members.

ARTICLE 7  
Conduct of Meetings

Unless otherwise specified in these bylaws, rules and procedures to be followed shall be those of The Standard Code of Parliamentary Procedure (Sturgis), most recent edition.

ARTICLE 8  
Amendments

Section 8.1 The bylaws of the Faculty of the College of Medicine may be altered, amended or repealed, consistent with the policies of the University and the Board of Regents of the University of Oklahoma.

Section 8.2 Procedures for Amending Bylaws.

- (a) Any member of the faculty may propose an amendment, along with the reasons for amendment, to a meeting of the Regular Faculty or to a meeting of the Faculty Board. The proposed amendment may be discussed by faculty members attending that meeting, but no vote shall be taken at the meeting wherein the amendment is proposed.
- (b) A committee shall be recommended by the Faculty Board for appointment by the Executive Dean to study the operational consequences of the proposed amendment, bringing the report to the next meeting of the Faculty Board.
- (c) Copies of the proposed amendment shall be distributed by the Executive Dean to all members of the Regular Faculty no later than eight days before the Faculty Board meeting where the amendment is to be brought for vote. The bylaws committee report and any faculty comments shall be presented prior to the vote. The Faculty Board shall vote to approve or not approve the amendment(s). An amendment requires a two-thirds affirmative vote of the entire Faculty Board to be approved.
- (d) Such amendments as are thus approved shall then be forwarded by the Executive Dean of the College of Medicine to the Senior Vice President and Provost of the Health Sciences Center for transmittal to the President of the University and Board of Regents.
- (e) The amendments, in such form as they may be approved by the Board of Regents, shall become part of the bylaws governing the organization, procedures and policies of the Faculty of the College of Medicine.

Approved: Board of Regents, June 2004

Amendments Proposed and Approved by Faculty, March 2013, and by Board of Regents, May 2013, Amendments Proposed and Approved by the Faculty, June 2017, and the Board of Regents, October 2017. Board of Regents approval pending October 2018.

THE UNIVERSITY OF OKLAHOMA

ACADEMIC PROGRAM REVIEW

FINAL REPORT

**Department of Aviation**

March 28, 2018

Submitted by:

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## **Department of Aviation Program Review**

### **Executive Summary**

The Department of Aviation has done outstanding work to provide quality aviation instruction, technical flight training as well as substantial research. It is in somewhat of a state of transition as it moves to the College of Professional and Continuing Studies. We hope to see it continue its strong history and evolve as appropriate to support the University and State.

The Department of Aviation has a long history of serving the University and State to produce quality students who can support the aviation industry in Oklahoma. The department had done this with minimal resources and reliance on renewable term faculty and adjuncts. The external review speaks well of the program and its performance for its size and resources. Students appear to be satisfied with the quality of their education and placement is good. Faculty are pursuing research with over \$1m in grant support in spite of carrying a very heavy teaching load. Industry coordination appears to be good.

The Aviation Department also offers four areas of concentration and four approved Aviation minors which are open and available to all University students regardless of their degree major. For Fall 2017, Aviation will have over 200 students, with 50 students in AVIA 1111. Over the past five years, the Department has improved the degree programs; hired two new faculty members and one part-time faculty member; instituted a new aviation immersion/orientation course for freshmen and brought on board professional pilot pipeline programs and the FAA AT-CTI program. The Department supports a fully AABI and UAA recognized Safety Management program to support its manned flight operations. The Department's SMS program also supports any University wide sUAS operations at a cost benefit to OU. The OU aircraft fleet also offers University Faculty & Staff Transportation at a fraction of the market cost as a significant cost savings measure.

The unit's stated top areas of strengths are:

1. The Aviation program enjoys strong support (financial and encouragement) from the OU Regents, President Boren, Provost Harper, and Interim Dean Banz. It has strong backing from its Aviation Advisory Board and the local/regional community.
2. The program enjoys positive relationships (regular direct contact and research support) from the Civil Aerospace Medical Institute (CAMI) and the Federal Aviation Administration Academy in Oklahoma City. This access, coupled with its designation as an FAA Center of Excellence solidifies its strong, national leadership position in collegiate aviation education.
3. Aviation claims one of the most 'value-oriented' aviation programs in the nation, able to attract top quality students to a nationally-and internationally-recognized collegiate program with on an outstanding airport footprint, at a price that is much more affordable than most of our competitors.
4. The Department has a very strong commitment to assessment and improvement. Faculty from Aviation have been asked to advise other programs on improving their practices.

This year the program has been fully absorbed into the College of Professional and Continuing Studies. This new relationship opens both challenges and opportunities. Going forward the program will need to deal with a several issues.

- **Develop a common vision with the College of Professional Studies.** The OU College of Professional and Continuing Studies mission is to “provide access to transformational, world class University of Oklahoma degrees, certifications, and programs for a diverse group of learners.” This does not focus on research or really attend to on-campus programs. There will be a need for developing a common vision. It may also require creative partnerships with more traditional campus departments.
- **Establish a plan for academic governance.** One of the concerns voiced by both the external and departmental reviews was a desire to have a tenure track path for full time faculty. That will require a new structure that assures appropriate faculty governance. Currently, the unit is headed by Ken Carson. The Page Professor, Todd Hubbard, assists the Director when academic decisions are made.
- **Create a plan to update and maintain physical resources.** Aviation has done well in maintaining the airplane fleet and has made good use of the facilities at Max Westheimer field. Both the external reviewers and the department commented on a need to improve the physical instructional environment in the building they use at Max Westheimer field. In addition, the airplane fleet needs replacement. Plans need to be made to address the immediate needs as well as the long-term support of the physical infrastructure for the program. The unit should expand its partnership with its alumni and advisory board to support the needs of the program.
- **Provide a structure to support the personnel resources.** Aviation has been remarkably successful with the resources it has. Placement is good and student evaluations are high. The staff has done outstanding work to provide quality aviation instruction, technical flight training as well as substantial research. The current program is supported by 3 full time faculty (2 aviation and one with a split appointment between aviation and Liberal Studies). However, much of the program is offered by adjunct, temporary faculty. Relying heavily on part-time faculty could be a problem if market forces change. In addition, the department and external reviewers suggest institution of a Master’s program which will put additional stress on locating staff. We recommend finding a sustainable structure to provide the people to support the program on an ongoing basis.
- **Generate a plan for evolution.** The Aviation program will need to evolve with the industry. Data indicates a coming pilot shortage which will make it more difficult to hire qualified trainers from the market. The department currently relies on qualified pilots who need extra flying hours to meet airline requirements. As the industry changes this source of instructors may not be available. Furthermore, continuing the research component of the current program needs student support that would come from an advanced program such as a Master’s Degree or a graduate certificate program. We recommend that the department explore partnerships with external resources such as the Price College of Business, the Aerospace and Mechanical Engineering Department and the Federal Aviation Administration to support research.

## Detailed Recommendations

### Common vision.

The mission of the College of Professional and Continuing Studies is "...offers bachelor's degrees, master's degrees, and certificate programs for working adults and lifelong learners. Designed to accommodate students' varied work schedules and lifestyles, our programs are delivered in various formats - online, on-site, and hybrid." The traditional student in the Aviation program is an on-campus student participating in a traditional classroom academic program. While the college mission does not exclude the on-campus approach, it does not focus on that kind of program.

- *We recommend that the Division and College work toward a common vision of scope and approach.*

As a part of developing a common vision we recommend that the Division clarify the role and the credit that academic research contributes to Aviation. While academic research is not the mission of the College, it is important to the professional credibility of the Aviation faculty.

- *Both parties should agree on the way that academic research, individually or in conjunction with other departments, will be credited.*

### Academic governance

One of the goals expressed by the faculty and external review committee is to implement a tenure track appointment structure for some of the Aviation faculty. Traditionally tenure at a research institution like Oklahoma assumes some level of faculty governance. This is accomplished by faculty votes, Committee A recommendation and Campus Tenure Committee review. These faculty institutions are not part of the College of Professional and Continuing Studies structure. Committee A in the College is a college wide organization appointed by the administration and not elected by faculty. At present, Committee A for the College of Professional and Continuing Studies is composed of the Dean, Associate Dean, Chair of the College's Executive Committee, one other representative from the Executive Committee, and one representative from among the College's senior faculty. The Executive Committee Chair serves as the chair of Committee A. As required by the Provost, all faculty members upload their professional information (mini-vitae and any other relevant supplements).

- *The APR committee recommends that the College and Division consider developing a tenure process that includes substantial faculty input like that in the rest of the University.*

Possibilities include creating faculty review committees, appointing tenure track faculty to cognate departments (AME, Price COB, Meteorology), or some other mechanism.

Based on an 80-10-10 load distribution for teaching, research, and service, Aviation faculty members are expected to teach a 3/3 load although the actual distribution of actual workload is closer to 40% teaching, 30% research, and 30% service. It will be difficult to recruit academic faculty into a program with the current load distribution.

- *The APR recommends that the College and Division develop a plan to implement a more traditional load for the core academic faculty.*

Another area of concern is the dual governing structure of the Aviation Department with both an administrative and an academic director. Leadership of the Department is split between the Director and the Clarence E. Page Professor. In 2012, the department hired their first, traditional faculty



member. This new member also became the Clarence E. Page Professor, and senior academic advisor to the Associate Dean. In 2013, the department hired its second, full time faculty member, allowing the faculty to focus on the department's academic endeavors while the Director attended to the administrative operation of the department.

The Aviation Department Director directly monitors all staff members who support the FAA Part 141 Flight School. He oversees and maintains contact with the Chief Flight Instructor, all Assistant Chief Flight Instructors, the Chief of Aircraft Maintenance, and three supporting administrative staff members. In addition, he maintains contact with two administrative staff members who operate Student Advisement and Student Support office.

The Page Professor works as the overall Program Coordinator and Academic Lead for the aviation programs. In this capacity, he works with all levels of the university to advise on faculty workload, coordinate faculty schedules, and assist with research development, as well as to lead in assessment, accreditation (AABI), and program review processes. The Page Professor writes proposals for new business and research such as a series of major grants awarded by the FAA Center of Excellence for Technical Training and Human Performance.

While this structure is convenient, it opens the likelihood of conflict over time.

- *The committee recommends working toward formalizing a unified governing structure.*

#### **Physical resources.**

Due to the national pilot shortage and the subsequent boom in pilot hiring, the Department's flight program is completely full, with all aircraft used to the full extent allowable under FAA regulation. The aircraft fleet consists of thirteen 11-year old Piper Warrior IIIs and three Piper Arrows that are 42 years old. Additionally, the fleet consists of a modern King Air Turbine Transport and 4 twin engine trainers. Managing the readiness and availability for the fleet's twenty-four aircraft is an extensive, and expensive, task. The King Air and Baron also are used by the University for Faculty and Staff Travel IAW the OU Board of Regents policy on use of University owned aircraft. This is a significant and substantial cost avoidance for the University. Additionally, the department provides safety management oversight to the University's small unmanned vehicle (sUAS) operations, which is a rapidly growing endeavor with great potential for deployment in many OU research areas. OU Aviation is responsible for managing the readiness and availability for the twenty four aircraft and for providing primary oversight on the OU sUAS committee.

*The APC supports the external review committee recommendations below:*

- *Replace the 15 primary flight trainers by 2019 - \$7 M to \$10M less resale of the current 15 aircraft*
- *Keep ATC Simulator software up to ATC training standards.*

Maintaining the airplane fleet is particularly critical for the future of the program. Usage fees should be sufficient to maintain and replace aircraft. Many similar programs add additional fees to the flight costs to accumulate funds to replace aging aircraft.

- *The APC recommends adjusting flying fees to cover replacement costs for aircraft. Adding weekend hours could also generate additional revenue.*

The Aviation Program operates in facilities at Max Westheimer general aviation airfield. Cooperation with field operations is very good and the maintenance operation was recognized by the visiting evaluators as quite good. The buildings are relatively old and cited as one of the areas that the unit would like to improve. The long-range goal for the Department is the building of a new, three-story Aviation wing, added to the current south wing of the Westheimer terminal building, with up-to-date classroom and study areas. *More immediately the department should seek to*

- *Add at least one classroom able to accommodate 40 to 50 students, and is ADA compliant*
- *Start process to develop new Department of Aviation wing (facility) with new classrooms, simulation center (which could also serve as tornado shelter); student study areas and faculty*

The Aviation Department has loyal alumni and supportive companies in its executive board. The market suggests a very strong demand for pilots that can probably not be met with existing resources.

- *The APC recommends that the college and department explore funding options with their board and board members.*

### **Provide a structure to support the personnel resources.**

Typically, the FAA CFI's (equivalent to graduate TA's) are with us about 18 to 24 months before gaining the requisite hours for hire at a regional airline with their Restricted Air Transport License.

An additional challenge to faculty recruitment is the unprecedented boom in pilot hiring due to the national pilot shortage. Aviation has had an Assistant CFI position posted for 6 months with only two marginal candidates applying.

- *Ensure pay for faculty commensurate with industry averages*
- *Ensure the faculty is promotable*
- *Ensure pay for flight school commensurate with industry averages (Director, Chief Flight Instructor, Asst Chief Flight Instructors, CFI's)*
- *Ensure A and P Mechanics have regional pay rates to ensure program excellence*

### **Generate a plan for academic and professional evolution.**

The external review committee recommended that Aviation develop a Master's degree to support the research component of their mission. While a full Master's program may be ambitious the Department could consider a graduate certificate for a step in that direction. Faculty could come from the Aviation Department, cognate academic departments on campus or staff at FAA. This would also help in hiring faculty as well as support staff in the future.

- *The APR recommends that Aviation explore offering a Master's or graduate certificate in Aviation Management.*
- *We recommend promoting the growth of non-flying options.*
- *Explore on-line offerings, particularly for a certificate program.*

A strength of the current program is Continue to develop new projects for FAA Center of Excellence. The program also works closely with the FAA center in Oklahoma City and cites it as one of their strengths. It also works with several other departments on campus for research and training.

The Department partners and collaborates with the College of Engineering and the College of Atmospheric Sciences in pursuing cutting edge weather research. Additionally, the Department works

closely with the departments of Aerospace and Mechanical Engineering, Electrical and Computer Engineering, School of Meteorology and the OU Advanced Radar Center on several other research projects.

- *APR suggest formalizing these relationships with some structure such as an interest group or advisory committee.*

**THE UNIVERSITY OF OKLAHOMA**  
**ACADEMIC PROGRAM REVIEW**

**FINAL REPORT**

**Department of Biology**

April 18, 2018

**APR REVIEW INTERNAL TEAM MEMBERS**

John Antonio, Senior Associate Dean, Computer Science  
Daniel Glatzhofer, David Ross Boyd Professor, Chemistry and Biochemistry  
Ronald L. Halterman, Chair, Chemistry and Biochemistry  
Nancy LaGreca, Associate Dean, Graduate College  
Simin Pulat, Vice Provost for Faculty Development  
Al Schwarzkopf, Regents Associate Professor, Management Information Systems  
Felix Wao, Director, Learning Outcomes Assessment

## EXECUTIVE SUMMARY

Our overall assessment of the unit is that it is thriving and will continue to do so with attention to strategic planning in the areas of faculty hires, graduate recruitment, and updating lab facilities.

Based on Biology's strengths, listed below, the unit has an opportunity to become a leader in Geographical Ecology and the Biology of Behavior, as well as in the preparation of future of healthcare professionals in the region. Community outreach efforts contribute substantially to the institution's goal of securing a Carnegie Community Engagement designation. While the recent loss of faculty from retirements and resignations makes covering classes a challenge, it is also an opportunity to make outstanding, diverse hires in strategic areas.

Here are the strengths that our internal team and the external evaluators noted:

- The unit's Self Study section VI. B., regarding the unit's strategic outlook, indicates that unit leadership is aware of the actions that need to be taken to bring the unit up to the next level.
- In terms of annual publications and citations, the faculty's research output is outstanding and has a positive impact on various fields, which contributes to the unit's prominence.
- Biology's pre-health program is strong in terms of broad field coverage, enrollments, and student satisfaction.
- As indicated on student satisfaction surveys, the faculty is dedicated to high quality teaching in both the graduate and undergraduate programs.
- The unit's interdisciplinary outreach is a key strength. Many of the faculty participate in multidisciplinary collaborations with colleagues at OU and beyond. An excellent example of this is the Geographical Ecology initiative, which fruitfully builds on the interdisciplinary nature of the ecology concentration in the unit.
- The department participates in exciting community outreach projects that impact more than one thousand pre-K-12 students and other community members annually.
- Importantly, Biology benefits from a culture of progress; faculty and staff are open to new ideas that will allow them to build on existing strengths.
- The unit has clearly identified its key areas: 1) Ecology and Evolutionary Biology (EEB); 2) Neurobiology, Cell Signaling and Development (NCSD).

The primary challenges that the unit faces include:

- Strategically addressing retirement and resignation vacancies, including the loss of five women faculty members.
- Unit leadership should explore means to preempt faculty attrition and retain the best faculty.
- Determining how to best align new hires with the strategic focuses on the one hand, and the undergraduate and graduate career preparation on the other.
- Need for an increase in external grant funding to maintain prominence and attract top graduate students.
- Upgrading and expanding facilities to meet student and faculty needs.

**Top Priority Recommendations:**

1. Engage in a strategic planning process, with a focus on gap analysis, to further the areas of excellence that have been developed in the unit since the early 2000s. The gap analysis should target where the unit is currently in terms of key criteria, where the unit seeks to arrive in three to five years, and the resources necessary to hit the target goal.
2. Establish a priority list for laboratory facility upgrades and work with CAS on an implementation timeline. In collaboration with Facilities Management, develop a punch list and create a budget for upgrading laboratory facilities. Work with CAS to phase implementation as funding allows.
3. Consider updates to the undergraduate curriculum to best serve the academic goals and career needs of the pre-health students. In conjunction with this effort, the unit should seek strategies to handle over-enrollment in upper-division classes. Reforming the curriculum to better fit the needs of pre-health students and encouraging students to declare the most appropriate major after their first year are two approaches that the unit might consider to better anticipate enrollment in upper-division classes.
4. Explore strategies to secure hires in the Biology of Behavior to support one of the unit's core areas and serve the needs of pre-health undergraduates. As faculty lines are approved, special effort should be made to actively recruit qualified women and underrepresented minorities into the candidate pool. As our student population becomes more diverse, it is in the best interest of all to make every effort to cultivate a diverse faculty.
5. Need to improve student stipends and/or reduce graduate student fees to improve recruitment of top students.
6. Engage in unit discussion about how to offer more graduate seminars and undergraduate courses with existing faculty, perhaps drawing on faculty resources from Biological Survey, the Sam Noble Museum, Biomedical Engineering, or other related concentrations across campus.
7. Look into increasing flexibility in staffing undergraduate courses. Exploration of using teaching or teaching-research postdoctoral fellows funded by donors, an NSF grant, or other external source (the University of Maryland may serve as a model for such a program). Adding post-doctoral fellows allows a greater variety of undergraduate course offerings and would free up faculty time to pursue grant funding and to teach in the graduate programs.
8. Pursue with the administration the possibility of hiring or sharing an existing staff person to improve post-award support.

9. Update the departmental website for students to use for routine course enrollment and FAQ. Advisors can then dedicate more time to impactful career development, including advising for pre-health careers.
10. Contact the Office of Academic Assessment to discuss enhancing documentation of assessment activities for the department's graduate programs to better address the State Regents' mandates as well as institutional accreditation requirements.

## I. UNIT OVERVIEW AND GOVERNANCE

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### A. A brief overview of the unit governance

The unit is led by a faculty chair (who manages the strategic path and major unit functions), an assistant chair (who assists the chair and manages the undergraduate course rotation and scheduling), and two elected members of Committee A (tenured faculty, usually one from each core area of the unit: cell-molecular and ecology-evolution), which serves in tenure, promotion, and evaluation activities as stated in the OU Faculty Handbook. As of fall 2017, there are 31 faculty members housed in the unit (23 tenured and tenure track; 5 ranked renewable term; 3 non-ranked renewable term). The faculty vote on all matters of curriculum, policy, and related issues. Tenured faculty vote on tenure and promotion. An administrative assistant supports the chair and four additional professional staff members manage the various functions involved in running the department, such as scheduling classrooms, facilities maintenance, and grant support.

### B. Discussion of strengths and opportunities

Strengths:

The unit's faculty excel in publication output and in serving majors at a high level, despite gaps in area coverage owing to retirements and resignations. In terms of majors and credit hours taught, Biology is one of the largest units on campus, with 1140 undergraduate majors, most of whom are pre-health, and approximately 50 graduate students. The unit generates nearly 20,000 credit hours per year in its efforts, which prepare future professionals and researchers in dentistry, medicine, and environmental professions. Strategic, interdisciplinary relationships with the Sam Noble Museum of Natural History, Biological Station at Lake Texoma, and the Biological Survey provide outstanding opportunities for faculty research as well as graduate and undergraduate experiential learning and research.

Opportunities:

Retirements and resignations provide opportunities for the unit to seek key hires to strengthen its strategic focuses, particularly in Biology of Behavior. The vacancies also provide an important opportunity to lead the way in recruiting women scientists and scientists of color to serve as role models for an increasingly diverse student body (Self Study, pp. 34-35). With effort in the areas outlined in the executive summary above, particularly with regard to enrollment management and faculty recruitment, faculty will have greater opportunity to apply for external grants, which will complement the unit's robust publication record. It is essential, however, that the facilities are upgraded to best serve the needs of students and faculty.

## II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW

*This section is related to the academic unit's ongoing program review and improvement efforts. Have the unit responded to the recommendations of the made by the last review team?*

### A. Brief overview of actions taken

We applaud the unit on the significant work accomplished since the previous APR. As suggested by previous APR reviewers, it changed the name of the unit from Zoology to Biology to better reflect its areas of focus. It has identified two research focus areas in line with campus priorities, Geographical Ecology and Biology of Behavior. In response to the need for facility upgrades, Biology has taken advantage of fees to support laboratory space and it also coordinates with MPBIO to maximize the use of facilities. However, more work needs to be done to find funds to update building space. Regarding curricular enhancement, the unit established an undergraduate Biology degree (please see the recommendations that address this point). It also took impactful steps to improve students' communication skills by creating a course titled BioWriting. Biology has taken action to reduce the number of funded graduate credit hours to reduce MS time-to-degree.

### B. Brief overview of actions in progress

The unit continues to monitor MS time-to-degree. Five-year goals include continuing to improve teaching methodologies and curricular enhancement; developing collaborative research synergies to attract federal grant funding; working on improvement and increase in usable space; and recommending faculty salary increases to administration.

## III. UNDERGRADUATE PROGRAM

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*



### **A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**

Biology currently offers a BS in Biology (formerly a BS in Zoology and a BS in Zoology/Biomedical Sciences). While the program provides a general foundation in the sciences, the curriculum's flexibility allows students to pursue specific interests to tailor the degree to their chosen fields. The degree requires 36 hours. Approximately seventeen hours of the Biology degree are allocated to core requirements, which leaves ample room for students to pursue interests in Biomedical Science; Ecology & Evolutionary Biology; and Neurobiology, Cell Signaling & Development. Outside the unit, many students choose to take courses in Chemistry & Biochemistry, Physics, History of Science, and Mathematics. Students in the Department of Biology have opportunities to engage in Honors Research, Independent Study, and courses at the OU Biological Station. The internal committee notes that undergraduate majors express a high level of satisfaction with the faculty's ability to teach and mentor them; this is one of the unit's strengths. Student success can be gauged by their acceptances into competitive graduate and post-graduate programs as well as through their participation in events such as Undergraduate Research Day.

#### **Enrollment Trends**

In recent years there has been a steady increase in the number of students pursuing a major in Biology. The student body is also becoming more diverse (Self Study 34-35). According to the Self Study, for 2016-2017, the Biology Department taught 21,480 credit hours to majors and non-majors, including a significant number of General Education students enrolled in BIOL 1003 or 1114 introductory courses.

### **B. Discussion of strengths and opportunities**

Demand for the areas represented by the faculty is a strength, as is the high quality of teaching in the unit (evidenced by STEs, student satisfaction surveys, student participation in extracurricular research opportunities, and student post-graduation career outcomes). There is an opportunity to better manage the enrollment by funneling students into courses that will best suit their long-term goals. As mentioned in the list of recommendations above, the internal review team agrees that the unit should look into a system to take the enrollment pressure off of upper-division courses for the major through a number of possible measures. A particular bottleneck appears to be in capstone courses. The majority of pre-health students could still be well served through non-lab courses emphasizing more public policy or role of biology in future careers.

## **IV. GRADUATE PROGRAM**

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program*

*offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

Biology currently offers the following graduate degrees: the MS in Biology and the PhD in Biology; Cell and Behavioral Neurobiology (CBN); and Ecology and Evolutionary Biology (EEB). Enrollments are steady, with approximately 14-20 students in the MS program and 31-40 students in the PhD programs annually.

Of the 24 graduates listed in the Self Study report, ten have secured jobs as tenure-track or other instructional faculty at institutions of higher education, nine are employed as researchers and post-docs in a university setting, two hold director positions in higher education, and three have positions in private industry and healthcare. The unit plans to continue its current assessment and student development, with some additional focus on teaching strengths (Self Study p. 52). This seems appropriate, given the high number of graduates who go into teaching.

**B. Discussion of strengths and opportunities**

The unit is doing an excellent job on several fronts to ensure the vitality of its graduate programs. It participates actively in annual recruitment weekend events to host prospective students on campus. Biology has applied aggressively for Alumni and Foundation Fellowship recruitment funding from the Graduate College in order to attract top students into the program. The unit is strong in terms of advising, as it follows best practices of having students meet at least annually with committees and provides annual student evaluations.

Biology has an opportunity to further develop its assessment strategies in collaboration with Felix Wao, Director of Academic Assessment. Another opportunity to improve the status of the unit is to continue to determine pathways and resources to recruit the best graduate students in collaboration with the Graduate College, to, in turn, ensure the strong record in graduate student career outcomes. The unit is advised to encourage students to take advantage of the new professional development series, while faculty may benefit from the mentoring workshop opportunities from the Graduate College (launched in spring 2018).

## V. FACULTY

*This section will review the depth and breadth of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

**A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research,**

As of 2016, Biology hosts 40 regular faculty members, which includes 27 full-time T/TT or RT faculty and 3 additional split-appointment faculty. The unit's 23 T/TT faculty are roughly evenly split between its two areas of concentration: Biology of Behavior and Geographical Ecology (about a third are affiliated with both areas).

From 2010 to 2016 the unit has tried to grow the number of faculty to serve its high number of majors and graduate students. However, each time cluster hires are made, the unit has experienced roughly the same number of losses, or slightly higher, through retirement, resignation, and the loss of one faculty member to a full-time administrative role. External evaluators have pointed out the inability to grow the faculty as a major concern.

The faculty survey indicated a general level of satisfaction, however faculty salaries are a central concern. The Self Study indicates that "comparing salaries separately for each rank (Assistant, Associate, Full Professor) reveals a pattern of significant salary compression and inversion where salaries of our full professors are 10% to 15% below those at peer institutions, whereas salaries for our assistant and associate professors are roughly comparable to the peer institutions (IRR T17)" (p. 56). This, of course, is an issue across campus, given the budget cuts. We have recommended that the unit leadership continue a proactive approach to requesting merit and retention raises annually, to keep this salient issue at the fore. Other areas of concern included general financial resources and space/facility concerns (Self Study p. 57).

## **B. Discussion of faculty strengths and opportunities for growth of research productivity**

The unit's faculty members are outstanding in terms of publication output, undergraduate and graduate teaching, and impactful service that heightens Biology's and OU's profile in the community, as well as the unit's profile on campus. The internal team also noted the strong focus on multi-disciplinary collaborative activities, which leverage faculty expertise from across campus and from peer institutions.

The Self-Study states the opportunity for growth aptly (this is seconded by the external reviewers):

With no net increase in regular faculty since the last program review, the department remains dangerously understaffed to meet its teaching responsibilities, a situation that has not changed since the last program review in 2010. With only 30 regular biology faculty, 9 faculty from ORUs and 30 graduate teaching assistants (IRR T13), the Department of Biology teaches more than 150 class sections per year (IRR T18), yielding ~20,000 credit hours per year, with more than 95% of those credit hours in undergraduate courses (IRR T20). (p. 58)

Because the number of male faculty members far exceeds that of women, the unit is aware of, and is poised to, take advantage of opportunities to recruit women into the candidate pool when future lines are approved

While the research publications of the unit's faculty are comparable to the peer group, external funding is behind.

## VI. VISION AND STRATEGIC DIRECTION

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

As noted in the key recommendations to the unit, there is more work to be done to update a strategic plan. Here we summarize the unit's goals for the next five years, as stated in the Self-Study, p. 77:

- (1) Continue to build our two strategic initiatives in Geographical Ecology and Biology of Behavior by recruiting new top-tier faculty in these areas, developing collaborative research synergies, acquiring additional federal funding to support these research programs, and publishing high profile research leading to national and international recognition as centers of excellence.
- (2) Enhance our teaching methodology, curriculum and facilities to better serve the needs of our large undergraduate population.
- (3) Attract the best graduate students to participate and be trained in our Geographical Ecology and Biology of Behavior groups, and work to provide competitive support packages for these students.
- (4) Work with the administration to secure improved and expanded space to support instruction and research.
- (5) Work with the administration to increase compensation for our dedicated staff and add up to two additional staff to better distribute existing extreme workloads.

We recommend that the unit conduct a gap analysis to drive the strategic planning process and action items over the next three to five years. Based on the feedback from external evaluators, this should be carried out with an eye toward raising the status of the unit nationally and internationally. External evaluators have noted that the high research productivity and exceptional educational experience of students in the program is not sufficiently reflected in the programs' rankings and reputation among aspirational peer leadership. The unit might consider involving more actively alumni and corporate input in the strategic planning process (see Self Study p. 57).

### KEY RECOMMENDATIONS

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

See page 3 of this report.

**THE UNIVERSITY OF OKLAHOMA**  
**ACADEMIC PROGRAM REVIEW**  
**FINAL REPORT**

**The Department of Geography and Environmental Sustainability (DGES)**  
**College of Atmospheric and Geographic Sciences**

**March 2018**

**APR REVIEW TEAM MEMBERS**

Nancy Marchand-Martella, Department of Educational Psychology  
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Simin Pulat, Provost's Office  
Felix Wao, Director, Office of Academic Assessment

## EXECUTIVE SUMMARY

*Provide an overall summary of the internal review team's report and list top priority recommendations.*

The Department of Geography and Environmental Sustainability (DGES) is a dynamic and growing department that offers a variety of paradigmatic approaches and topical specialties within the fields of geography, environmental sustainability, and Geographic Information Science (GIS). Faculty specialties range from examining the physical and humanized earth using techniques from technical and field-based science to critical-theoretical and geohumanist perspectives. DGES appears to be a very strong department with 20 faculty, 200+ undergraduate students, and 30+ graduate students (2017 numbers). According to DGES, “students graduating from our programs are generally in high demand and our degrees provide a solid base for a variety of careers.”

This review identified several strengths as well as laudable programs and initiatives for which the department should be commended since the last program review. Specifically, these include the following:

1. DGES has implemented a number of structural changes to foster a supportive and more transparent working environment where faculty and students feel included and part of the decision making process: (a) chair allots more time to meet individually with faculty members and students; (b) graduate student representative participates in faculty meetings and participate in faculty hiring decisions to ensure that student concerns are incorporated into daily decisions and long-term planning; and (c) a more open forum is available to undergraduate students, involving the chair, associate chair, chair of the undergraduate committee and departmental undergraduate advisor to ensure that student concerns are incorporated into daily decisions and long-term planning.
2. DGES updated tenure and promotion guidelines and those specific for the rank of professor after investigating standards from a number of peer and aspirational peer departments at other universities.
3. Excellent academic staff have been found (e.g., Jamie Steele) who help with student retention and recruiting efforts. Ms. Steele won the Provost's Outstanding New Advisor Award. DGES notes Emalee Lemke, Charles Lubensky, and Jamie Steele are all new since the previous academic review and are all of “excellent quality.” Careful mentoring is done with students, particularly evident in the ProSeminar classes (student awards for outstanding projects given by the Chair).
4. DGES carefully develops diverse and balanced search committees and advertises in a wide range of outlets designed to attract a diverse applicant pool. Hiring practices include recently hiring four women and one Hispanic male.

5. DGES recently introduced a mentoring program designed to identify and address the needs of junior faculty. Faculty mentoring is especially important given that OU has more assistant level faculty than 8 other departmental identified as top/aspirational/peer institutions. OU has among the fewest full professors of these institutions as well. Thus, full and associate professors are now involved in the mentoring process.

6. DGES appears to have a strong research agenda with excellent faculty conducting high quality research funded through grants. A comparison to top/aspirational/peer institutions reveals similar numbers of publications (with the exception of CU Boulder full professors) and citations (with the exception of CU Boulder), and h-index (similar to peer groups for associate and assistant professors but lower for full professors).

7. Faculty appear to be very satisfied or satisfied with the overall work climate (note: 6 of 20 faculty completed the faculty satisfaction survey) with the chief complaint being lack of financial resources and professional travel funds available.

The review identified the following key recommendations for the department. We recommend the following:

1. *Tracking of alumni.* The department notes they are in the process of connecting with all alumni to provide a full and valid set of statistics (approximately 50% have been contacted). The department is encouraged to connect with as many of these alumni as possible related to statements made about “generally in high demand” and “solid basis for a variety of careers.” This information provides valuable information for course content and revision.

2. *Research seminars and colloquia/brown-bag meetings.* The inclusion of research seminars and colloquia that are targeted at graduate students along with brown-bag meetings are important for graduate student success. We understand changes related to the number of seminars/colloquia are in the works (e.g., two larger colloquia with one invited speaker per semester).

3. *Internship tracking and assessment.* More formal tracking of students who complete internships, how these internships better prepare students for employment, and a careful analysis of requiring an internship (versus highly encouraging students to complete one) should be conducted.

4. *Establishment of an advisory board.* An advisory board can serve as a useful mechanism for providing feedback on course offerings, streamlining efforts, etc. It appears that DGES is guided by employers and alumni; these individuals would be wonderful additions to an advisory board.

5. *OTIS/M&O Budget.* Changes made to the College/University adjusted One-Time Instructional Support (OTIS) funds appear to be needed to more accurately reflect Departmental efforts. An increase to the M&O budget also was welcome. Perhaps a further increase is in order given current student numbers.



6. *Awards committee.* Establishment of an awards committee which can be charged with completing nomination packets for outstanding faculty rather than having Committee A complete the task.

7. *Space.* Careful examination of their physical geography room (based on their own SWOT analysis), technology usage and needs based on student use of personal laptops and faculty use of non-open-source software, and 4<sup>th</sup> floor space in Sarkey's Energy Center should be made.

8. *Fundraising.* Examination of how DGES can expand external fundraising, particularly given their active current donor base (as noted by DGES) should be done. DGES can better communicate its role in the environmental science community (e.g., new messaging can be broadly disseminated on the DGES website and to potential donors and beyond).

9. *Doctoral students.* Examination of doctoral student enrollment should be done to increase enrollment; further external funding to attract top doctoral students should be considered.

10. *Teaching load.* In order to sustain the progress in externally funded research growth as well as growth in enrollment, we encourage the department to look for creative strategies to effectively manage workload distribution of faculty without increasing the size of the faculty. Strategies that have worked well for other programs at OU include offering two sections of the same course by the same instructor (which works well for courses with large enrollments), offering required undergraduate courses with high pass rates only once per year instead of every semester, benchmarking degree requirements against top ranked programs and eliminating less common courses, offering undergraduate and graduate electives alternative years instead of every year, and making required graduate courses available as undergraduate electives. Some combination of such strategies can significantly reduce the overall teaching load on the faculty while providing quality education. Eliminating chronically under-enrolled graduate courses and requiring those who offer them to pick up other courses is another option, which can be combined with allowing a faculty member to offer an under enrolled course, but not allowing them to count it toward their contribution to the departmental teaching load. A strategy sometimes pursued by faculty members is to insist on offering a low enrollment graduate elective to avoid having to teach a high enrollment undergraduate course; if this is tolerated it can lead to a proliferation of under-enrolled graduate electives. Additionally, minimizing the number of new course preparations per faculty per cycle can effectively reduce the teaching load, though this strategy is not without some downsides; for example, if a faculty member is only responsible for 2 or 3 different courses over a 5-year teaching cycle, instead of 5 to 10 different courses, they can become much more efficient in their course preparation.



## **I. UNIT OVERVIEW AND GOVERNANCE**

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### **A. A brief overview of the unit governance**

DGES is led by Chair, Dr. Kirsten de Beurs, in collaboration with Associate Chair, Dr. Scott Greene. The chair facilitates academic programs of DGES, supervises and evaluates support staff, and oversees faculty evaluations. The chair acts as a liaison between DGES and College and University administration. The associate chair is responsible for teaching assistant assignments, class scheduling, and academic programs. He also advises and collaborates with the undergraduate advisor and with the graduate liaison when necessary. Further, the associate chair functions as the program assessment liaison and provides advice and support to the chair when necessary. The chair works under a 20-40-40 distribution (teaches one course every semester and has a full research load). The associate chair works under a 40-30-30 distribution (teaches a full course load and carries a reduced research load).

Departmental committee membership is assigned every fall. Department allows a one course release for graduate liaison and another course release for chair of the undergraduate committee. A strong attempt is made to lighten the service load for pre-tenure faculty members.

DGES has introduced a mentoring program designed to identify and address the needs of the junior faculty (eight assistant professors have been hired over the past five years).

### **B. Discussion of strengths**

DGES has several obvious strengths. Notably these include:

- (a) its programs are in demand as reflected in growing student enrollments, especially at the undergraduate level;
- (b) the faculty are accomplished and dedicated to their profession;
- (c) the faculty continually revisit coursework, duplication, etc.;
- (d) the faculty work carefully with staff to ensure programmatic success;
- (e) solid leadership with a chair and associate chair who work well together; and
- (f) ability to analyze tenure and promotion requirements, program requirements, and areas in need to revision/support.

## II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW

*This section is related to the academic unit's ongoing program review and improvement efforts. Has the unit responded to the recommendations made by the last review team?*

### A. Brief overview of actions taken

There were 16 recommendations made in the 2011 APR Final Report for DGES. These recommendations are outlined below along with DGES's responses.

Recommendation 1. *Develop a strategic plan that links the important preliminary efforts to articulate thematic emphases and develop a focus on sustainability with concrete plans for revising and meeting clear objectives to grow the program.*

The strategic plan was developed during the 2016-2017 year.

Recommendation 2. *DGES and College should consider consolidation of undergraduate education into one integrated course of study.*

DGES noted they have three very distinct undergraduate majors with six overall degrees. They are unclear as to how they should or could consolidate these majors and find this recommendation undesirable.

Recommendation 3. *DGES needs to honestly evaluate how many majors it can attract and serve.*

At the time of the report, the numbers were much lower than they are currently. DGES feels it is currently attracting and serving an appropriate number of majors (about 220).

Recommendation 4. *There is a need for more general education classes and service to meet any goals of increased enrollment.*

DGES has expanded the number of general education classes since the last review, along with the number of sections and students they serve. They noted two impediments to increasing general education classes further—university caps on one-time instructional funding (OTIS) based on the number of credit hours taught and OTIS funding is distributed to the College rather than DGES (department now receives 50% of the money while teaching 70% of the College's gen-ed hours; if OTIS funding was divided by credit hour, there would be an extra \$84,000 per year of extra revenue to DGES). This has been brought to the attention of the College.

Recommendation 5 and 6. *Explicit outreach through the University College might help to attract majors before students have selected into a college. Continuing to build on high school outreach seems to be a good idea for attracting students.*

DGES hired a dedicated academic advisor and internship coordinator (Jamie Steele). Advising events now inform others about their program; Ms. Steele attends transfer days and fairs and speaks with students on a regular basis as part of recruiting efforts. Dr. Greene has given presentations to university high school recruitment teams.

Recommendation 7 and 8. *A coherent plan for integrating departmental course offerings with those in GeoInformatics Programs is indicated [needed]. The existence of a separate GeoInformatics Program requires careful integration at departmental and College levels. From any educational and research perspective, these programs, which reside in the same small College, need to be coordinated and cooperative.*

This recommendation was noted as an “excellent recommendation” that was quickly supported and acted upon by Dean Moore. In summer of 2013, the undergraduate GIS degrees were moved back into DGES, duplicate classes were removed and programs were streamlined. DGES was asked to take over formal administration of all interdisciplinary degrees (given a lack of integration/coordination and split that eventually stopped the practice of recruitment, with a GeoInformatics label in 2014). To meet demand, DGES has started a geospatial information graduate certificate and a new Master of Science in geography (one of the concentrations is geospatial technologies).

Recommendation 9. *There appears to be little good reason to develop a professional master’s program.*

DGES did not develop a professional master’s program and agreed with this recommendation.

Recommendation 10. *Faculty research is not currently able to support graduate student enrollment goals in the absence of increased University support. A plan is needed to address this issue.*

DGES notes external research funding has been steadily increasing, with about half of the faculty having obtained funding that could be used to fund graduate students. Some faculty have chosen to spend their funds on post-doctoral scholars (0 in 2012 to 6 in the current year). DGES notes they are hopeful that faculty will continue to expand research dollars to support graduate students.

Recommendation 11. *It is not clear how the articulation of new foci for DGES (and its new name) have reshaped graduate education.*

Shortly before the 2012 program review, DGES was renamed “Geography and Environmental Sustainability.” Two faculty hires were made in the area of environmental sustainability and a new Master of Science in this area was instituted. Other faculty have been hired who have interest in this important area as well.

Recommendation 12. *As noted for undergraduate education, above, the size of the faculty may indicate the development of a single, integrated graduate program, rather than two separate emphases or tracks. Noted below as “action in progress.”*

Recommendation 13. *There is no discussion of integrations with the School of Meteorology, which often has need for geographic skills and expertise. DGES appears to be taking insufficient advantage of its setting in the new College and the excellence of that faculty. Noted below as “action in progress.”*

Recommendation 14. *DGES needs a consistent and coherent approach for evaluating and incentivizing faculty research productivity. Junior faculty appear to be carrying an inordinate amount of the load here.*

DGES notes there is very little they can do to financially incentivize faculty for conducting research and note heavy teaching loads and a lack of money tied to student fees.

Recommendation 15. *DGES and College need to develop linkages within the cultural and physical emphases of DGES, between those and the School of Meteorology, and with related emphases in the larger University. DGES is uniquely positioned but is taking inadequate advantage of these opportunities. Noted below as “action in progress.”*

Recommendation 16. *All faculty should be involved in pursuing funding for their research.*

The faculty do not agree with this recommendation as they believe it is not appropriate for all faculty, though they do mention a notable increase in research funds obtained and a goal of increasing grant or contract applications by faculty as a whole.

**B. Brief overview of actions in progress**

Recommendation 12. *As noted for undergraduate education, above, the size of the faculty may indicate the development of a single, integrated graduate program rather than two separate emphases or tracks.*

The number of faculty members has increased from 12 to 20 (fall of 2017). DGES has a goal of growing the graduate student body to match OU's average, resulting in growth to about 70 graduate students. Currently numbers are between 35-40. DGES anticipate increased grant support (from new faculty hires), improved effort to direct research funding from post-docs to graduate students, increased OTIS funds as a result of a fairer distribution of funds from the College, and an increase in the number of graduate students in the MS programs will foster this growth.

Recommendation 13. *There is no discussion of integrations with the School of Meteorology, which often has need for geographic skills and expertise. DGES appears to be taking insufficient advantage of its setting in the new college and the excellence of that faculty.*

Faculty in DGES collaborate closely with faculty from the School of Meteorology; further, undergraduate and graduate students take departmental classes or minors within DGES. DGES expects the geospatial technology certificate to be attractive to many meteorology graduate students.

Recommendation 15. *DGES and College need to develop linkages within the cultural and physical emphases of DGES, between those and the School of Meteorology, and with related emphases in the larger University. DGES is uniquely positioned but is taking inadequate advantage of these opportunities.*

Many faculty are collaborating on intra-departmental projects and have a presence across campus on major University initiatives, such as the interdisciplinary NRT graduate program, water initiative, renewable energy efforts, and emerging University push to expand humanities-related creative activity. Example provided: recent accelerated master's program with the College of Architecture and hire of a joint appointment with that College.

**III. UNDERGRADUATE PROGRAM**

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**

DGES offers BA and BS degrees in environmental sustainability, geographic information science (GIS), and geography. DGES's newest and most popular major is environmental sustainability—80-90 students appear to be identified majors for the BA program and about 50 students appear to be identified majors for the BS program (2016 numbers). DGES expects that both the BA and BS program will balance out with around 60-70 students. The number in the BA program is leveling out; DGES suspects this is a result of the environmental studies program in the College of Arts and Sciences (started in 2015) that offers degrees with very similar classes.

The GIS BA and BS programs student numbers fluctuate between approximately 12 to 20 students each. In the previous APR, these majors were unified within DGES and changes within the program were made (e.g., removal of duplicated courses). Three faculty were hired to teach coursework in the GIS major. DGES notes that 2017 numbers are stabilized for the BA and show slight increases in the BS. Further, DGES notes these majors are able to find degree appropriate jobs and employers appreciate their training.

Geography is the oldest major; the number of majors has declined based in part (according to DGES) on the creation of the environmental sustainability program and from the development of the environmental studies program that duplicates DGES coursework. Numbers have decreased from over 30 in 2012 (BA) to between 15-20 (2016); BS students consistently hover between 10-15. DGES has taken steps to reverse the downtrend of these majors by restructuring the BA program to provide two concentrations (physical and social sciences and geohumanities—the latter was enhanced by the hire of Nick Bauch).

DGES offers several minors with focal areas in environmental sustainability, GIS, geography, hydrology, and physical geography. The number of students completing minors has doubled from 33 in 2012 to 77 in 2016.

DGES also teaches coursework that serves as general education requirements. In 2011-2012, 32 sections of 17 gen-ed courses were taught (total of 1887 students). In 2015-2016, 48 sections of 17 gen-ed courses were taught (total of 2413 students). There appears to be a disparity between OTIS credit hours generated and number of dollars received by OTIS for each gen-ed course taught.

DGES continues its ongoing review of its major degree programs and curricula. They seek guidance from alumni in curriculum issues. Note: This would be an outstanding way to promote a much-needed advisory panel for DGES. Ms. Steele maintains a database with internship contacts that would prove helpful in this regard.

**B. Discussion of strengths**

It appears that degree programs are strong, competitive, and well managed. When student enrollment dips or has a downward trend, DGES takes a careful look as to why that might be happening. Strengths and opportunities include:

- a. strong numbers for environmental sustainability (BA and BS). DGES may wish to carefully examine key differences of these majors as compared to the environmental studies program in the College of Arts and Sciences and market accordingly.
- b. duplication of coursework was examined for the GIS majors and the majors reunited within DGES. Hiring new faculty to teach coursework in the GIS major may help strengthen the numbers in these majors. Employers are positive about graduate quality (perhaps they can sit on an advisory board to offer insight into important aspects of these majors).
- c. focus on reversing downward trends in geography by restructuring coursework to provide two concentrations (BA program) and by hiring a new faculty member devoted to geohumanities.
- d. numerous students who obtain minors, which has more than doubled.
- e. updated website and series of videos that highlight program offerings.
- f. streamlining of program offerings and working out program “kinks.”
- g. dropping one major language class from the BA requirements.
- h. discussion with alumni and the College of Architecture led to accelerated degrees (combining any of the undergraduate degrees and a master’s of regional and city planning); these were started in fall of 2017.
- i. increase in undergraduate students from 105 in fall of 2012 to over 200 in 2017 (increases in underrepresented students were noted—18% to 28%).
- j. inclusion of diversity in DGES’s strategic plan (note: DGES is developing a diversity plan available December 2017).
- k. one-year retention rates improved from 55.6% to 66.7%. (note: few students enter as freshmen).
- l. Ms. Steele appears to work carefully with students through excellent advising to ensure their academic success. DGES notes she is generally well liked and very popular.
- m. five-year goal is to award at least 10 degrees for each major each year.



n. the majority of students were very positive with course offerings and availability of faculty and staff.

o. well established student learning outcomes (SLOs); assessment measures were revised. DGES now requires a Proseminar with some form of a culminating presentation (oral or poster). Formal prizes for the capstone project are awarded by the Chair to help reinforce seriousness of the experience as well as quality. Faculty mentoring is key to these successful projects. An additional seminar has been added to ensure student success and access.

#### **IV. GRADUATE PROGRAM**

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

##### **A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

DGES offers MA and MS programs in geography and a MS in environmental sustainability along with a doctoral program in geography. The number of graduate students in DGES has been slowly declining, from between 40-50 in past years to approximately 30 (2016). In 2017, the number of graduate students was 36. There are many more master's students than doctoral students. In the current class, there is one doctoral student and 17 master's students; approximately 3 doctoral students graduate each year (on average over the past 6 years; range 1 to 5). DGES had a very large incoming class of graduate students this past fall, which places their current numbers at 36 students. They are expecting a large cohort this fall of 10-15 students and are actively recruiting an additional 10 graduate teaching assistants for the coming year. Since 2011, 18 doctoral students have finished, most working in degree appropriate positions.

##### **B. Discussion of strengths**

Several strengths and opportunities were noted related to graduate programs. These include:

- a. actively resolving "lingering" students, developing a strategy for degree completion (department works with student and advisor).
- b. ensuring requirements have been strengthened and time limitations are in place for incoming students.



- c. advertising open teaching and research assistantships.
- d. holding meetings with undergraduate students on graduate school expectations and the application process.
- e. participating in graduate student visiting weekends sponsored by the Graduate College.
- f. only accepting graduate students who have successfully identified a willing faculty advisor.
- g. ensuring graduate students develop a research topic in the first year.
- h. revising the comprehensive exam to be more stringent.
- i. revising and strengthening the annual graduate student evaluation process to help students stay on track to graduate in a timely manner.
- j. DGES is working with Dr. Wao and the Director of Academic Assessment to establish a baseline for assessment findings.

## V. FACULTY

*This section will review the depth and breath of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

### **A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research,**

The current depth and breadth of the faculty appears to be appropriate to meet DGES's teaching goals. DGES appears to have made several strong hires in the past five years but is "bottom heavy" with more assistant professors than associate or full faculty. DGES lost a full professor and two more full professors based on retirements. Assistant level faculty hires since the last APR include the following:

1. Dr. Mary Lawhon (urban political ecologist). Hired 2017.
2. Dr. Joseph Pierce (urban geography)—50% of his time is with DGES and 50% of his time is with the College of Architecture. Hired 2017.
3. Dr. Nicholas Bauch (geo-humanities). Hired 2016.
4. Dr. Rebecca Loraamm (GIS scientist and ecologist). Hired 2015.
5. Dr. Thomas Neeson (GIS scientist and ecologist). Hired 2015.
6. Dr. Hernan Moreno (physical geography). Hired 2015.
7. Dr. Jennifer Koch (land use modeler). Hired 2014.
8. Dr. Jadwiga Ziolkowska (environmental economist). Hired 2014.

Other faculty comprising DGES include:

9. Dr. Kirsten de Beurs (chair and associate professor).
10. Dr. Travis Gliedt (assistant professor and grad liaison)
11. Dr. Scott Greene (associate chair and professor)
12. Dr. Bruce Hoagland (coordinator of the OK Natural Heritage Inventory)
13. Dr. Renee McPherson (associate professor and co-director of climate science center)
14. Dr. Mark Meo (professor in sustainability science)
15. Dr. Darren Purcell (associate professor in geopolitics/geography)
16. Dr. Robert Rundstrom (associate professor in historical and cultural geography)
17. Dr. Mark Shafer (assistant professor and state climatologist)
18. Dr. Fred Shelley (professor in political geography)
19. Dr. Laurel Smith (associate professor in geopolitics)
20. Dr. Bret Wallach (professor in cultural geography)

All faculty members are expected to teach two courses per semester, with the exception of Dr. Renee McPherson (1:2), who is the university co-director of the South-Central Climate Science Center, Dr. Kirsten de Beurs (1:1), who is the chair of DGES and directing the Center for Spatial Analysis, Dr. Bruce Hoagland (1:0), who is 25% in the department and 75% in the Oklahoma Biological Survey where he coordinates the Oklahoma Natural Heritage Inventory, Dr. Mark Meo (1:2), and Dr. Mark Shafer, who teaches one course per year. Dr. Mark Shafer is 25% in the department. Incoming faculty receive a one course release in their first semester. In addition, faculty members that do not have a shortened tenure clock are provided with a teaching release of one course in their last semester pre-tenure (since spring 2017). Adjunct professors aid in the teaching mission in several classes, although every attempt to rely predominantly on faculty members is made. Occasionally adjuncts are allowed to develop special interest classes.

Faculty are given course releases and additional graduate and undergraduate student help for revising classes/programs and for educational innovation.

## **B. Discussion of faculty strengths and opportunities for growth of research productivity**

Strengths of the faculty are numerous and include the following:

- a. Evidence of excellence in teaching is evident (e.g., Dr. Darren Purcell won most inspiring professor and Dr. Kirsten de Beurs won the Dean's Award for teaching excellence).
- b. total research expenditures for DGES in 2015-2016 was \$1,194,543. Large grants were awarded to Drs. McPherson, Shafer, and Hoagland. There were 9 faculty with research expenditures.
- c. DGES ranks 13<sup>th</sup> among all academic departments in OU with respect to research expenditures and 12<sup>th</sup> if standardized against the number of faculty in DGES.

- d. DGES ranks first among departments at OU that are not 100% in the STEM field.
- e. DGES ranks 9<sup>th</sup> with respect to the number of credit hours taught per faculty member and among the top 25 departments with research expenditures at OU. It should be emphasized that faculty have a 2:2 course load compared to STEM departments that have a 1:1 course load.
- f. In 2016, DGES's 18 full time faculty members published 3 books, 35 peer-reviewed journal articles, 7 book chapters, and 2 conference proceedings. Counting all such publications, the faculty produced on average 2.6 pieces of academic work per faculty member in 2016. Faculty members were authors on 99 conference presentations or members on panel discussions, an average of 5.5 presentations/panels per faculty member.
- g. More than half of all faculty members have engaged in multidisciplinary collaborative efforts. For example, Dr. Renee McPherson was co-PI on an Experimental Program to Stimulate Competitive Research (EPSCoR) grant which seeks to advance understanding of how socio-ecological systems can adapt sustainably to increased climate variability caused by a changing climate.
- h. Faculty are widely published in many different journals; they also participate in proposal and review panels for many organizations such as NOAA and serve on many editorial boards.
- i. Conference participation is another area of strength.
- j. Faculty seek professional development opportunities when they arise such as Canvas training.

## **VI. VISION AND STRATEGIC DIRECTION**

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

DGES has a vision and mission statement.

*Vision statement:* We seek to share a sustainable future for Oklahoma and beyond by creating a community of interdisciplinary scholars and leaders who aim to comprehend the Earth's human-natural systems.

*Mission statement:* To conduct innovative and socially relevant research; to expand students' intellectual vistas via critical perspectives and valuable tools and skills; and to catalyze sustainable human-natural systems.

The College does not have a strategic plan. DGES does have a strategic plan (developed spring of 2017).

Goal areas include:

1. *Educational excellence* (separate objectives, indicators, and targets have been established for student expectations and composition, curriculum, and teaching and mentoring).
2. *Excellence in research, scholarship, and creativity* (focus on conducting and disseminating geographic and sustainability focused, cutting-edge research and creative activities).
3. *Excellence in service and outreach* (departmental, College/University, professional organizations, and community outreach)

Financial resources are needed to implement the strategic plan (as noted by DGES). In order to implement this plan, DGES has identified the following needs: (a) assistance from the College to expand the number of graduate assistantships for DGES; (b) permanence for the temporary support funds that were provided as part of the start-up package for the new Chair in summer 2015; (c) assistance from the College in finding at least a minimal and reasonable M&O budget that covers at least minimum expenses (e.g., phone bill) so that the department can use student fee money to expand different programs for the students; (d) assistance from the College for faculty travel money to ensure that all faculty (not only those with research grants) are able to travel to annual meetings; and (e) the college-level OTIS funds be apportioned based upon Gen Ed credit hour production.

**KEY RECOMMENDATIONS**

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

<i>Recommendation</i>	<i>Descriptor</i>
1. <i>Track alumni.</i>	Provide a full and valid set of statistics.
2. <i>Fine-tune research seminars and colloquia/brown-bag meetings.</i>	Increase number of offerings.
3. <i>Track and assess internships.</i>	Formally track students in internships.
4. <i>Establish an advisory board.</i>	Add employers and alumni.
5. <i>Examine and improve OTIS/M&amp;O budget.</i>	Further increase may be needed.
6. <i>Develop an awards committee.</i>	Committee charged with promoting outstanding faculty.
7. <i>Examine space issues.</i>	Carefully review based on SWOT analysis.
8. <i>Examine fundraising efforts.</i>	Secure donor funding.
9. <i>Recruit and retain doctoral students.</i>	Increase enrollment and funding opportunities.
10. <i>Teaching load.</i>	Look for creative strategies to manage workload distribution of faculty.

**THE UNIVERSITY OF OKLAHOMA**  
**ACADEMIC PROGRAM REVIEW**  
**FINAL REPORT**

**The Conoco Phillips School of Geology and Geophysics (CPSGG)**  
**College of Earth and Energy**

**March 2018**

**APR REVIEW TEAM MEMBERS**

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## EXECUTIVE SUMMARY

*Provide an overall summary of the internal review team's report and list top priority recommendations.*

The Conoco Phillips School of Geology and Geophysics (CPSGG) is a vibrant and forward-thinking department that boasts expertise in fundamental research in geoscience as well as use-inspired research. The school is a leader in the area of petroleum and has strong ties to the oil and gas industry. The CPSGG faculty strike a balance between fundamental and use-inspired expertise which plays an important role in the success of students graduating from the school. Faculty specialty includes sedimentology, mineralogy, seismicity and applied geophysics, planetary geology, geochemistry, paleoclimate, paleontology, paleomagnetism, diagenesis, structural geology, and petroleum geology. CPSGG has 22 faculty, about 149 undergraduates and 100 graduate students.

This review identified several strengths as well as laudable programs and initiatives for which the department should be commended since the last program review. Specifically, these include the following:

1. The undergraduate curriculum is one that offers students a solid background in core geoscience topics, which should prepare them well for a variety of graduate specializations and/or post-graduation employment. In particular, the quantitative requirements, which include three semesters of calculus for all majors and a semester of differential equations for geophysics majors, exceed those at many other institutions.
2. At the graduate level, the school offers both MS and PhD degrees, with MS degrees outnumbering PhDs. The balance of degrees is appropriate for the recent job market for geoscientists in industry, government, research institutions, and academia. The total number of graduate students has remained relatively steady and compares well to other institutions with similar numbers of faculty.
3. The research profile of the faculty has been expanding in breadth with new hires, and research productivity, as measured by average publication rates per faculty member, is strong. Research support comes from a variety of sources and total research expenditures represent a good *average* per faculty member.
4. The workplace climate is healthy, with staff reporting positive interactions with faculty and students and a friendly atmosphere in the school. Undergraduate students develop a strong sense of community through their classes, field trips, and activities of the Pick and Hammer Club. Graduate students also report an overall positive climate. Most faculty are judged to be engaging. Students find the majority of faculty approachable and supportive, and both undergraduate and graduate students report positive experiences with their research mentors.
5. The school has a long record of research and student training in areas closely tied to the petroleum industry. This record has prompted significant donations from alumni and corporations for endowed chairs, student scholarships, and research activities. Several faculty have well-established industrial consortia that provide steady funding

- for student support and research. This reputation attracts a significant number of undergraduate majors and graduate applicants, including many international students. It also has led to regular visits by petroleum industry recruiters who provide internships to students and jobs to graduates.
6. The school's gift resources allow it to offer a number of scholarships to undergraduate students and to support a significant number of faculty as endowed chairs.

The review identified the following key recommendations for the department. We recommend the following:

1. *Endowed chairs* : The school has many endowed chairs. It might be a good idea to explore a 5 year review process (much like the post-tenure review) for endowed chair positions as well. They should be held to high standards expected from endowed chairs. We recommend an MoU on expected performance from endowed chairs be put in place for new endowed appointments in the future.
2. *Retirements/age demographics* : Several faculty retired recently and 5 senior faculty are expected to retire in the next few years. This skews the demographic of the department considerably. For the next few recruitment cycles, see if it is possible to allow applicants at assistant, associate as well as full professor level. The Director and the Dean must manage tenure-track faculty teaching loads to allow time to establish research programs. This means minimizing both courses taught each year and number of new course preparations during the probation.
3. *Graduate student support* : The graduate students play a crucial role in the department. There have been sharp cuts in the budget for TA support in recent years due to systemic cuts from the state-approved TA budgets and decline in donations from oil companies which provided some stop-gap measures for a short period of time. This issue needs careful thought and considerations.
4. *Strategic plan* : The school and the college both have strategic plans and they seem to differ in several key issues like faculty productivity and undergraduate enrollment. The dean's plan is more ambitious and demanding than the school's plan. It will be very beneficial to the school if they are able to reconcile the differences. This is an opportunity for the school to identify common goals for all the members of the faculty, developing a plan that requires all members to work together to improve.
5. *Alumni interactions* : The Alumni Advisory Council (AAC) is an invaluable resource for funding as well as knowing the needs of the industry. Since the AAC is focused entirely on oil and gas industry the agenda of the AAC can sometimes run contrary to the broader mandate of the school. The school should work with the college development officer to develop a plan to ensure more fruitful and smooth interaction with AAC.
6. *Underrepresented demographics* : are a challenging issue in STEM education, the data show geosciences are especially weak. CPSGG should consider strategies to encourage underrepresented groups to apply to the program.
7. *Name of the school* : Conoco Phillips gave an endowment of 6 million dollars to the school and the school is named after the company. Naming of a school after a corporation rather than an individual/family is not a desirable situation for



multiple reasons. The school should work with OU administration to evaluate the best course of action.

## **I. UNIT OVERVIEW AND GOVERNANCE**

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### **A. A brief overview of the unit governance**

The School's management is based on a Director and the Committee "A" structure (Director, two faculty elected on staggered two-year terms). The Director oversees the budget, personnel, evaluations, day-to-day operations in CPSGG, interacting with the alumni (including two major alumni events), fund raising, strategic planning, and the recruiting and hiring new faculty and staff. The Director works in consultation with faculty committees to establish policies, programs, and priorities. The Director is expected to and is involved in teaching, research, and professional service. Major committees in addition to Committee A are Undergraduate Studies and Graduate Affairs. Other committees include the WEB, Colloquium, Gallery Displays, Assessment, Field Camp Committee, and Library. The graduate liaison works closely with the Director, Chair of the Graduate Affairs committee, and advisor, Rebecca Fay, to monitor the graduate program. The research liaison keeps the director and faculty informed about university research issues. Other committees are formed as needed.

CPSGG has a new director since Fall 2017 -- Gerilyn Soreghan. Before her, Douglas Elmore was the director for more than a decade.

### **B. Discussion of strengths**

CPSGG has several strengths. Notably these include:

1. The faculty are excellent in research and dedicated to their profession
2. The Bartell Field camp, which is owned and run by CPSGG is an exceptional resource for the learning of students.
3. The school is very successful in obtaining outside grants and endowments.
4. The school has a thorough assessment process for faculty research, teaching and service.
5. The Alumni Advisory Council is a good avenue to obtain endowments and participation from the alumni.

## **II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW**

*This section is related to the academic unit's ongoing program review and improvement efforts. Has the unit responded to the recommendations made by the last review team?*

**A. Brief overview of actions taken**

There were 7 recommendations from the previous APR report. These recommendations are outlined below with CPSGG's response.

*Recommendation 1. Develop a fully articulated strategic plan that integrates both instructional needs and areas of scholarly strength to guide the school in replacing retiring faculty over the next five years.*

The CPSGG faculty have revised their strategic plan. They consider the strategic plan to be a "living document" and plan to continue to update based on new opportunities and challenges. The school expects up to 6 faculty to retire in the next 5 years and are developing a hiring plan for the next several faculty vacancies.

*Recommendation 2. Strongly consider simplifying the seven undergraduate major paths.*

CPSGG have reduced the two undergrad geophysics options (General Geophysics and Exploration Geophysics) into one: Geophysics. Apart from that, they have decided not to remove other options since they help in recruiting and are not a burden for advising.

*Recommendation 3. Strongly consider supplementing faculty UG advising with a full-time staff advisor, who also can help recruit higher quality and more diverse UG majors, make more extensive use of assessment data and help coordinate student activities.*

Staff member Rebecca Fay is the undergraduate advisor for CPSGG. Some other faculty members also help with advising.

*Recommendation 4. Continue to support positive trends in faculty publication and external funding.*

Several years ago, the average publication rate for faculty was about 2.5/year per faculty member. It is now 3.5 per year. CPSGG have hired strong faculty who are active researchers. CPSGG have also required Ph.D. students to have a paper published or accepted before they can defend. They hope that this will encourage faculty supervisors to publish with their students. CPSGG currently have good diversity of funding sources with both federal and industry support and are working on ways to maintain and increase the diverse funding base and funding level.

*Recommendation 5. Emphasize hiring diverse and junior faculty over the next five years, with an emphasis on pursuing the very best candidates nationally using incentives that will motivate them to take ownership of the school's programs over the long term.*

CPSGG have hired 6 new junior faculty including two women in the last few years.

*Recommendation 6. Develop a plan for resolving external and internal faculty salary*

*disparities when funds to do so become available.*

CPSGG have used soft funds to provide salary increases to address some pay equity issues for faculty and staff.

*Recommendation 6. Develop a plan for raising GTA stipends so that offers of admission to graduate programs are nationally competitive.*

CPSGG has increased GTA salaries by \$1000 several years ago and are using scholarship funds, if available, to help with fees. TA support is an ongoing challenge for the school due to lack of University funds and oil company cutbacks.

### **III. UNDERGRADUATE PROGRAM**

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

#### **A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**

CPSGG offers a B. S. in Geology and Geophysics. Under the Geology B.S. program, students have several options they can select: General Geology, Environmental Geology, Petroleum Geology, and Paleontology. Most students are in the General or Petroleum Geology options.

The enrollment has fluctuated and has followed the trend of the energy industry. Increasing from 160 in 2012/2013 to a maximum of 180 in 2015/2016, the enrollment is now dropped to 149 in 2016/2017. The faculty at CPSGG have decided recently that 130-140 is the targeted number for undergraduate enrollment. This is roughly half of the target number of 275 in the Dean's plan. The faculty at CPSGG suggest that in order to reconcile these two target numbers the school needs more resources such as faculty, TAs and additional space.

The one-year retention rate for first-time freshman for 2015 is 92.3% and has increased from 73.1% in 2010. The six-year retention rate for first-time freshman (2010 cohort) is 61.5% which represents a drop from the last several years when it was 80.0% (2009 cohort) and 73.3% (2008 cohort).

In the last year, CPSGG taught nine General Education courses with 28 sections and 1372 students. Also, CPSGG continues to assess their courses to see if the learning

outcomes are being met. Their assessment has led them to identify which outcome did not meet expectations and they are working on a plan to address the issues.

## **B. Discussion of strengths**

Strengths and opportunities of the undergraduate program at CPSGG include:

1. The undergraduate curriculum is one that offers students a solid background in core geoscience topics, which should prepare them well for a variety of graduate specializations and/or post-graduation employment.
2. The quantitative requirements, which include three semesters of calculus for all majors and a semester of differential equations for geophysics majors, exceed those at many other institutions.
3. The 1-year retention rate for first-time freshmen in 2015 is 92.3%, an increase from 73.1% in 2010.
4. CPSGG recently upgraded their labs by adding a new stream table, topographic sandbox, as well as new fossil and mineral specimens.
5. The school endeavors to link field experience with standard lectures. The school funds a weeklong field trip for majors completing their freshman year. The School also has committed resources so that faculty can plan for extended field trips in conjunction with many courses. The school has purchased new vehicles for field trips and work to generate funds from companies to subsidize these field trips.
6. CPSGG completed a new field Camp in Canon City Colorado in 2011. This camp is a very important resource for the school. It provides the venue for the capstone course for geology and geophysics.
7. Undergraduate research is encouraged.
8. CPSGG are encouraging more students to study abroad. Several students have taken study abroad trips to Italy, Columbia, Scotland.
9. Using donations, the school provides generous scholarships to majors.
10. Calculus preparedness of the students is an issue and needs to be addressed.
11. Majority of students were very positive on the student satisfaction survey.

## **IV. GRADUATE PROGRAM**

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

### **A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

The School of Geology and Geophysics has four graduate programs: Masters in

Geology and Geophysics, and PhD in Geology and Geophysics. The number of graduate students is around 100 the last several years. This is up from about 67 in 2005. The school has a target of 80-120 graduate students. In 2016-2017, 28 students graduated with a masters degree and 3 students graduate with a PhD.

## **B. Discussion of strengths**

Several strengths and opportunities were noted related to graduate programs. These include:

1. The school developed new support rules for graduate students which require faculty to provide more funding from research grants.
2. Recruiting efforts are excellent. These include recruiting booths at professional meetings, enhanced offers and visits to campus for qualified prospective students.
3. AAPG Imperial Barrel competition is an annual prospective basin evaluation competition for geoscience graduate students from universities around the world. In this competition, CPSGG teams have placed first place, second twice, and third twice.
4. The school encourages participation of students in professional meetings and also provides transportation costs and some lodging expenses.
5. Staff at school coordinates interviews by oil companies in the school, at their request, each year in the fall.
6. The student satisfaction survey is overall very positive for graduate students.

## **V. FACULTY**

*This section will review the depth and breath of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

### **A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research,**

The current depth and breadth of the faculty appears to be appropriate to meet CPSGG's teaching goals. A significant challenge is the potential retirements of 5 faculty in the next six years. Two senior faculty (Keller and Philp) retired in December of 2014 and one in December of 2016 (Reches). One junior geophysics faculty member resigned in December 2014. The school has hired six junior faculty in the last several years: Dr. Dulin, Dr. Chen, Dr. Nakata, Dr. Behm, Dr. Carpenter, and Dr. Liu.

The set expected course load is 3 regular courses per year for a 40% teaching, 40% research, and 20% service effort distribution. Most faculty are on the 40-40-20 system except for assistant professors (45/45/10). Some faculty who are not active in research have a higher teaching effort (e.g., 60%) and teach over 6 courses/year. For example, two

faculty, Engel and Weaver, teach an overload, by their own choice, and account for approximately one third (~2900) of the credit hours taught in the school. Supervision of graduate students is considered “teaching” in the evaluation system and 3 students is considered a ‘good’ load. Adjuncts are used on one-time basis occasionally.

The faculty in the school have research strengths in sedimentology, mineralogy, seismicity and applied geophysics, planetary geology, geochemistry, paleoclimate, paleontology, paleomagnetism, diagenesis, structural geology, and petroleum geology.

## **B. Discussion of faculty strengths and opportunities for growth of research productivity**

Strengths of the faculty are numerous and include the following:

1. Professor Lynn Soreghan received a Boren Professorship this year and several of faculty have received Presidential Professorship awards. Several faculty have also received Outstanding Professor in the College awards over the years. Several faculty have also received a Cunningham Award for Undergraduate Teaching supported by one of their alumni.
2. The average publication rate has gone up from 2.5 per faculty to 3.5 per faculty in last 5 years.
3. Last year the school was ranked number 9 in departments at the university in terms of expenditures and 13th in new grants.
4. In terms of multidisciplinary collaborative efforts, several faculty are working on Oklahoma induced seismicity in collaboration with other faculty and staff at OU. Dr. Chen and Nakata are making substantial progress in this research area in collaboration with OGS personnel and MPG&E personnel. Reches, Elmore, Pranter, Marfurt and Brett Carpenter are also involved. There is serious discussion of starting a “Induced Seismicity Center” which would include geologists, geophysicists, hydrogeologists, engineers, and social scientists.
5. The faculty members were also very active in professional service, including editorships, numerous associate editorships, NSF and ACS-PRF proposal panels, and science advisory groups.
6. Faculty seek professional development opportunities. Several faculty have attended courses on active learning at other institutions. Several faculty and staff serve on the college Diversity Committee.

## **VI. VISION AND STRATEGIC DIRECTION**

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

CPSGG has a vision and mission statement.

*Vision statement* : The School of Geology and Geophysics shall be a preeminent center of

excellence for study and research in geology and geophysics. Students shall be provided with a high-quality education that stresses the fundamentals of science within a creative, interdisciplinary environment with an emphasis on applications to energy. The School will prepare students for successful careers by instilling knowledge, skills, confidence, pride, principled leadership, and the ability to contribute to the wise stewardship of the earth and its resources.

*Mission statement* : We will deliver a high-quality education in the discipline and prepare the graduates for successful and rewarding careers in industry, education, and government service. The faculty will lead students to discoveries that advance our fundamental knowledge of the geologic past and present, with broad implications for the future of our planet. We will further our leadership role as one of the premier institutions for basic and applied energy research and career placement.

CPGSS has identified goals as follows, which are somewhat a list of action plans without an overarching set of goals that are bold and ambitious. As noted in the report, the goals read as:

Goal 1. Maintain a balanced School in terms of areas and increase diversity while thinking about strategic areas for the future.

Goal 2. Enhance faculty research and scholarship

Goal 3. Monitor undergraduate enrollments

Goal 4. Revise the undergraduate curriculum, enhance the educational experience for our students, and continue to place an emphasis on quality teaching in the school.

Goal 5. Establish an optimum range for the number of graduate students in CPSGG and improve the quality of the students.

Goal 6. Increase the diversity of our undergraduate and graduate students.

Goal 7. Upgrade the Research Laboratories

Goal 8. Keep the website up to date.

Goal 9. Continue to work to encourage new endowments and donations.

Goal 10. The faculty could consider modifying or changing our evaluation system.

Goal 11. Develop a plan for resolving external and internal faculty salary disparities when funds to do so become available.

Goal 12. Do a better job handling endowments and working with donors.



Goal 13. Have faculty meetings at more regular times.

Goal 14. Increase the diversity of the Alumni Council.

Goal 15. Re-evaluate the level of support we provide for students to attend professional meetings.

There is a disparity between the strategic plan of the school and that of the dean in some regards. The dean's plan is ambitious and sets the target that the school reaches the top 10 in the nation. CPSGG points out that the current top 10 schools are much bigger in terms of faculty and resources and suggests that further investment by administration might be warranted for them to achieve the top 10 status. The unit should work with the College to come up with a road map to achieve the goals set in the College's strategic plan.

### **KEY RECOMMENDATIONS**

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

1. *Endowed chairs* : explore 5-year review for endowed chairs.
2. *Retirements/age demographics* : try hiring at assistant, associate and full professor level to offset expected future retirements of senior faculty.
3. *Graduate student support* : careful planning required in light of budget cuts due to decreased donations.
4. *Strategic plan* : try to reconcile the differences between the strategic plan of CPSGG and that of the dean of the college.
5. *Alumni interactions* : more fruitful and smooth interactions with AAC.
6. *Underrepresented demographics* : strategies to encourage more diverse student population.
7. *Name of the school* : work with the administration to change the name of the school.



**THE UNIVERSITY OF OKLAHOMA**  
**ACADEMIC PROGRAM REVIEW**  
**FINAL REPORT**

**School of Meteorology**  
**College of Atmospheric and Geographic Sciences**

**March 2018**

**APR REVIEW TEAM MEMBERS**

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## EXECUTIVE SUMMARY

*Provide an overall summary of the internal review team's report and list top priority recommendations.*

The School of Meteorology is one of the brightest jewels in OU's crown. Nationally, it is the largest meteorology program in the US, with approximately 250 undergraduate and nearly 100 graduate students. It is routinely ranked as one of the top meteorology programs in the nation and the world. Part of its uniqueness, both nationally and within OU, stems from its co-location with the National Oceanic and Atmospheric Administration (NOAA) on OU's South Campus. The School is located on the 5<sup>th</sup> floor of the National Weather Center, along with 12 University, state, and federal organizations, with more than 650 employees, faculty, researchers, and students. With a faculty count of only 21 (F2016, according to the APR program profile), the School produces approximately a quarter of the OU Norman Campus' research expenditures and leads OU in per FTE research dollars.

This review identified several strengths as well as laudable programs and initiatives for which the School should be commended since the last program review. Specifically, these include the following:

1. The program has a high national visibility because it is the largest undergraduate meteorology program in the US; maintenance of this leading position has strong faculty support.
2. The co-location with NOAA provides a unique collaborative resource to OU faculty and students, including many employment opportunities for graduates.
3. Its location also provides unique opportunities for interaction with private industry, including many employment opportunities for graduates.
4. These unique resources are recognized national and international, contributing to the international stature of the program.
5. The School has a unique interdisciplinary collaboration with the College of Engineering in the Advanced Radar Research Center, which facilitates keeping the School's faculty at the forefront of severe weather research.
6. The School's history of faculty members with prominent national and international profiles has created an international perception of the School as a leading center for meteorological research.
7. A wave of new faculty hires, following a wave of senior faculty member retirements, has positioned the School in keeping itself at the forefront of its discipline for decades to come.
8. The recent comprehensive undergraduate curriculum reform has led to great improvements in systematic documentation of annual undergraduate program assessment activities.

The review identified the following key recommendations for the School:

1. *Strategic Planning.* The School is in need of a new strategic plan as it absorbs the wave of new faculty hiring resulting from the retirement of senior faculty members. The Strategic Plan in the Self-Study report is from 2009.
2. *National Recognition.* The external reviewers noted that the program's faculty is underrepresented nationally in terms of National Academy memberships and publications in journals with the highest impact, relative to its productivity. We recommend that the School consider in consultation with the College and VPR hiring a consultant to develop a plan for promoting members of the faculty for membership in the National Academies.
3. *Benchmarking.* The School needs to identify its peer and aspirational programs and benchmark itself against these programs. It is important that the faculty see itself accurately in terms of productivity and workload. This recommendation is especially critical given that the program has the largest undergraduate enrollment in the nation, the second smallest faculty size among leading meteorology programs, and the largest research expenditures per faculty member at OU.
4. *Teaching Workload.* Though the School currently has a 1:1 teaching load, as is appropriate for its level of research productivity, it needs a commitment and a plan to manage the proliferation of new elective courses and even new undergraduate courses that often accompany the hiring of new faculty members. The use of modified teaching loads for non-research active faculty is encouraged.
5. *Self-Study Report.* The School's Self-Study report is 171 pages long, does not include a table of contents, and does not follow the APR's requested format. This makes it difficult to comprehend and navigate, despite its comprehensiveness. The APR Committee requests that the Report for the next cycle adhere to the newly specified page length and format.
6. *Financial Record Keeping.* The School indicates that it is difficult to know the status of accounts during the fiscal year; this situation is not unusual for programs with significant SRI funds. We recommend contacting Financial Services for help to develop a transparent, real-time tracking system.
7. *Assessment of graduate programs:* Review of annual program assessment reports for the School's graduate programs revealed the need for significant revisions relative to documentation of assessment activities.

## **I. UNIT OVERVIEW AND GOVERNANCE**

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### **A. A brief overview of the unit governance**

Dr. Greg McFarquhar was hired during this review period and is joining the faculty of the School as Director of CIMMS following the unexpected death of Dr. Peter Lamb who passed away suddenly in May of 2014. CIMMS has been under interim leadership for over three years following the death of Dr. Lamb. The School is part of the College of

Atmospheric and Geographic Sciences, which is currently under the leadership of Dean Berrien Moore. The Director of the School reports to the Dean along with the directors of research centers within the College. The College has a number of research centers including: CAPS (Center for the Advanced Prediction of Storms), ARRC (Advanced Radar Research Center), the South Central Climate Science Center (SC-CSC), CIMMS (Cooperative Institute for Mesoscale Meteorological Studies), and the newly founded Center for Autonomous Sensing Systems (CASS). Both the SC-CSC and CASS were founded during this review period. Faculty members of the School were founding Directors of these research units (e.g., CAPS (Lilly), CIMMS (Sasaki), ARRC (Palmer), SC CSC (Moore) and CASS (Chilson) and OCS (Eddy).

The proliferation of academic, government and research entities gives the impression of a complex and hard to understand governance structure. In fact, the external reviewers recommended that the School and College work with the University to simplify the structure; however, the Dean, former Director, and faculty do not share this concern, and in fact consider the structure to be a strength, not a weakness. The APR committee is inclined to accept this internal assessment; hence, there is no recommendation that the organizational structure be examined or revised, unless this should be a recommendation arising from within the School and College as part of a new strategic plan.

## **B. Discussion of strengths**

The School of Meteorology has many strengths. The most notably of these include:

1. The faculty are excellent in research and dedicated to their profession.
2. The unique opportunities for collaboration with federal and private organizations are highly attractive to prospective students and faculty, allowing the School to be selective in both admissions and hiring.
3. The School is the most successful unit at OU in generating research expenditures.
4. The School has a thorough assessment process for faculty research, teaching, and service.
5. New faculty hires are lauded by the School, Dean and external reviewers as having exceptional promise for both maintaining and increasing the School's international prominence.

## **II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW**

*This section is related to the academic unit's ongoing program review and improvement efforts. Has the unit responded to the recommendations made by the last review team?*

### **A. Brief overview of actions taken**

According to the Self-Study Report, the Summary of Recommendations from the most recent previous report commences as follows: *The School of Meteorology demonstrates*

*excellence as an academic unit. It has strong metrics of faculty performance, student quality and teaching excellence. In addition, the School has well defined processes for self-examination and continuous improvement. This review finds the School to be in good health, with many of its own recommendations for improvement.*

Based on the Self-Study Report, the recommendations from the 2011 APR report and the School's responses are:

1. *Continue with the comprehensive review of the undergraduate curriculum, including consideration of how IT skills can be developed and extended throughout the curriculum. Identify formal opportunities for students to gain practical experience both within the classroom and in extracurricular activities.*

Response: The School's faculty worked to improve the flow between classes. Courses were added or modified in order to address IT skills, building on the IT skills taught in METR 3213. The School conducted extensive surveys of students and alumni to gauge their opinions on classes and, in the case of the alumni, the value of courses to their career; the results of the surveys were incorporated into a subsequent curriculum revision, led by Dr. Richman.

2. *Develop and implement a strategic plan for improving student quality and diversity, including addressing a low retention rate.*

Response: Women currently compose nearly 42% of undergraduates and minority students now account for 16-18% of students, both of which represent a significant increase from 2010 and exceed norms at peer programs. The following actions, among other, have been taken by the School during this review period:

- a. Hired an Undergraduate Academic Coordinator.
- b. Ensured diversity in the student and faculty representatives at recruiting efforts (e.g., Met Days, Sooner Saturday).
- c. Established a Student Ambassadors program.
- d. Started an I'M (Inclusivity In Meteorology) OU Meteorology program.
- e. Utilized social media to both publicize the School, faculty, news events and the accomplishments of the diverse student body, including a video in Spanish.

In terms of the actions related to undergraduate retention, the School has also taken specific steps including:

- a. Hired an Academic Coordinator for the Undergraduate program in order to better track and support struggling students.
- b. Addressed better integration of required mathematics early in the undergraduate course sequence
- c. Concentrated efforts to improve the quality of the student body, including having merit based scholarship offering include Advanced Placement (AP) tests scores in calculus, physics, and chemistry.

3. *Consider innovative ways to build the undergraduate scholarship program using external funds.*

Response: The School has worked with the College to focus on larger gifts and has had significant successes.

4. *Seriously consider the viability of the MSPM program.*

Response: The Board of Regents eliminated the MS in Professional Meteorology program.

5. *Develop an appropriate strategic plan for graduate recruiting and admissions that defines the process and the roles of the faculty in implementing the process.*

Response: The school set up a Graduate Admission Committee that ranks all the applicants. Faculty are only “allowed” to make offers to a subset of the pool that are considered sufficiently qualified. The acceptance rate has risen substantially.

6. *Encourage and facilitate faculty-student involvement.*

Response: Among several other initiatives, three faculty members (Chilson, Klein, Parsons) have participated as mentors of undergraduates in the FYRE (First Year Research Experience) program. Several others (Cavallo, Homeyer, Martin) have taken on undergraduate students in their research groups. Senior faculty, such as Dr. Bluestein, have begun to actively mentor Capstone teams. Extensive additional details are available in the Self-Study Report.

7. *The previous APR report recommended that “New hires should include faculty at the rank of assistant professor. This will capitalize on the opportunity for senior faculty to mentor the junior faculty. This will also help address the potential for a dramatic reversal in the balance in faculty rank upon retirement of the senior faculty.”*

Response: The School has hired five new faculty with four of these hired at the assistant faculty level and one at the level of full professor.

### **III. UNDERGRADUATE PROGRAM**

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit’s program offerings. The unit’s efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**

The School currently offers students an undergraduate Bachelor of Science degree in Meteorology (B685) and a Minor in Meteorology. In addition, a Minor in Hydrological Science is offered within the College through course selections across the School, the College's Department of Geography and Environmental Sustainability and within the College of Engineering's Civil and Environmental Engineering.

**B. Discussion of strengths**

The School currently hosts the nation's largest undergraduate meteorology program and the faculty is committed to maintaining this distinction, while increasing both the quality and diversity of the students. The School is in a unique position to leverage its relationship with NOAA and private industry in this regard, and actively strategizes to do so. There is a robust program review process in place.

**IV. GRADUATE PROGRAM**

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

The School offers a Master's of Science in Meteorology and a PhD in Meteorology (D685). As of F2016 program enrollment was 51 PhD students and 43 MS students. The MS in Professional Meteorology has been eliminated because of low enrollment. Over the period since the last APR, there has been a shift in graduate program resources towards supporting more postdoctoral research associates; the APR believes this shift is appropriate given the overall productivity and workload in the School, as well as the limited number of employment opportunities for PhD meteorologists.

**B. Discussion of strengths**

Several strengths and opportunities were noted related to graduate programs. These include:



1. The ratio of MS to PhD students has flipped, with PhD students now comprising the majority of graduate students in the program.
2. As of F2014 the graduate program was the largest graduate meteorology program in the nation with 88 graduate students. In comparison, the F2014 headcount showed 71 graduate students at Penn State and 60 at Texas A&M, though both programs have larger faculty sizes.
3. The graduate recruiting process is comprehensive and effective, resulting in admission of top students.
4. Average time to completion of a graduate degree has decrease appropriately with respect to national trends since the last review period.
5. The School effectively assess the learning outcomes in the graduate program.
6. The international student component of the graduate program (about 15%) is enviable for a STEM program at OU, and much smaller than that of peer programs; this gives the faculty the opportunity to strategize what the optimal percentage should be.

## **V. FACULTY**

*This section will review the depth and breadth of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

### **A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research,**

While the APR School Profile identifies 21 faculty members in the program, the School's Self-Study Report notes that after correcting for reporting errors and taking into consideration the role of faculty members in the higher administration, the School effectively has only 18 faculty members. This makes the School the second smallest in faculty size among its peer and aspirational programs; Penn State has 29 faculty members and Texas A&M has 24. When considered in combination with hosting the nation's largest undergraduate program and leading the University in research expenditures, the small faculty size raises the issue of the sustainability of the current faculty workload.

The full or partial loss of eleven senior faculty during from the start of this APR period has been offset by the hiring of new faculty. The backgrounds, accomplishments and areas of expertise of the new faculty members provide a promising foundation for maintaining the School's prominence. The recent hires offer an excellent opportunity to diversify the School's research portfolio. The Self-Study report and the External Reviewer report both highlight that this is needed, as the School has a higher emphasis of severe weather than peer institutions. Given national trends in meteorological funding, such diversification is strategic. Eight endowed chairs and professorships are associated with the School.



Self-study report data show that nationally women compose ~17% of the tenure and tenure track faculty in the atmospheric sciences with a majority of departments only having two or fewer female tenure-track/tenured faculty. In comparison, the School's faculty is ~22% female. The Associate Professor rank was over sixty percent female in F2016.

## **B. Discussion of faculty strengths and opportunities for growth of research productivity**

Strengths of the faculty are numerous but can be summed up succinctly in restating the outstanding research productivity – which leads the per-faculty research expenditures at OU – the enviable quality of the graduate program, and the size and quality of the undergraduate program, which leads the nation. In the light of these superlatives it would simply be redundant to enumerate the numerous individual faculty strengths, which are included in the Self-Study Report.

## **VI. VISION AND STRATEGIC DIRECTION**

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

The School has a Strategic Plan that is included in the Self-Study Report; however, the plan dates to early 2009, and as such has not been updated since the waves of senior faculty retirements and new faculty hires. This is certainly understandable given the sudden and unexpected death of the previous director, Dr. Lamb, in 2014, and the extended period of service of the interim director. Nevertheless, the recent transitions in the School should make this issue a priority, though it should not precede without first conducting a thorough benchmarking exercise. For example, the School currently invests significant resources in maintaining the size of the undergraduate program, which already leads the nation in terms of overall program size and student/faculty ratio. The program also takes pride in its 360<sup>0</sup> Faculty Review process, while simultaneously noting the amount of work entailed. The overall feel of the Self-Study Report conveys a sense of an overworked faculty in need of a strategic evaluation of distribution of efforts and the return-on-investment for those efforts.

## **KEY RECOMMENDATIONS**

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

1. *Strategic Planning.* Prepare an up-to-date Strategic Plan.

2. *National Recognition.* Agree within the faculty on strategies to promote national recognition of individual faculty members.
3. *Benchmarking.* Compare the School to peer and aspirational programs, including workload benchmarks.
4. *Teaching Workload.* Develop a review process to prevent a proliferation of new courses that would result in an increase in teaching load for research intensive faculty members.
5. *Self-Study Report.* Have the next Self-Study Report follow APR guidelines for length and organization.
6. *Financial Record Keeping.* Contact Financial Services for assistance in establishing a real-time balance of accounts.
7. *Assessment of graduate programs:* Work with the Office of Academic Assessment to develop concrete assessment plans/reports for each of the School's graduate degree programs.

**THE UNIVERSITY OF OKLAHOMA**

**ACADEMIC PROGRAM REVIEW**

**FINAL REPORT**

**Department of Microbiology and Plant Biology**

March 28, 2018

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## EXECUTIVE SUMMARY

*Provide an overall summary of the internal review team's report and list top priority recommendations.*

The Department of Microbiology and Plant Biology (MPBIO) has been consistently an important key department in the life sciences at the University of Oklahoma. MPBIO has been strong in terms of instructional contributions, degrees awarded, and research output. The department is addressing challenges due to a decrease in faculty numbers, reliance on substandard facilities, an unexpected change in leadership, and uncertainty in university financial commitments. The department, with its two constituent areas of Microbiology and Plant Biology and large number of split appointments, has become a leader in integrating inter-department and interdisciplinary research and instructional initiatives.

The recent significant decrease in faculty members presents a unique opportunity to rebuild a fully staffed faculty to meet an evolving set of challenges. Building out their interdisciplinary strengths as they rebuild their faculty underpins many of the following top priority **Key Recommendations**.

1. *Vision.* The department should continue to develop an implementable vision for the direction of the unit and development of future areas of strength. This vision should incorporate interdisciplinary initiatives and foster strategic external partnerships.
2. *Faculty Development.* The department should work to increase the number of faculty contributing to MPBIO courses and research areas. While direct hiring into the department should be explored, continued participation in interdisciplinary initiatives and utilization of existing faculty expertise in affiliated departments should also be pursued. Appropriate hires in affiliated departments may be used to indirectly bridge the microbiology and plant biology research areas. Especially given these more complicated situations, more formal pre-tenure mentoring of faculty will be increasingly important and should be implemented.
3. *Facilities.* Short term and long-term improvements to facilities should be pursued. In the short term the unit should work with Facilities Management and the college to meet housekeeping and environmental standards. The unit should prioritize phased renovations to existing instructional and research areas and work with the administration on securing funding for these needed upgrades. In the longer term, the department should work with the college and affiliated departments to develop compelling cases for new shared research facilities and new shared instructional laboratory facilities.
4. *SRI Finances.* The department should develop a plan with the college to address SRI income lost through accounting problems. A balance between prioritized investment and restoration of funding shortages in faculty SRI allocations should be pursued. As new SRI income is generated, a plan for its optimal distribution should be implemented. This investment plan should focus on the support of common research needs such as a

research seminar program and for the direct benefit of faculty who generate the SRI. Best practices in how other major SRI generating units distribute their SRI should be explored. Funding for instructional upgrades or post-award grant reconciliations should be secured through non-SRI initiatives designed for these needs.

5. *Instruction.* Priorities for several ongoing instructional and program initiatives should be defined and needed resources secured. At the undergraduate level, efforts to increase research participation near the beginning of the program, to further develop biotechnology concentration, and to develop an accelerated master's program all require prioritization particularly of limited faculty resources. Partnerships with affiliated departments can spread the investment costs and should be explored. Efforts to stabilize the scheduling of required courses and important electives are needed and could include cross-listing advanced courses in affiliated departments. At the graduate level, the first-year experience of research rotations and professional development should continue to be strengthened.

6. *Faculty support.* The department should continue to work with the college and upper administration to provide ongoing financial support for faculty needs. Particularly important is support for mid-career associate professors in research as they carry necessary administrative or instructional burdens.

7. *Development.* The department should continue its momentum in strengthening communication with graduates and in fostering a productive relationship with their external board.

## **I. UNIT OVERVIEW AND GOVERNANCE**

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### **A. A brief overview of the unit governance**

The department now known as Microbiology and Plant Biology has been present on the University of Oklahoma Campus since 1938. During this time its name has been modified to better capture the evolving nature of its mission. Although formally in the College of Arts and Sciences, faculty members with appointments in this department collaborate strongly with other departments, colleges, institutes and centers. Its governance structure supports its core instructional and research missions that primarily span the areas of microbiology and plant biology. The combination of these two areas within one departmental unit is unusual but not unknown nationwide.

The department chair is Associate Professor Anne K. Dunn who has research expertise in microbiology. Following the planned transition of a long serving chair Gordon Uno to Michael McInerney from 2014 to 2015, Dr. Dunn was appointed one year later when Dr. McInerney needed to step away from these duties. With no assistant or

associate chair to assist in this rapid second leadership transition, the new chair has had a steep and wide learning curve. The chair is responsible for outward facing interactions with the administration, other departments and students. The chair handles an exhaustive array of duties within the unit including budgetary development and oversight; teaching assignments and class scheduling; supervision of nine support staff members; hiring, evaluation, promotion, award nomination, and mediating concerns of faculty—several of whom have split appointments. Until recently, the chair also served as the head of graduate student affairs. In addition to the chair, Committee A in this department consists of two elected tenured faculty members—one from the microbiology area and one from plant biology. Their advisory role is limited to faculty issues.

As is typical for units of this size and mission, several standing committees or faculty liaisons provide organizational support to the unit. Faculty roles include Graduate Liaison, Assessment Liaison, and Internship/Professional Development Coordinator. Committees include Graduate Education, Undergraduate Education, Greenhouse Advisory, Seminar Speakers, Biotechnology Development, Scholarship and Awards, Program Assessment and Safety. A volunteer chair heads each committee.

In 2015, then chair Michael McInerney initiated a Board of Visitors. This board has a mission to advise and advocate for the department. Due to the subsequent chair transition, involvement of the Board of Visitors has not been fully implemented.

The Department has a clear and robust departmental faculty personnel policy. Procedures for faculty governance, hiring, tenure and promotion are all clear and within university standards.

## **B. Discussion of strengths and opportunities**

The chair, Anne Dunn, has made tremendous progress in the past two years in reorganizing office staff, establishing a clearer budgetary picture, promoting university initiative hires, and promoting beneficial curricular changes. Given more solid footing, the department is now poised to better advocate for initiatives and resources.

## **II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW**

*This section is related to the academic unit's ongoing program review and improvement efforts. Have the unit responded to the recommendations of the made by the last review team?*

### **A. Brief overview of actions taken**

The department has made good progress in addressing each of the previous CDRP Recommendations listed below.

*1. Increase development activity.* This recommendation was addressed through increased alumni contacts and formation of a Board of Visitors.

2. *Hold back more SRI at department level.* The amounts of centrally held SRI were increased. Additional concerns regarding major shortfalls in the SRI accounting slowed definitive progress.
3. *Change name of department.* This recommendation was completed through the name change to the Department of Microbiology and Plant Biology (MPBIO)
4. *Pay more attention to national metrics to improve ranking.* This recommendation was addressed through information on levels of external funding and publication impacts, faculty and student awards and increased visibility through visitors to the department.
5. *Consider merging biology-related departments.* This recommendation was considered, but a formal merger was not adopted. Productive interactions with affiliated research units were emphasized and have increased.
6. *Increase microbiology-plant biology research overlap.* The hiring and research integration activities of the department address this recommendation. Although no one hire has been made to directly provide this overlap, MPBIO involvement with several collaborative hires supports the underlying intent of the recommendation to expand research integration. The collaborative hires involve the Laboratories of Molecular Anthropology and Human Microbiome Research (Sankaranarayanan), the Biological Survey (Moore), and the Department of Chemistry and Biochemistry (McCall).
7. *Explore creation of interdisciplinary degree program.* This recommendation is being addressed through the development of a Biotechnology undergraduate program that includes expanded internships.
8. *Create a vision/strategic planning committee.* This recommendation was initially addressed through a departmental retreat in Fa15 with plans to build on that discussion.
9. *Continue faculty hiring through interdisciplinary initiatives.* Overlapping with Recommendation 6, increased research integration through collaborative hires has contributed to the hiring of Sankaranarayanan (affiliated with LMMR), McCall (housed in ChemBiochem) and the ongoing computational biology search (with Computer Science in the COE).
10. *Continue strong recruiting efforts for graduate students.* This recommendation was effectively addressed through the introduction of rotations and a first-year graduate professional development experience. Increases in graduate student stipends have been initiated to improve recruiting competitiveness.
11. *Explore increased use of course-specific lab fees.* This recommendation was pursued, but evolving fee strategies at the college level appear to have overtaken this initiative. A clearer view of instructional laboratory costs has been realized and funding has been requested through the CAS consolidated course fee program.

**B. Brief overview of actions in progress**

1. *Development.* This is clearly an activity that will be continuously in progress. New involvement of the Board of Visitors should be more possible as the unit completes its strategic planning and the administrative path experienced by the new chair is smoothed.

2. *SRI Distribution.* The major issue of lost SRI funds still needs a solid plan for resolution. As the strategic plan progresses, additional insight into the use of future SRI can be established.

4. *Increased Visibility.* The process of providing research impact is continuously in progress.

6. *Increase Research Overlap.* Ongoing hiring in computational biology and proposed searches should continue to provide additional research integration.

7. *Interdisciplinary Degrees.* The Biotechnology program is under current development. Discussions are underway with affiliated departments to share resources for related certificate programs.

8. *Strategic Plan.* Given leadership changes following the department retreat, momentum was stalled. This APR process is being used to renew productive discussions that also include building compelling cases for new research and instructional facilities.

10. *Graduate Student Stipends.* Building on initial improvements, plans to further increase stipends and reduce fees are in progress along with targeted use of OU Foundation support.

11. *Instructional Lab Support.* This issue will need to be continuously addressed through ongoing prioritization and requests to CAS for instructional lab and facilities support.

**III. UNDERGRADUATE PROGRAM**

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**



The Department of Microbiology and Plant Biology offers Standard and Professional Bachelor of Science in Microbiology, a Standard Bachelor of Science in Plant Biology and new Biotechnology emphases for Bachelors in both Microbiology and Plant Biology in addition to minors in Microbiology and in Plant Biology. Some remaining legacy degrees are still in progress from students starting their degree programs prior to the renaming of the department. This range of degree options has been well justified.

The number of majors in each of these degree programs was listed and analyzed in the self-study report. The number of Microbiology majors has decreased over the past five years. It appears that the expansion of other majors or programs targeted at pre-health professional students has been primarily responsible for these changes. Those students, regardless of actual major, are still taking MPBIO courses at a consistent rate per faculty member. Bachelor degrees awarded remain at a strong level. The department has taken steps through the introduction of the Biotechnology concentration to expand relevancy for undergraduates to major in Plant Biology.

The department has established a thoughtful sequence of lecture courses taught by a rotating team of faculty and laboratory courses taught by a mixture of faculty and teaching assistants. This attentiveness towards instructional quality extends to a well implemented set of program assessments and student learning outcomes. It is clear that a very diverse set of students takes courses and majors in MPBIO. The department tracks students' post-graduation and maintains contact through a newsletter.

## **B. Discussion of strengths and opportunities**

The Department of Microbiology and Plant Biology contributes strongly to the core and range of biology-related instruction at the University of Oklahoma. The department has excellent instructors and a well-designed curriculum, but implementation of the full range of courses has been difficult due to reduced faculty numbers. Increasing the number of faculty will certainly further improve the quality of these degree programs. While the degree programs and faculty contributions in Microbiology are fairly balanced between undergraduate and graduate relative productivity, the Plant Biology program has a relatively stronger impact in graduate education. The current balance of undergraduate and graduate contributions is healthy, but additional benefits may arise from further strengthening the undergraduate Plant Biology programs.

The Microbiology undergraduate program has a strong identity and number of majors. Once students are at an advanced enough level to start Microbiology courses (MBIO 2815), they progress through a set of clearly focused Microbiology courses. The Plant Biology undergraduate program is introduced to students through the Intro to Biology courses and the General Botany (PBIO 1114) courses. Clearly, PBIO faculty are contributing strongly at the start of studies for many undergraduates. There may be additional opportunities to retain more of these students being exposed to Plant Biology. Continued development of Biotechnology concentrations should aid here.

The department should continue to expand opportunities in early-stage undergraduate research through their Cornerstone course. While individually mentored research lab experiences such as in the FYRE programs are quite valuable in the development of STEM students, the scalability of this model is limited. MPBIO has a great opportunity to engage students in a more course-based structured research environment through their Cornerstone research course. Efforts to increase student participation in research would be further strengthened by improved instructional facilities.

Additional efforts to holistically advise pre-health professional undergraduates into the best major for their interests need to be strengthened college wide and with better integration of any pre-med advising offices.

#### IV. GRADUATE PROGRAM

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

##### **A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

The Department of Microbiology and Plant Biology offers PhD and MS (thesis and non-thesis) degrees in Microbiology, Plant Biology and a PhD in Ecology and Evolutionary Biology. Their graduate student enrollment in these programs has been fairly steady at around 70 students with around 7 MS and 5 PhD degrees awarded per year. As evidenced by the recent award of an NSF Graduate Research Fellowship to a graduate student, they are able to recruit strong students. The employment outcomes for these students have been tracked and these degree recipients are being hired into appropriate positions.

The first-year program has undergone beneficial changes with the introduction of laboratory rotations and a graduate program skills course. Student progress is tracked through course grades, research mentorship and advising. A detailed assessment program is in place, but it could be fine tuned to the various degree outcomes. Student time to general exam and graduation and overall retention rates have been within norms for these fields. Changes starting with the first-year experience may further strengthen these metrics.

## **B. Discussion of strengths and opportunities**

The changes now underway to strengthen the first-year experience and to recruit higher quality students should continue to improve the overall quality of the program. Beneficial efforts to support graduate students through fellowships or on research grants are also increasing.

## **V. FACULTY**

*This section will review the depth and breath of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

### **A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research,**

The Department of Microbiology and Plant Biology has 21 tenured / tenure track faculty (17.75 FTE), 2 ranked renewable faculty (1.38 FTE), 1 unranked lecturer (1.0 FTE) and 4 research faculty. Within the tenure track category, full time (1.0 FTE) faculty in MPBIO are heavily concentrated in the senior ranks (8 full, 9 associate) with only 1 assistant professor. MPBIO has been very active in housing split appointments with 8 additional tenure/tenure track faculty members holding a partial appointment in this unit. This network of faculty with interdisciplinary strengths is surely a strong positive for the university.

Typical teaching/research/service percent distributions for tenure/tenure track faculty members are 40/40/20 with the research active faculty teaching formal courses at a 1/1 load. Additional significant mentoring/instruction of graduate, undergraduate and postdoctoral students are part of the research programs. The 1/1 load is appropriate in recognition of the significant effort needed to support this mentoring/instructional activity in research labs through external grant funding.

MPBIO faculty contribute to several, often multidisciplinary research areas, including anaerobic microbiology, ecology and evolutionary biology, environmental science, science education, and molecular, cellular and developmental biology.

### **B. Discussion of faculty strengths and opportunities for growth of research productivity**

Faculty members in MPBIO have been recognized through national and institutional awards for excellence both in instructional contributions as well as research contributions. A clear strength is participation of MPBIO faculty members in large research initiatives and centers including COBRE in Structural Biology with

ChemBiochem, various EPSCOR programs, LMMAR with Anthropology, Institute for Environmental Genomics as well as strong research collaborations in bioenergy, biocorrosion, spatial analysis and big data analysis.

The department is commended for having strongly funded and productive research in both the Microbiology and Plant Biology areas. Faculty members in this combination of research areas have consistently kept MPBIO at or near the top of external grant funding (\$9.2 million in 2016) and research output (160 publications in 2016) over the past years.

With recent reductions in faculty numbers and loss of their productivity, the department must develop and implement a plan for high quality replacements. This unit has always been very well funded and is at the heart of most large initiatives in life sciences—genomics, big data, microbiome metabolomics. Successful hires need to be made to continue that tradition. Additional opportunities can further stem from extending microbiology into how microbes interact with other non-plant living systems. This microbiome area is a natural fit for microbiology and can increase this unit's impact on human health.

## **VI. VISION AND STRATEGIC DIRECTION**

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

The department is a key integrating component in an increasingly networked system of research. Given their two component units and large number of split faculty appointments, they are well positioned to continue contributing to multidisciplinary university initiatives. A plan to leverage this APR process into the development of an extended vision is underway. At the heart of any such plan should be key faculty hires who can contribute to networked research efforts.

## **KEY RECOMMENDATIONS**

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

**See Executive Overview section.**

**THE UNIVERSITY OF OKLAHOMA**  
**ACADEMIC PROGRAM REVIEW**  
**FINAL REPORT**

**Homer L. Dodge Department of Physics and Astronomy**  
**College of Arts and Sciences**  
**The University of Oklahoma**

**April 2018**

**APR REVIEW TEAM MEMBERS**

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## EXECUTIVE SUMMARY

*Provide an overall summary of the internal review team's report and list top priority recommendations.*

The Homer L. Dodge Department of Physics and Astronomy has historically been, and remains, one of the pivotal departments in the College of Arts and Sciences and the University. It makes strong contributions to general education, and specifically serves a large number of students in pre-health and engineering programs, in addition to its own majors. The department makes valuable contributions to the University's Graduate Program and its research production places it among the top units in the University.

The department has recently experienced a significant attenuation in its number of faculty due to retirements, moves to other institutions, and personal circumstances. While rebuilding a significant portion of the departmental faculty presents a challenge, it also presents an opportunity to reshape parts of the program and augment its many strengths. The department has already begun by making a number of new hires and has recently hired a Physics Education specialist as an RT faculty member.

Great progress has been made to improve the facilities available to the department with the construction of the new Lin Hall and the continued development of the Dodge Physics Complex. The process of relocating and repurposing space within the Dodge Physics Complex to maximize its use and potential is ongoing.

### **Key Recommendations**

1) Strategic Vision The department has set a goal of raising its profile and increasing its ranking among peer departments. As part of a strategy to reach this goal, the department has identified increasing the number of faculty as important factor. The need to increase the number of faculty, as a key component of the continued growth and success of the department, is appreciated. However, *the vision for the direction of the department beyond increasing the number of faculty should be further developed in the next strategic plan.* As noted by the external reviewers (External Reviewer Report - Recommendation 15), attention should be paid to specific factors that will influence the department's reputation and ranking. The department should capitalize on publically available information on peer departments, e. g. from the National Research Council or phds.org, to develop metrics against which to measure continued development and the achievement of specific goals. *In developing strategies to achieve its goals, the department should closely examine its doctrine of parity concerning the number of faculty in each research sub-area* (Astrophysics; Atomic, Molecular, and Optical Physics; High Energy Physics; and Condensed Matter Physics). While a commendable goal in itself, it should be critically evaluated whether opportunities are being missed, both in building up areas of existing strength, and in venturing into strategic new areas, especially collaborative ones. Input from the external board of advisors and the external reviewers on this point, and in defining goals may be valuable.

2) New Faculty *The department should continue to make a strong case to the administration for further faculty lines.* How the specific areas of expertise of prospective new faculty lines will fit into the department's strategic plan, and how they will contribute to reaching the departmental goals discussed in Key Recommendation 1, will strengthen such requests. It should be recognized that, in light of the fiscal challenges facing the University, creative strategies are needed to accomplish the desired increase in faculty. Given some of the strong collaborative programs of the department with others in the University, alignment with University-wide initiatives and the possibility of joint faculty should be carefully considered. The impact of teaching specialty faculty, to both improve instruction, and synergistically enhance the productivity of the research faculty, should be evaluated and further explored, if appropriate. Within the context of the drive for new faculty, the department should consider how best to increase the diversity of the faculty. The current faculty makeup is 11% female (3 of 26) and, with the increased enrollment of female graduate students (Self Study Report, p. 37), a greater presence of female and minority faculty may positively impact retention and recruitment.

3) Junior Faculty Development With the recent faculty attrition and subsequent rebuilding efforts, consideration of how to best develop the newer hires to be successful and promote retention takes on enhanced importance. *The department's practices for mentoring and supporting new faculty should be reviewed and modified, if appropriate.* This might be done within the context of reviewing departmental criteria for the recruitment, hiring, awarding of tenure, and promotion of faculty. *While the current guidelines for these functions are clear, the self-study report indicates they have not been revised since 1997 (Self Study Report, Appendix 1). Plans should be made to do so in the near future.*

4) New Space As the new space comes on line, *the department needs to solidify strategic plans on how to leverage the new facilities to enhance recruiting, collaborative activities, and fund raising.* How these facilities can be used for outreach, public relations, and internal relations should be carefully considered.

5) Graduate Student Support *The department should evaluate how the university-wide decrease in graduate student fees, and the grant proposal policies instituted to fund them, will impact their graduate student population.* Strategies to adapt to, and exploit, if possible, these changes should be considered.

6) Assessment of Engineering Physics Programs: *The department should work with the Office of Academic Assessment, as well as the College of Engineering, to refine systematic documentation of assessment.* This documentation should include: (A) undergraduate assessment activities in line with ABET Accreditation requirements, and (B) graduate assessment activities to address the institutional program assessment requirements mandated by the State and required by the Higher learning Commission (HLC) for institutional accreditation.



## **I. UNIT OVERVIEW AND GOVERNANCE**

*The academic unit's administrative and academic governance and adequacy of resources, work climate strengths and opportunities are highlighted in this section.*

### **A. A brief overview of the unit governance**

The Department of Physics and Astronomy is part of the College of Arts and Sciences and is one of the oldest departments in the College and in the University. The Department of Physics has been extant since 1909 and in 1969 the Astronomy program, that had been previously in the Department of Mathematics, was moved to the Department of Physics and together renamed the Department of Physics and Astronomy. The Department of Physics and Astronomy is internally sub-divided into four groups according to research area: Astrophysics (AP), Atomic, Molecular, and Optical Physics (AMO), High Energy Physics (HEP), and Condensed Matter Physics (CMP). The department professes a desire for parity between the groups with regard to numbers of participating faculty in each of the four research areas, although non-uniform attrition causes transient disparities, and the current distribution is eight AP, eight HEP, five CMP, four AMO faculty members, and one Physics Education specialist. Thus it is a priority of the department to bring CMR and AMO up to the faculty populations of AP and HEP. The department is a pivotal one within the College and University. Although Physics and Astronomy is successful as an individual department, its service role to other programs, departments, and colleges in education, and in collaborative education and research with other departments and colleges, demonstrates the department to be integral to the functioning of the University.

Professor Phillip Gutierrez (HEP) has been the department chair since August 2017, succeeding Professor Gregory Parker, who served for eight years. The department chair is appointed for a four-year term and may be re-appointed. Executive functions in the department are carried out by the chair, and by two elected members of Committee A, who each serve for staggered two-year terms. The department does not have a vice chair and other governance functions are shared by the faculty through committees. Teaching schedules and faculty teaching assignments are made by recommendation to the department chair through the chair of the Undergraduate Studies Committee. Teaching Assistant duties are assigned jointly through the chairs of the Graduate and Undergraduate Studies Committees. Other committees report to the chair and Committee A as appropriate. The chair also supervises eight departmental staff members, including four administrative and four technical specialty staff.

The department has an external board of advisors that help with faculty retention, fundraising, and providing strategic input. The department credits them as having been crucial in raising funds for the new Lin Hall, and the development of the Dodge Physics Complex.

The department has clear criteria and procedures for the recruitment, hiring, awarding of tenure to, and promotion of faculty. However, the guidelines covering these



functions have apparently not been reviewed and revised since 1997. Plans should be made to do so in the near future.

## **B. Discussion of strengths and opportunities**

The departmental Chair, Phil Gutierrez, is still in his first year and, although the department has many challenges, he has many strong assets to work with to continue the success of the department as he develops in the position. He has strong contingent of experienced faculty, who continue to be highly productive in research, and many who have achieved strong accolades in education. The department has made several new hires to address faculty attrition. These new faculty have the potential to strongly contribute to the program with proper development. The department is vital to many of the educational programs of the College and University, and this can be used effectively to make the case for additional faculty, but may require some creativity in the current fiscal environment. The coming on line of the new space in Lin Hall provides the chair and department with a unique opportunity to spatially restructure to maximize productivity and to recruit faculty, students, and support. It has an external board of advisors who can clearly help with these efforts.

## **II. ACTIONS TAKEN SINCE THE LAST PROGRAM REVIEW**

*This section is related to the academic unit's ongoing program review and improvement efforts. Have the unit responded to the recommendations of the made by the last review team?*

### **A. Brief overview of actions taken**

The recommendations to the department from the previous APR review and the current status of efforts to address them are as follows:

1) *Improve the quantity and quality of graduate students.* The *status quo* has not changed significantly. The department postulates that current stipends do not adequately offset high graduate student fees that had continued to increase, making its financial packages less attractive for recruiting. While the current plans to decrease graduate student fees are appreciated, it is a concern that incorporating funding those fee decreases into grant proposals, without a commensurate increase in grant award amounts by funding agencies, will put downward pressure on the number of graduate students.

2) *Increase the number of faculty.* Although hiring has been ongoing to increase the number of faculty to thirty, attrition through retirements, movement to other institutions, and leaving for personal reasons has outpaced hiring. The AMO and CM groups especially continue to need new hires.

3) *Address space issues.* Great progress has been made with the construction of new Lin Hall and the development of the Dodge Physics Complex. Efforts continue to find

strategic office space for graduate students and postdocs to facilitate collaborative efforts are continuing.

4) *Join a 3-4 meter class telescope consortium.* This has been accomplished with a 1/16 buy-in to the Apache Point Observatory and through membership in its governing body, The Astrophysical Research Consortium. The department mostly funds the buy-in, and a greater share of support by the University is requested.

## **B. Brief overview of actions in progress**

The department continues to make efforts to recruit more, and more diverse, students to the graduate program, most notably through undergraduate exposure to research experiences within the department. It has an active Research Experience for Undergraduates (REU) program, which includes both OU students and students outside the University. Several faculty members have participated in undergraduate programs with the Oklahoma Louis Stokes Alliance for Minority Participation (OK-LSAMP). The REU program also partners with OK-LSAMP and works with the Department of Broader Impacts to recruit minorities and women. The department also offers Capstone experience in research to help internal recruiting.

Efforts to increase the number of faculty have been partly successful, with several new hires and plans to add another Physics Teaching Specialist to the faculty. Efforts will continue to find College and University support for returning the number of faculty to previous levels, and then explore how to move forward to continue growth.

As Lin Hall is completed, the process of relocating and repurposing space within the Dodge Physics Complex to maximize its use and potential will be ongoing. While the additional space will greatly improve upon the existing situation, it is anticipated that there will still be some unmet needs for classroom and teaching laboratory space. Filling those needs then move to the fore.

## **III. UNDERGRADUATE PROGRAM**

*The evaluation of the undergraduate degree and certificate programs offered by the academic unit is discussed. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

**A. Brief overview of the undergraduate degree programs (enrollment, graduation, employment, credit hours required, core areas, assessment and continuous improvement practices, etc.)**

The Department of Physics and Astronomy offers undergraduate degrees in Astronomy, Astrophysics, Physics, and Professional Physics. The Astrophysics and Professional programs are designed for students planning to pursue post-graduate degrees in their respective areas. Engineering Physics is a joint, interdisciplinary program together with the College of Engineering. Established in 1924, it was one of the first programs of its kind. The degree is awarded by the College of Engineering and is accredited as a professional degree by the Accreditation Board for Engineering and Technology. Approximately a third of the department's students are enrolled in this program. The self-study report carefully sets out the requirements for each of the degree programs.

The level of undergraduate major enrollment, not including the Engineering Physics majors, has remained largely steady, with an approximately 20% up-tick in 2015 and 2016. This up-tick can be correlated with a rise in female, minority, and international majors. The graduation rate data for the limited years given in the self-study report indicate a significant decrease, from 80% in 2008 to ca. 30% in 2010 (Self Study Report, p. 21). This decrease appears to stem from an increase in the number of initial majors, rather than a decrease in the number of graduates. The department is concerned that it has not been able to capitalize on the increased number of initial majors. Data for more recent years will be useful to try to understand both the trend, and the reason for it, so that an actionable plan to address this can be developed. Nonetheless, degree completion rates have been reasonably steady. The department has taken pains to document student academic achievement and assess student-learning outcomes for each of the degree programs. These are detailed in the self-study report.

As noted earlier, the department makes a strong contribution in service to the undergraduate populace. It offers twelve service courses that enroll ca. 2300 students per regular semester; all but one qualifies for general education credit by both the College and University. Most of these courses have experienced significant growth in enrollment since 2013.

## **B. Discussion of strengths and opportunities**

The department is in a very strong position with regard to its undergraduate program. It has core constituencies in Physics and Astronomy, in the College of Arts and Sciences, especially among the sciences and pre-health professional programs, and in the College of Engineering. These constituencies continue to grow. Nearly a quarter of its faculty members have been recognized for teaching and mentoring of undergraduates. It has strong and well thought out curricula, and a detailed assessment program that includes student-learning outcomes. Analysis of data from the assessment program should allow further improvements in the program.

The continued growth of the undergraduate program gives impetus to the hiring of a new faculty member specializing in Physics Education. Along with strengthening the undergraduate curriculum, such an addition will have benefits in providing research faculty more opportunities to teach upper-division and graduate classes, as well as to spend more of their resources bolstering research productivity.

The coming on line of the new space in Lin Hall will also benefit the undergraduate education program, providing new opportunities and allowing clarification of which space needs still need to be met.

#### IV. GRADUATE PROGRAM

*The academic unit's graduate degree and certificate programs are reviewed in this section. The unit is expected to continuously assess the effectiveness of the curricula in relation to the set of learning outcomes to be achieved by the students upon completion of the program. Alumni satisfaction and accomplishments of its graduates attest to the effectiveness of a unit's program offerings. The unit's efforts in recruiting, retaining, and graduating diverse student groups are also reviewed in this section.*

##### **A. Brief overview of the graduate degree programs (enrollment, graduation, employment, credit hours required, research areas, assessment and continuous improvement practices, etc.)**

The Department of Physics and Astronomy offers both Master of Science and Doctor of Philosophy degrees in Physics, Physics with emphasis in Astronomy, and Engineering Physics. The M. S. degrees have both Thesis or Non-thesis options. It is noted that the graduate program is mainly a Ph. D. program, with few students enrolled in the M.S. programs except in Engineering Physics. The emphasis on the Ph. D. program is purposeful, and reflects the field and job market.

The department has maintained rough parity between international and domestic graduate students and, while valuing the contributions and diversity that international students bring to the University, it maintains a commitment to promoting and developing STEM graduates from the U. S. However, the department notes they need to increase the graduate student population to meet their Teaching Assistant needs, especially in introductory general education physics. The department has been committed to diversity and the graduate enrollment is ca. 35% female, a high number for Physics departments nationally. However, the department notes a desire to make similar improvements in its recruitment and retention of minority graduate students. The department currently has between 80 and 100 graduate students and has generally produced 5 -10 M. S. and Ph. D. graduates per year for the last several years. They have a goal to increase this production by bringing their graduate enrollment to 120, but recognize that they will need to have more faculty than extant to support the larger enrollment (*vide infra*).

##### **B. Discussion of strengths and opportunities**

The existing graduate program has been reasonably stable and has a strong tradition. The recent attrition in faculty available to sponsor graduate research is a serious challenge, but the new faculty hires represent an opportunity to address that challenge as new faculty need new graduate students to develop their research programs. The needs of the graduate students with regard to future employment in emerging areas of physics and

astronomy will offer new opportunities to request support for increased numbers of faculty.

While graduate student recruitment remains challenging, the new faculty and new space represent opportunities to showcase the department and its future direction to prospective students, increasing its attractiveness. The current plan of the University to reduce graduate student fees should also increase the ability of the department to offer attractive support packages but will also create more funding challenges.

## V. FACULTY

*This section will review the depth and breath of faculty credentials in fulfilling the teaching, research, and service missions of the academic unit. The academic unit is expected to evaluate its current standing among peers and offer strategies to achieve future aspirations.*

### **A. Brief overview of number of faculty, composition, distribution of effort to teaching, research, and service, areas of research.**

The Department of Physics and Astronomy is currently comprised of 26 full-time faculty including eleven at the Full Professor rank, seven at the Associate Professor rank, and eight Assistant Professors. The rank distribution is reasonable and represents potential continuity as retirements occur. The distribution among the research areas is described earlier. All faculty members are expected to participate in service activities in the department, College, or University, the expectation increasing with rank. The research faculty members typically have a 1 + 1 annual teaching load unless otherwise arranged by the faculty member, chair, and Committee A. This load is appropriate, as along with teaching and service duties, substantial effort is required to support the research mission of the department, especially the graduate program, through extensive individual and group mentoring, in publishing original research, and in procuring external funding for the support of the research programs and the University.

Although the department does not have any adjunct faculty, or faculty with joint appointments in other departments, it shares responsibility for teaching, administration, and research within the various Engineering Physics programs.

### **B. Discussion of faculty strengths and opportunities for growth of research productivity**

The faculty members in the department have been strong in teaching, as discussed earlier, and very productive in research. At the time of their self-study report they had a total of 53 running grants with research expenditures of \$2.3 million (FY 2017), which had supported 13 postdocs and 48 of 91 graduate students. A total of 232 publications in refereed journals resulted in that time period. The University, through awards and professorships, has recognized ten of the faculty members for research excellence. They have much interdisciplinary collaboration with industry, national and international

laboratories, and other universities, and serve the greater physics and astronomy communities in a wide variety of capacities including serving on editorial boards, organizing committees, and review boards. They serve to provide a number of core facilities for the university and region.

The loss of several faculty members, including most recently, James Shaffer, have had a considerable impact on the department. Nonetheless, these vacancies, together with the continued growth of their undergraduate enrollment, represent an opportunity to reshape the department through the addition of replacement faculty. Although challenging, the department has already taken the first steps through a series of new hires. The department has plans to vigorously continue to request additional faculty to augment their solid core.

## **VI. VISION AND STRATEGIC DIRECTION**

*This section describes the existence and effectiveness of a strategic plan for the academic unit. Does the unit have a set of goals and a roadmap to achieve them? Are they making decisions accordingly?*

The department has a goal of raising its profile and increasing its ranking among peer departments. Since increasing the production of high quality graduates, publications, and grants is needed to accomplish this, the department recognizes that it will need to increase student enrollment at both the undergraduate and graduate levels. There is further recognition that the key to achieving these things is to increase the number of faculty. The recent spate of faculty attrition has attenuated the ability of the department build on its successful growth over the past several decades, and indeed, has made maintaining the *status quo* challenging. The department has taken steps to begin to address this problem, including several new hires. Nevertheless, it is understood that regaining the lost ground will be difficult without strong institutional support in a fiscally challenging environment.

## **KEY RECOMMENDATIONS**

*Among the list of opportunities discussed in every section, select top 5-10 key recommendations for the units to act on. Units will be asked to write action plans on these recommendations.*

-See the Executive Overview-

*Current Policy*

## 5.4—HOUSING POLICY FOR FRESHMEN

All single freshmen students who are not 20 years of age, who do not have at least 24 hours of college credit from an accredited institution (advance placement or CLEP hours do not apply to this 24-hour requirement), or who have not lived in University residence halls for at least two semesters must live in a University residence hall for the two semesters. Exception from this policy is by special permission only, granted in writing by the University Vice President for Student Affairs and Dean of Students or his/her delegate(s). Special permissions are granted for a period of one semester only and are subject to review prior to renewal.

(RM, 3-29-79, p. 15449; 3-8-84, p. 17861; 12-02-03, p. 28868)

*Proposed Policy*

## 5.4—HOUSING POLICY FOR FRESHMEN

All freshman students must live in freshman-designated University housing for two semesters. Freshman students who meet one of the eligible exceptions may apply to the University Housing Review Committee (the “UHRC”) for an exemption.

The UHRC, appointed by the University President, is established to improve student outcomes and retention by assisting students in acquiring on-campus housing. The Review Committee is charged with reviewing applications, pursuing resolutions, allocating Residential Scholarships / resources, granting exemptions, and evaluating and determining other contract-related issues.

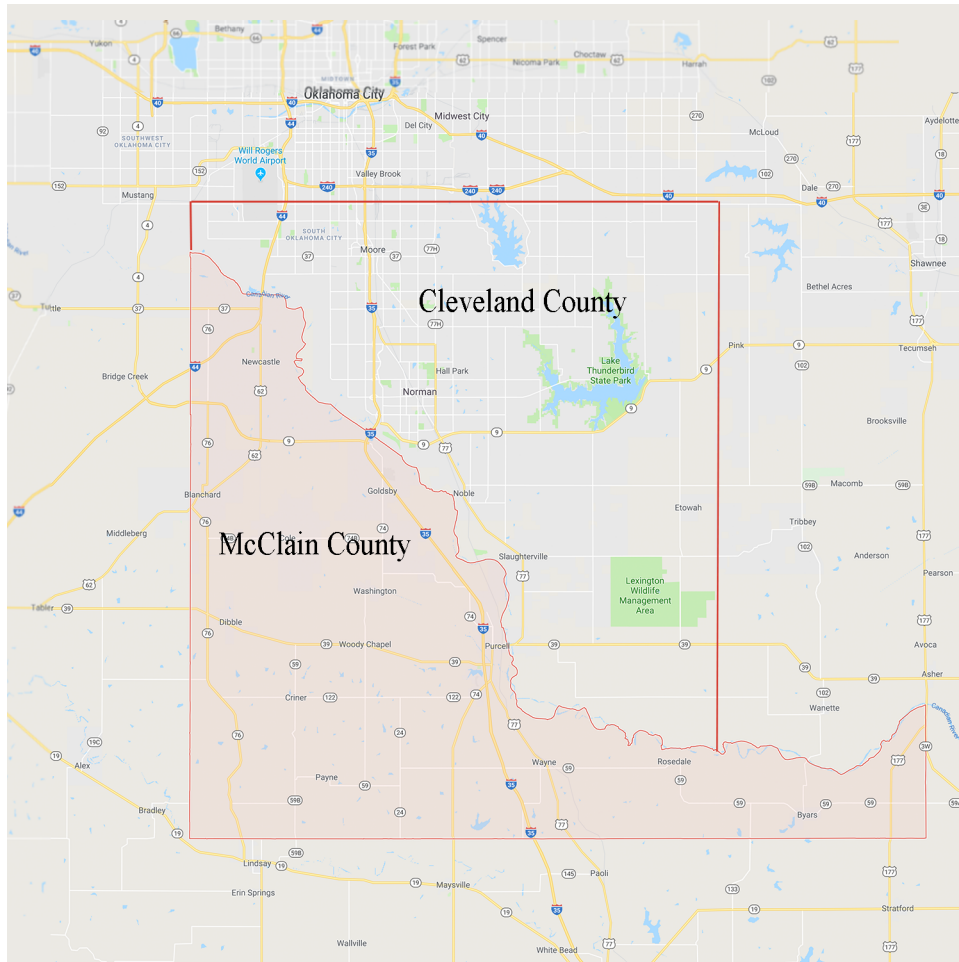
In order to request exemption from the freshman housing policy, the eligible exceptions listed below must be met by the first day of the month when classes begin.

1. Students who are 21 years old or older.
2. Students who are married or have children.
3. Students who have at least 24 hours of college credit from an accredited institution (advanced placement or CLEP hours do not apply to this 24-hour requirement).
4. Students who lived in University residence halls for two semesters.
5. Students who lived within the University’s 20-mile radius during their senior year of high school and will continue living with their parent(s) or guardian(s) within this radius during their first year at the University of Oklahoma.



Cleveland and McClain Counties Exception Map

Below is the Cleveland and McClain exception map.



*(For visual purposes. Map is not exact.)*



## 5.4—HOUSING POLICY FOR FRESHMEN

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(RM, 3-29-79, p. 15449; 3-8-84, p. 17861; 12-02-03, p. 28868)

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In order to request exemption from the freshman housing policy, at least one of the eligible exceptions listed below must be met by the first day of the month when classes begin. The University President is authorized to develop additional procedures and requirements as necessary to implement the purpose of this policy.

1. Students who are 21 years old or older.
2. Students who are married or have children.
3. Students who have at least 24 hours of college credit from an accredited institution (advanced placement or CLEP hours do not apply to this 24-hour requirement).
4. Students who lived in University residence halls for two semesters.
5. Students who lived in Cleveland or McClain counties during their senior year of high school and will continue living with their parent(s) or guardian(s) in these counties during their first year at the University of Oklahoma.
6. Students with a verifiable financial, medical, or exceptional need that cannot be otherwise adequately addressed as determined by the UHRC.

(RM, 3-29-79, p. 15449; 3-8-84, p. 17861; 12-02-03, p. 28868)

## 6.2.1—CONCESSIONS

The Director shall be responsible for operation of concessions and merchandise sales at all athletics events and in surrounding areas. The President and Athletic Director, with the assistance of General Counsel, shall be responsible for developing and implementing procedures for the sale of alcohol at all athletic events. The Athletics Department may contract for such services.

5.18.1 of the Faculty Handbook

### C) ALCOHOLIC BEVERAGE ADVERTISING:

Recognizing the dangers of alcohol abuse in connection with malicious destruction of property, motor vehicle accidents, and personal welfare, the University has adopted the following guidelines regarding the promotion of alcoholic beverages. Advertisements:

(1) Will not use the University logo and other trademarked symbols except when used to inform and educate individuals about the dangers of alcohol abuse without obtaining approval through the Office of the President and any recognized delegate of the Office of the President. Attendant to any such use, the University and/or affiliated advertisers will undertake education related to alcohol awareness and/or the dangers of alcohol abuse.

(2) Will not portray drinking as a solution to personal or academic problems.

(3) Will not encourage any form of alcohol abuse. This includes but is not limited to drown nights, all-you-can-drink, drinking contests, and happy hours for beer or alcoholic beverages.

(4) Will not associate the consumption of beer or alcohol with the performance of tasks that require skilled reactions.

(5) Will state the legal purchase age in promotions for the retail purchase of beer or alcoholic beverages.

### (D) IN ADDITION,

(1) University personnel involved with promoters/advertisers will encourage them to include responsible use of alcohol statements in their promotions.

(2) University departments shall not use beer, liquor, or tobacco products in their advertisements or promotions.

### (E) SIGNAGE ADVERTISEMENTS:

In addition, the following specific policy applies to all signs including, but not limited to, athletic facilities, CART vehicles, and other campus locations:

Advertising within confined areas of the University including, but not limited to, the Oklahoma Memorial Stadium, the Lloyd Noble Center, the L. Dale Mitchell Baseball Park, and CART vehicles is permitted within the following guidelines:

(1) The University reserves the right to approve through the Office of the President and any recognized delegate of the Office of the President all advertisers, sponsors and advertising copy. and categorically excludes beer, liquor, and tobacco products.

(2) Any granted advertising rights are not to prohibit the University from using the sign or scoreboard to promote University-related activities.

(3) Advertising time on any message center may be limited as deemed appropriate by the University.

(4) Advertising on University bulletin boards is permitted within the following guidelines:

All advertising, promotional, or informational material for University-related programs and activities or private companies on University campuses is restricted to outside permanent bulletin boards unless there is prior written approval of the Office of Student Affairs, Office of the Vice President for Administration and Finance, or Office of the Senior Vice President and Provost.

(Regents, 1-13-83, 11-8-84, 12-8-88, 4-6-89, 3-29-00)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Institution: The University of Oklahoma – Norman Campus  
ACADEMIC CALENDAR FOR 2019-2020

Summer Session (2019):

Semester begins (first day of classes)	<u>June 10, 2019</u>
1 <sup>st</sup> 4-week session (begins and ends)	<u>June 10-July 5, 2019</u>
2 <sup>nd</sup> 4-week session (begins and ends)	<u>July 8-August 1, 2019</u>
Please list dates of all holidays and breaks: INDEPENDENCE DAY	<u>July 4, 2018</u>
Semester ends (including final exams)	<u>August 1, 2019</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Fall Semester (16-Week) (2019):

Semester begins (first day of classes)	<u>August 19, 2019</u>
1 <sup>st</sup> 8-week session (begins and ends)	<u>Aug 19/Oct 11, 2019</u>
2 <sup>nd</sup> 8-week session (begins and ends)	<u>Oct 14/Dec 13, 2019</u>
Please list dates of all holidays and breaks: LABOR DAY	<u>September 2, 2019</u>
THANKSGIVING	<u>November 27-29, 2019</u>
Semester ends (including final exams)	<u>December 13, 2019</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Fall Semester (Winter Session) (2019):

Semester begins (first day of classes)	<u>December 16, 2019</u>
Please list dates of all holidays and breaks: CHRISTMAS	<u>December 24-25, 2019</u>
NEW YEAR'S DAY	<u>January 1, 2020</u>
Semester ends (including final exams)	<u>January 10, 2020</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Spring Semester (Spring 2020):

Semester begins (first day of classes)	<u>January 13, 2020</u>
1 <sup>st</sup> 8-week session (begins and ends)	<u>Jan 13/March 6, 2020</u>
2 <sup>nd</sup> 8-week session (begins and ends)	<u>March 9/May 8, 2020</u>
Please list dates of all holidays and breaks: MARTIN LUTHER KING JR DAY	<u>January 20, 2020</u>
SPRING BREAK	<u>March 14-22, 2020</u>
Semester ends (including final exams)	<u>May 8, 2020</u>
Commencement date (graduation ceremony)	<u>May 8, 2020</u>

Spring Semester (Spring Session) (2020):

Semester begins (first day of classes)	<u>May 11, 2020</u>
Please list dates of all holidays and breaks: MEMORIAL DAY	<u>May 25, 2020</u>
Semester ends (including final exams)	<u>June 5, 2020</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Fall and Spring (if applicable):

Final add/drop date 16-week/first 8-week classes:

Fall:	<u>August 23/August 30, 2019</u>
	<u>1<sup>st</sup> 8-week add Aug. 21, 2019</u>
	<u>1<sup>st</sup> 8-week drop Aug. 23, 2019</u>
Spring:	<u>January 17/January 27, 2020</u>
	<u>1<sup>st</sup> 8-week add Jan. 15, 2020</u>
	<u>1<sup>st</sup> 8-week drop Jan. 17, 2020</u>

Final add/drop date 2<sup>nd</sup> 8-week classes:

Fall:

2<sup>nd</sup> 8-week add Oct. 16, 2019

2<sup>nd</sup> 8-week drop Oct. 18, 2019

Spring:

2<sup>nd</sup> 8-week add March 11, 2020

2<sup>nd</sup> 8-week drop March 13, 2020

Summer (if applicable):

Final add/drop date 8 week/first 4-week classes

8-week add June 12, 2019

8-week drop June 14, 2019

1<sup>st</sup> 4-week add June 11, 2019

1<sup>st</sup> 4-week drop June 12, 2019

Final add/drop date second 4-week classes

2<sup>nd</sup> 4-week add July 9, 2019

2<sup>nd</sup> 4-week drop July 10, 2019

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Institution: The University of Oklahoma – College of Law  
ACADEMIC CALENDAR FOR 2019-2020Summer Session (2019):

Semester begins (first day of first session of 8-week classes)	<u>May 20, 2019</u>
Semester begins (first day of second session of 8-week classes)	<u>June 10, 2019</u>
Please list dates of all holidays and breaks:	
MEMORIAL DAY	<u>May 27, 2019</u>
INDEPENDENCE DAY	<u>July 4, 2019</u>
Semester ends (last day of 1st 8-week classes including final exams)	<u>July 12, 2019</u>
Semester ends (last day of 2nd 8-week classes including final exams)	<u>August 2, 2019</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Fall Semester (2019):

Semester begins (first day of classes)	<u>August 19, 2019</u>
Please list dates of all holidays and breaks:	
LABOR DAY	<u>September 3, 2019</u>
THANKSGIVING	<u>Nov 26 – Dec 1, 2019</u>
Semester ends (including final exams)	<u>December 13, 2019</u>
Commencement date (graduation ceremony)	<u>n/a</u>

Spring Semester (Spring 2020):

Semester begins (first day of classes)	<u>January 13, 2020</u>
Please list dates of all holidays and breaks:	
MARTIN LUTHER KING JR DAY	<u>January 20, 2019</u>
SPRING BREAK	<u>March 14-22, 2019</u>
Semester ends (including final exams)	<u>May 8, 2019</u>
Commencement date (graduation ceremony)	<u>May 9, 2019</u>

Alternative Schedules (please describe any alternative schedules):

Oxford Program Session (Summer 2018)	<u>June 30-Aug 3, 2019</u>
MLS (Summer 2019) 1st 7-week session begins/ends	<u>May 13-June 28, 2019</u>
MLS (Summer 2019) 2nd 7-week session begins/ends	<u>July 1-August 16, 2019</u>
MLS (Fall 2019) 1st 7-week session begins/ends	<u>August 19-October 11, 2019</u>
MLS (Fall 2019) 2nd 7-week session begins/ends	<u>October 21-December 13, 2019</u>
MLS (Spring 2020) 1st 7-week session begins/ends	<u>January 6-February 28, 2020</u>
MLS (Spring 2020) 2nd 7-week session begins/ends	<u>March 9-May 1, 2020</u>

Summer 2018 (if applicable):

Final add/drop date 1 <sup>st</sup> 8-week classes	<u>May 21/May 24, 2019</u>
Final add/drop date 2 <sup>nd</sup> 8-week classes	<u>June 11/June 14, 2018</u>

Fall 2018 (if applicable):

Final add/drop date 16-week classes	<u>August 23/August 30, 2019</u>
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Spring 2019 (if applicable):

Final add/drop date 16 week classes	<u>January 17/January 24, 2020</u>
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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Institution: The University of Oklahoma – HSC  
ACADEMIC CALENDAR FOR 2019-2020

Summer Session (2019):

Summer Session I:

Semester begins (first day of 8-week classes)	<u>June 3, 2019</u>
Please list dates of all holidays and breaks:	
INDEPENDENCE DAY	<u>July 4, 2019</u>
Semester ends (last day of 8-week classes including final exams)	<u>July 29, 2019</u>
Commencement date (graduation ceremony)	<u>  </u>

Summer Session II:

Semester begins (first day of 8-week classes)	<u>July 1, 2019</u>
Please list dates of all holidays and breaks:	
INDEPENDENCE DAY	<u>July 4, 2019</u>
Semester ends (last day of 8-week classes including final exams)	<u>August 23, 2019</u>
Commencement date (graduation ceremony)	<u>  </u>

Fall Semester (Fall 2019):

Semester begins (first day of 16-week classes)	<u>August 19, 2019</u>
Please list dates of all holidays and breaks:	
LABOR DAY	<u>September 2, 2019</u>
FALL BREAK DAY*	<u>TBA</u>
THANKSGIVING	<u>Nov. 27-29, 2019</u>
Semester ends (last day of 16-week classes including final exams)	<u>December 13, 2019</u>
Commencement date (graduation ceremony)	<u>  </u>

\***Note:** Fall Break is generally scheduled the Friday prior to the OU/Texas football game. The Academic Calendar will be updated when the date is set by the President’s Office.

Spring Semester (Spring 2020):

Semester begins (first day of 16-week classes)	<u>January 13, 2020</u>
Please list dates of all holidays and breaks:	
MARTIN LUTHER KING DAY	<u>January 20, 2020</u>
SPRING BREAK	<u>March 14-22, 2020</u>
Semester ends (including final exams)	<u>May 8, 2020</u>
Commencement date (graduation ceremony)	<u>May 8-9, 2020</u>

Intersessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	<u>Fall 2019</u>	<u>Spring/Winter 2019-20</u>	<u>Summer 2020</u>
Intersession begins	<u>July 29, 2019</u>	<u>December 16, 2019</u>	<u>May 11, 2020</u>
Intersession ends (including final exams)	<u>August 16, 2019</u>	<u>January 10, 2020</u>	<u>May 29, 2020</u>

Summer 2019 (if applicable):

Final add/drop date 8-week:	
Summer I:	<u>June 7, 2019</u>
Summer II:	<u>July 8, 2019</u>

Fall 2018 and Spring 2019 (if applicable):

Final add/drop date 16-week:

Fall:

August 30, 2019

Spring:

January 27, 2020

Alternative Schedules (please describe any alternative schedules):

College of Medicine:

Fall 2019: First Year Students

OKC Prologue (orientation)

August 13-15, 2019

SCM Prologue (orientation)

August 12-16, 2019

White Coat Ceremony

August 15, 2019

Regular Coursework begins

August 19, 2019

Labor Day

September 2, 2019

Fall Break

TBA

Thanksgiving Break

Nov. 27-Dec. 1, 2019

Classes end

December 13, 2019

Winter Break

Dec 14, 2019-Jan 5, 2020

Spring 2020: First Year Students

Classes begin

January 6, 2020

Martin Luther King Day

January 20, 2020

Spring Break

March 14-22, 2020

Memorial Day

May 25, 2020

Classes end

June 5, 2020

Fall 2019: Second Year Students

Orientation

August 5, 2019

Classes begin

August 5, 2019

Labor Day

September 2, 2019

Fall Break

TBA

Thanksgiving Break

Nov. 27-Dec. 1, 2019

Classes end

December 13, 2019

Winter Break

Dec 14, 2019-Jan 5, 2020

Spring 2020: Second Year Students

Classes begin

January 6, 2020

Martin Luther King Day

January 20, 2020

Spring Break

March 14-22, 2020

Classes end

April 24, 2020

Summer II & Fall 2019: Third Year Students

Classes begin

June 24, 2019

First Day of Rotation

July 1, 2019

Independence Day

July 4, 2019

Labor Day

September 2, 2019

Fall Break

TBA

Thanksgiving Break

Nov 27\*\*-Dec 1, 2019

Classes end

December 13, 2019

Winter Break

Dec 14, 2019-Jan 5, 2020

\*\*Beginning at 8:00 a.m.



Spring 2020: Third Year Students

Classes begin	<u>January 6, 2020</u>
Martin Luther King Day	<u>January 20, 2020</u>
Memorial Day	<u>May 25, 2020</u>
Classes end	<u>June 19, 2020</u>

Summer II & Fall 2019: Fourth Year Students

First Day of Rotations	<u>July 1, 2019</u>
Independence Day	<u>July 4, 2019</u>
Labor Day	<u>September 2, 2019</u>
Fall Break	<u>TBA</u>
Thanksgiving Break	<u>Nov 27** - Dec 1, 2019</u>
Classes end	<u>December 13, 2019</u>
Winter Break	<u>Dec 14, 2019 - Jan 5, 2020</u>

\*\*Beginning at 8:00 a.m.

Spring 2020: Fourth Year Students

Classes begin	<u>January 6, 2020</u>
Martin Luther King Day	<u>January 20, 2020</u>
Match Day (tentative)	<u>March 20, 2020</u>
Classes end	<u>May 22, 2020</u>
Commencement:	<u>May 23, 2020</u>

College of Medicine Third and Fourth Year Clinical Rotations (2, 4, 6 & 8-week rotations)

Physician Associate Program: OKC

Summer 2019: First Year Students

Classes begin	<u>June 3, 2019</u>
Classes end	<u>July 26, 2019</u>

Fall 2019: First Year Students

Classes begin	<u>July 29, 2019</u>
Classes end	<u>December 13, 2019</u>

Spring 2020: First Year Students

Classes begin	<u>January 6, 2020</u>
Classes end	<u>May 15, 2020</u>

Summer 2019: Second Year Students

Classes begin	<u>May 27, 2019</u>
Classes end	<u>August 30, 2019</u>

Fall 2019: Second Year Students

Classes begin	<u>September 3, 2019</u>
Classes end	<u>December 20, 2019</u>

Spring 2020: Second Year Students (4-week rotations)

Classes begin	<u>January 6, 2020</u>
Classes end	<u>May 30, 2020</u>

Physician Associate Second and Third Year Clinical Rotations (4-week rotations)

Commencement:	<u>October 4, 2019</u>
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Physician Associate Program: OKC

Physician Associate Holiday Breaks for Didactic Courses:

Independence Day	<u>July 4, 2019</u>
Labor Day	<u>September 2, 2019</u>
Thanksgiving Break Didactic	<u>Nov 28-Dec 1, 2019</u>
Fall Break	<u>TBA</u>
Christmas/Winter Break Didactic	<u>Dec 14, 2019-Jan 5, 2020</u>
Martin Luther King Day	<u>January 20, 2020</u>
Spring Break Didactic	<u>March 14-22, 2020</u>
Summer Break Didactic	<u>May 20-27, 2019</u>
Memorial Day	<u>May 25, 2020</u>

Physician Associate Holiday Breaks for Clinical Courses:

Fall Break	<u>TBA</u>
Winter Break	<u>Dec 23, 2019-Jan 3, 2020</u>
Spring Break	<u>March 16-20, 2020</u>
Memorial Day	<u>May 25, 2020</u>
Independence Day	<u>July 4, 2020</u>

Physician Assistant Program: Tulsa

Fall 2019: Graduation Date December 2, 2019

Summer 2019: First Year Students

Classes begin	<u>June 3, 2019</u>
Classes end	<u>July 26, 2019</u>

Fall 2019: First Year Students

Classes begin	<u>August 12, 2019</u>
Classes end	<u>December 13, 2019</u>

Spring 2020: First Year Students

Classes begin	<u>January 2, 2020</u>
Classes end	<u>May 8, 2020</u>

Summer 2019: Second Year Students

Classes begin	<u>May 27, 2019</u>
Classes end	<u>July 26, 2019</u>

Fall 2019: Second Year Students

Clinical rotations begin	<u>August 12, 2019</u>
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Physician Assistant Second and Third Year Clinical Rotations (2, 4, 6 & 8-week rotations)

Graduate College – Graduate Program in Biomedical Sciences:

Program Start Date	<u>July 22, 2019</u>
Classes begin	<u>July 29, 2019</u>

Dental Science: Orthodontics & Periodontics:

Summer 2019: Class of 2020 & 2021 Clinical Rotations (Monthly):	<u>May 13-June 28, 2019 &amp; July 1-August 16, 2019</u>
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Class of 2022-First Year Students:	<u>July 1-August 16, 2019</u>
Fall 2019:	<u>August 19-Dec 13, 2019</u>
Spring 2020:	<u>January 2-May 1, 2020</u>
<u>College of Dentistry-Dentistry and Dental Hygiene Programs:</u>	
Summer 2019	
Classes begin	<u>June 3, 2019</u>
Classes end	<u>July 26, 2019</u>
Fall 2019	
Classes begin	<u>August 19, 2019</u>
Classes end	<u>December 13, 2019</u>
Spring 2020	
Classes begin	<u>January 6, 2020</u>
Classes end	<u>May 8, 2020</u>
Commencement:	<u>May 9, 2020</u>
<u>College of Pharmacy PharmD Program:</u>	
Summer 2019 – Second-Third Year Students	
Classes begin	<u>June 3, 2019</u>
Classes end	<u>July 29, 2019</u>
Fall 2019 – First-Third Year Students	
Classes begin	<u>August 19, 2019</u>
Classes end	<u>December 13, 2019</u>
Spring 2020 – First-Third Year Students	
Classes begin	<u>January 13, 2020</u>
Classes end	<u>May 8, 2020</u>
<u>College of Pharmacy Clinical Rotations (Monthly Rotations):</u>	
Summer 2019:	<u>June 3-28, 2019</u>
	<u>July 1-31, 2019</u>
	<u>August 1-30, 2019</u>
Fall 2019:	<u>September 2-30, 2019</u>
	<u>October 1-31, 2019</u>
	<u>November 1-29, 2019</u>
	<u>December 2-31, 2019</u>
Spring 2020:	<u>January 1-31, 2020</u>
	<u>February 3-28, 2020</u>
	<u>March 2-31, 2020</u>
	<u>April 1-30, 2020</u>
	<u>May 1-29, 2020</u>
Pharmacy Commencement 2019:	<u>May 18, 2019</u>
Pharmacy Commencement 2020:	<u>June 6, 2020</u>
<u>College of Nursing ABSN Program:</u>	
International Studies	<u>May 13-June 1, 2019</u>

College of Allied Health:

## Dietetic Internship:

Spring 2019: Classes begin  
Classes endMarch 18, 2019  
November 15, 2019Fall 2019 : Classes begin  
Classes endJuly 29, 2019  
April 17, 2020Spring 2020: Classes begin  
Classes endMarch 16, 2020  
November 13, 2020Communication Sciences & Disorders:

International Studies

May 23-June 14, 2019Occupational Therapy:

Class of 2021: Summer 2019

Classes begin  
Classes endMay 20, 2019  
June 28, 2019

Class of 2021: FW I-Summer 2019

Classes begin  
Classes endJuly 1, 2019  
July 26, 2019

Class of 2021: Fall 2019

Classes begin  
Classes endAugust 19, 2019  
December 13, 2019

Class of 2021: Spring 2020

Classes begin  
Classes endJanuary 13, 2020  
May 8, 2020

Class of 2020: Summer 2019

Classes begin  
Classes endMay 15, 2019  
June 21, 2019

Class of 2020: FW II-Summer 2019

Classes begin  
Classes endJune 3, 2019  
July 26, 2019

Class of 2020: Fall 2019

Classes begin  
Classes endAugust 19, 2019  
December 13, 2019

Class of 2020: Spring 2020

Classes begin  
Classes endJanuary 6, 2020  
May 8, 2020Physical Therapy:

Class of 2021: Summer 2019

Classes begin  
Classes endMay 20, 2019  
June 28, 2019

Class of 2021: CE I-Summer 2019

Classes begin  
Classes endJuly 1, 2019  
August 9, 2019

Class of 2021: Fall 2019	
Classes begin	<u>August 19, 2019</u>
Classes end	<u>December 13, 2019</u>
Class of 2021: Spring 2020	
Classes begin	<u>January 8, 2020</u>
Classes end	<u>May 8, 2020</u>
Class of 2020: Summer 2019	
Classes begin	<u>May 15, 2019</u>
Classes end	<u>June 21, 2019</u>
Class of 2020: CE II-Summer 2019	
Classes begin	<u>June 24, 2019</u>
Classes end	<u>August 16, 2019</u>
Class of 2020: Fall 2019	
Classes begin	<u>August 22, 2019</u>
Classes end	<u>October 4, 2019</u>
Class of 2020: CE III-Fall 2019	
Start date	<u>October 7, 2019</u>
Classes end	<u>December 13, 2019</u>
Class of 2020: Spring 2020 – (early start date)	
CEIV	<u>January 6, 2020</u>
FWIV	<u>January 6, 2020</u>

ADMISSIONS BOARD AND  
INTERVIEW SUBCOMMITTEE  
2018-2019

ADMISSIONS BOARD

Brannon, Dale, M.D., Clinical Assistant Professor of Radiology  
 Coleman, Brian, M.D., Associate Professor of Family Medicine  
 Franklin, Rachel, M.D., Professor of Medicine  
 Halliday, Nancy, Ph.D., Professor of Cell Biology  
 Holter Chakrabarty, Jennifer, M.D., Associate Professor of Medicine, Chair  
 Koons, Kelli, M.D., Clinical Instructor, Pediatrics  
 Landrum, Lisa, M.D., Associate Professor of OB/GYN  
 Squires, Ron, M.D., Professor of Surgery, Immediate Past Chair  
 Taubman, Kevin, M.D., Associate Professor of Surgery, Tulsa  
 Tran, Nicole, M.D., Assistant Professor of Medicine  
 Weisz, Michael, M.D., Professor of Internal Medicine, Tulsa

Baker, Sherri, M.D., Associate Dean for Admissions, Associate Professor of  
 Pediatrics, *ex officio*

INTERVIEW SUBCOMMITTEE

## FULL-TIME FACULTY, PART-TIME FACULTY, AND VOLUNTEER FACULTY

Aran, Pete, M.D., Assistant Professor of Medicine – Tulsa  
 Ayitey, Rosemary, M.D., Clinical Instructor of Family Medicine  
 Baker, Mary Zoe, M.D., Professor of Medicine  
 Barrett, James, M.D., Professor of Family Medicine  
 Bautista, Alexander, M.D., Assistant Professor of Anesthesiology  
 Biggs, Daniel, M.D., Associate Professor of Anesthesiology  
 Bondurant, William, M.D., Clinical Assistant Professor of Family Medicine  
 Brasel, Chris, M.D., Associate Professor of Family Medicine  
 Brown, Ryan, MD., Clinical Associate Professor of Pediatrics  
 Brownlee, Steve, M.D., Clinical Associate Professor of Otolaryngology – Tulsa  
 Burkhart, Harold, M.D., Professor of Surgery  
 Campbell, Jesse, M.D., Clinical Assistant Professor of Medicine  
 Conner, Keri, D.O., Associate Professor of Radiological Sciences  
 Cooper, M. Townsend, M.D., Assistant Professor of Pediatrics  
 Crawford, David, M.D., Associate Professor of Pediatrics  
 Csiszar, Anna, M.D./Ph.D., Associate Professor of Geriatrics  
 Cunningham, Joseph, M.D., Clinical Assistant Professor of OB/GYN  
 Davey, Joseph, M.D., Associate Professor of Orthopedic Surgery  
 Deb, Subrato, M.D., Associate Professor of Surgery  
 Deck, Jason, M.D., Assistant Professor of Family Medicine – Tulsa  
 Douglas, Chad, M.D., Clinical Assistant Professor of Family Medicine  
 Eiszner, James, M.D., Assistant Professor of Anesthesiology  
 Elwell, Victoria, M.D., Assistant Professor of Anesthesiology  
 Guthrie, Cecilia, M.D., Associate Professor of Pediatrics  
 Handley, Judith, M.D., Clinical Associate Professor of Anesthesiology  
 Harris, Curtis, M.D., Clinical Assistant Professor of Endocrinology  
 Haymore, Bret, M.D., Clinical Assistant Professor of Medicine  
 Heinlen, Jonathan, M.D., Assistant Professor of Urology  
 Henning, Monica, M.D., Clinical Assistant Professor of OB/GYN – Tulsa  
 Herren, Cherie, M.D., Assistant Professor of Neurology  
 Hill, Molly, Ph.D., Professor of Microbiology/Immunology

Holman, Laura, M.D., Assistant Professor of OB/GYN  
 Inhofe, Nancy, M.D., Clinical Associate Professor of Pediatrics – Tulsa  
 Jeffries, Matlock, M.D., Assistant Professor of Medicine  
 Jelley, Marty, M.D., Professor of Medicine – Tulsa  
 Johnson, Jeremy, M.D., Assistant Professor of Surgery  
 Lindgren, Mark, M.D., Assistant Professor of Urology  
 Lockwood, Deborah, M.D., Associate Professor of Cardiology  
 Mackie, Laura, M.D., Clinical Assistant Professor of Obstetrics and Gynecology  
 Mathew, Sunil, M.D., Clinical Assistant Professor of Medicine  
 Miller, Oren, M.D., Clinical Professor of Urology – Tulsa  
 Mitchell, Lynn, M.D., Professor of Family Medicine  
 Moreau, Annie, M.D., Associate Professor of Ophthalmology  
 Morris, Katherine, M.D., Associate Professor of Surgery  
 Muse, Gene, M.D., Clinical Instructor of Orthopedic Surgery  
 Nalagan, Juan, M.D., Clinical Assistant Professor of Emergency Medicine – Tulsa  
 Nelson, Elizabeth, M.D., Clinical Assistant Professor of Family Medicine  
 Ngo, Elizabeth, M.D., Assistant Professor of Medicine  
 Nolan, Betsy, M.D., Clinical Assistant Professor of Orthopedic Surgery  
 O'Donoghue, Dan, Ph.D., Professor of Cell Biology  
 Page, Amanda, M.D., Clinical Assistant Professor of Pediatrics  
 Pasha, Jabraan, M.D., Assistant Professor of Medicine – Tulsa  
 Peterson, JoElle, M.D., Assistant Professor of Pathology  
 Puffinbarger, Williams, M.D., Associate Professor of Orthopedic Surgery  
 Rankin, Laura, M.D., Clinical Professor of Medicine  
 Rooms, Laura, M.D., Assistant Professor of Pediatrics  
 Sachs, Viviane, M.D., Assistant Professor of Family Medicine – Tulsa  
 Shelton, Sarah, M.D., Clinical Assistant Professor of Pediatrics  
 Sherburn, Eric, M.D., Clinical Assistant Professor of Family Medicine – Tulsa  
 Slater, Jan, JD/MBA, Clinical Instructor of Pediatrics – Tulsa  
 Smith, Katie, M.D., Associate Professor of Obstetrics and Gynecology  
 Teague, Kent, M.D., Professor of Surgery – Tulsa  
 Tschirhart, Monica, M.D., Assistant Professor of Obstetrics and Gynecology – Tulsa  
 Weakley, Jennifer, M.D., Assistant Professor of Family & Community Medicine –  
 Tulsa  
 Williams, Marvin, D.O., Associate Professor of Obstetrics and Gynecology  
 Williams, Patricia, M.D., Assistant Professor of Pediatrics  
 Windrix, Casey, M.D., Assistant Professor of Anesthesiology  
 Wright, Paul, M.D., Clinical Professor of Family Medicine  
 Yeaman, Brian, M.D., Clinical Assistant Professor of Family Medicine

#### COMMUNITY BASED REPRESENTATIVES

Breedlove, Robert, M.D., Stillwater  
 Cates, Kathryne, M.D., Oklahoma City  
 Chaudhry, Shabbir, M.D., Oklahoma City  
 Digoy, G. Paul, M.D., Oklahoma City  
 Evans, J. Mark, M.D., Nichols Hills  
 Farhood, Lisa, M.D., Oklahoma City  
 Farrow, Aaron, M.D., Oklahoma City  
 Gibbs, Rachel, M.D., Tulsa  
 Gibson, BreeAnna, M.D., Oklahoma City  
 Hassoun, Basel, M.D., Oklahoma City  
 Leveridge, C. Tony, M.D., Oklahoma City  
 Parekh, Mukesh, M.D., Oklahoma City  
 Rougas, Stacie, M.D., Oklahoma City

Shelton, Jeffrey, M.D., Tulsa  
Wilks, Karen, M.D., Oklahoma City

STUDENTS

Oklahoma City Campus: (15)

Brownlee, Benjamin  
Drummond, Allison  
Frye, Macy  
Mitchell, Ryan  
Pierce, Gabriella  
Smith, Veronica  
Underwood, Leah  
Winters, Hannah

Cai, Angela  
Enty, Morgan  
Kadavy, Hannah  
O'Connor, Kyle  
Raju, Beth  
Strickland, Kyleigh  
Walia, Neal

Tulsa Campus: (5)

Davis, Joshua  
McGinn, Addison  
Reeder, Raye

Hileman, Bethany  
Mitchell, Barrie



University of Oklahoma – Norman Campus  
Approved Course Changes – September 7, 2018

<u>Prefix/Number</u>	<u>Title</u>	<u>Comments</u>
<u>COURSE CHANGES</u>		
<u>College of Atmospheric and Geographic Sciences</u>		
METR 3890	Meteorology Internship	Change Prerequisites Change Course Description
<u>Price College of Business</u>		
MIS 3033	Non-Procedural Programming Languages to Business Programming	Change Title Change Short Title Change Prerequisites
MIS 3353	Accounting Information Systems/Databases to Databases	Change Title Change Short Title Change Prerequisites
MKT 4303	International Advertising	Change Prerequisites
<u>Jeannine Rainbolt College of Education</u>		
EDAH 5633	Gender Issues in Intercollegiate Athletics to Gender in Intercollegiate Athletics	Change Title Change Short Title Change Course Description
EDAH 5683	Diversity in Sports to Race & Ethnicity in Intercollegiate Athletics	Change Title Change Short Title Change Course Description
<u>Gallogly College of Engineering</u>		
AME 2113	Statics	Change Prerequisites Change Course Description
AME 2223	Introduction to Aerospace Engineering	Change Prerequisites Change Course Description
AME 2402	Engineering Computing	Change Prerequisites
AME 2533	Dynamics	Change Prerequisites
AME 2623	Circuits and Sensors	Change Prerequisites Change Course Description
AME 3153	Fluid Mechanics	Change Prerequisites
AME 4802	Robotics Laboratory	Change Prerequisites
C S 2813	Discrete Structures	Change Prerequisites
C S 4263	Software Engineering I	Change Prerequisites Change Course Description
CH E 3123	Momentum, Heat and Mass Transfer II	Change Prerequisites
<u>Gaylord College of Journalism and Mass Communication</u>		
JMC 3143	Basic News Photography to Photojournalism	Change Title Change Short Title Change Prerequisites Change Course Description
JMC 3383	Newspaper Retail Advertising to Digital Design II	Change Title Change Short Title Change Prerequisites Change Course Description
JMC 3443	Financial Public Relations to Event Planning	Change Title Change Short Title Change Prerequisites

**EXHIBIT G**

Change Course  
Description  
Change Prerequisites

JMC 4303 International Advertising

COURSE DELETIONSPrice College of Business

MIS 3223 Financial Data Modeling

Weitzenhoffer Family College of Fine Arts

MUED 3750 Field Experience for 3752

MUED 3752 Teaching Instrumental Music, 4-8

NEW COURSESCollege of Atmospheric and Geographic Sciences

METR 1003 Introduction to the Atmospheric Sciences

METR 2004 Atmospheric Circulations

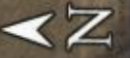
METR 4523 Climate and the General Circulation

Price College of Business

ENT 3123 Corporate Entrepreneurship

Gaylord College of Journalism and Mass Communication

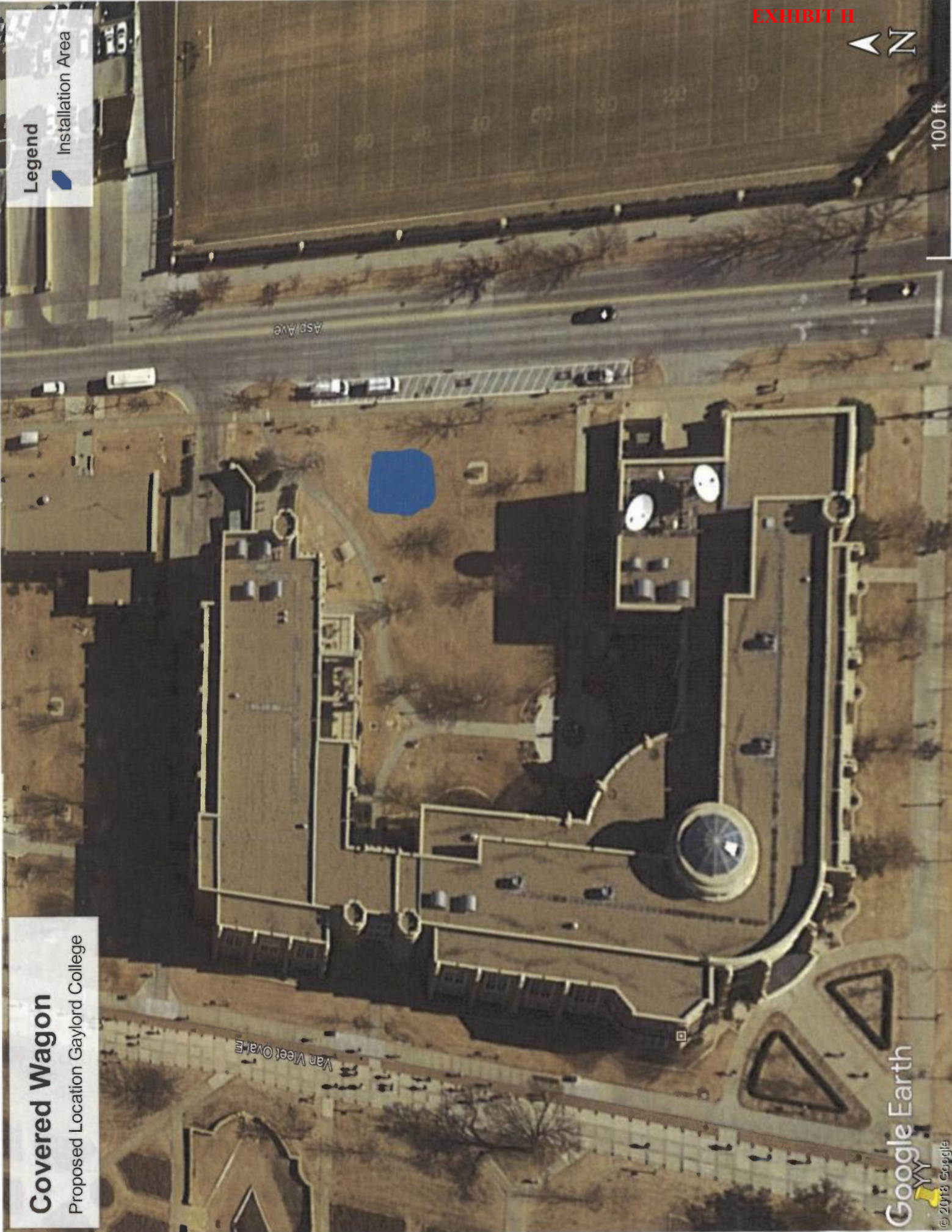
JMC 3163 Intro to Sports Journalism



100 ft

Legend

Installation Area



Covered Wagon

Proposed Location Gaylord College

Van Meet Oval, Em

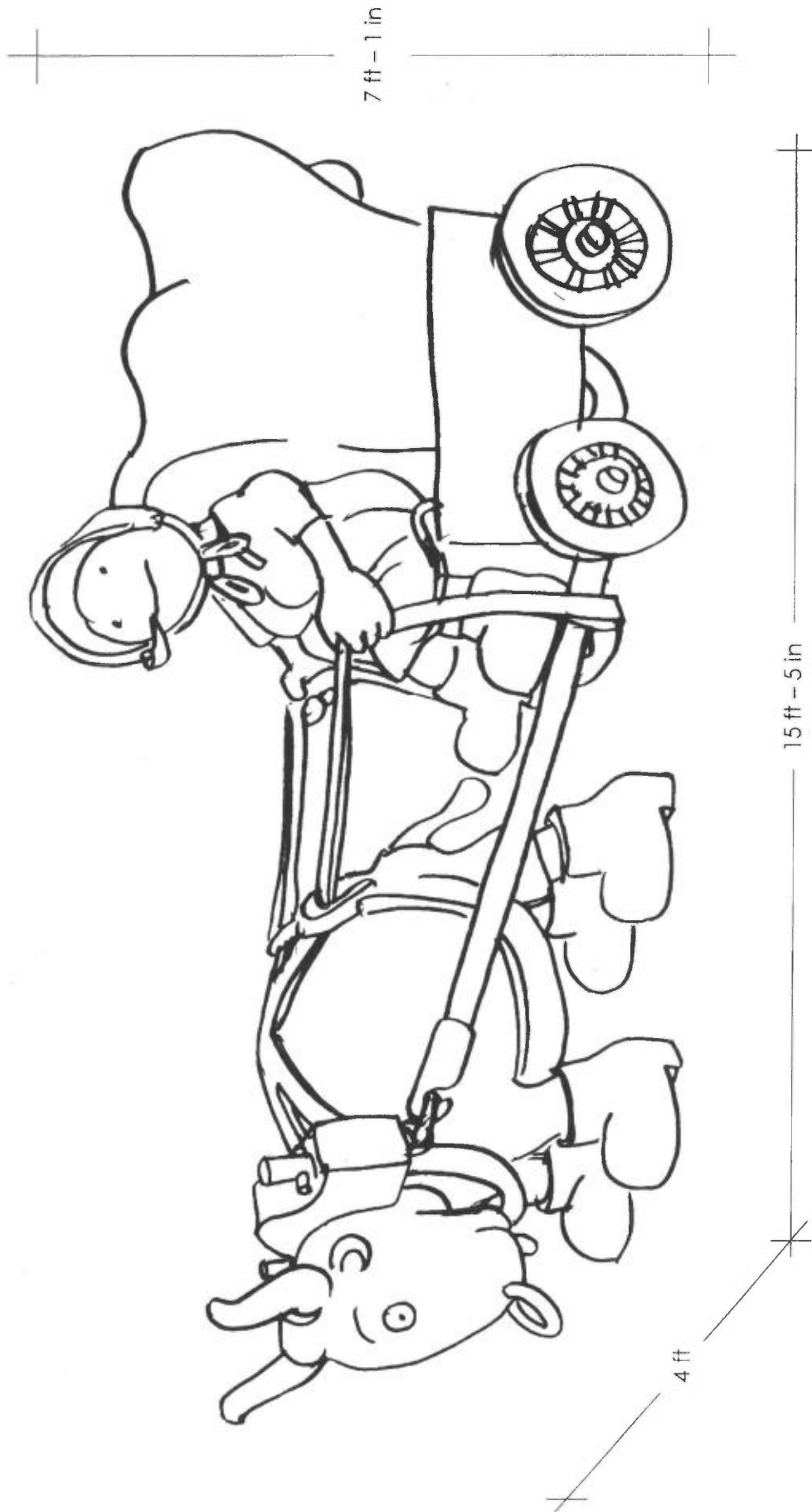




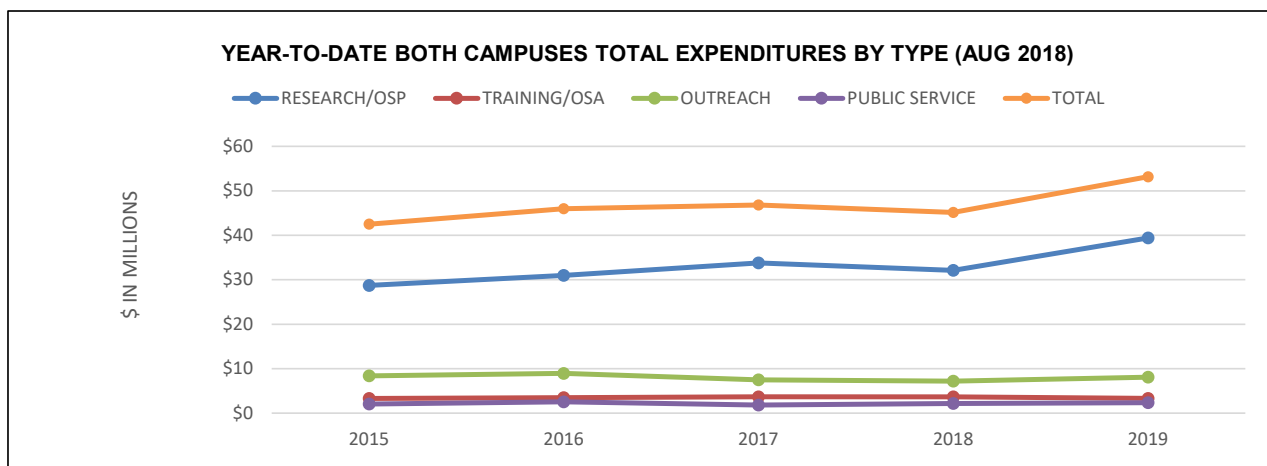
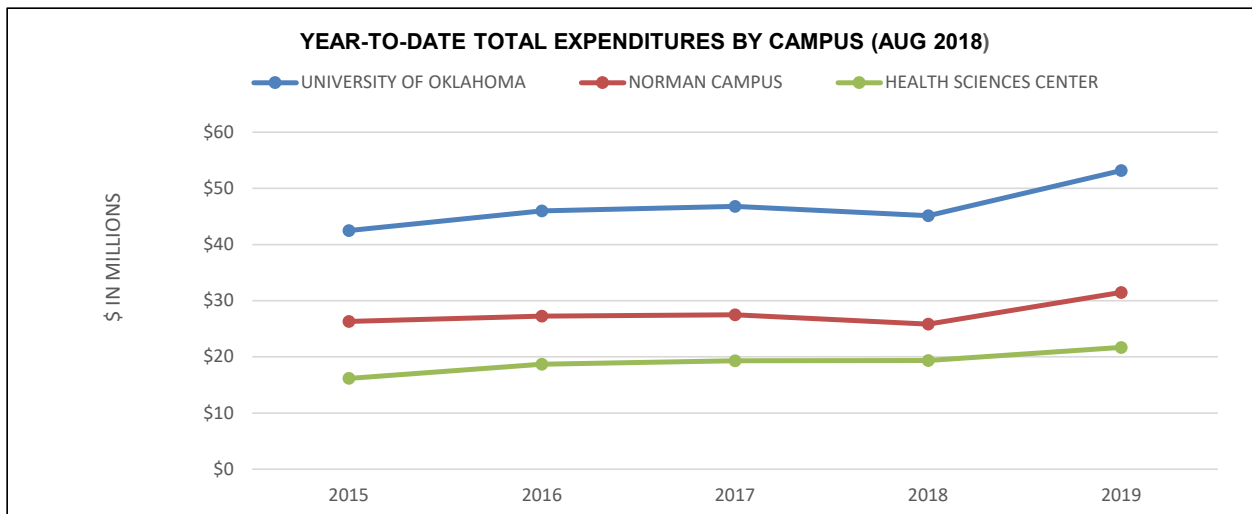




TOM OTTERNESS  
LARGE COVERED WAGON



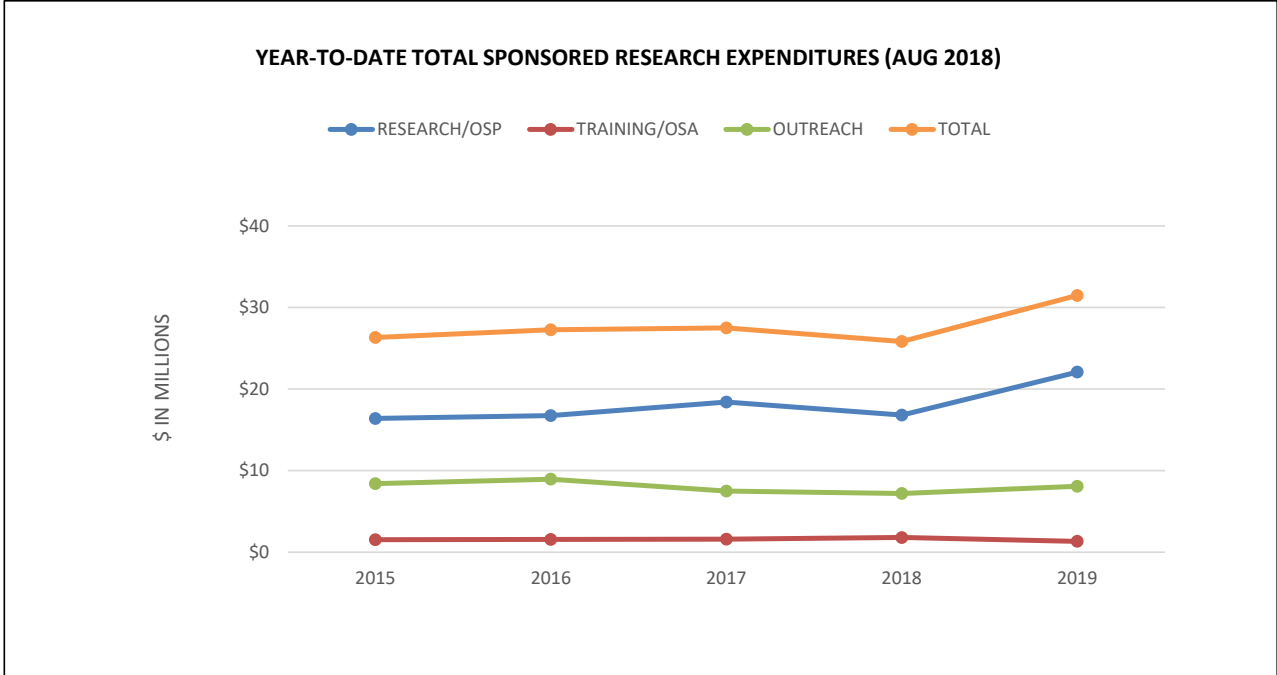
HEALTH SCIENCES CENTER AND NORMAN CAMPUS



	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 39,400,124	22.60%	\$ 32,136,078	\$ 22,787,657	58.70%	\$ 14,359,014
TRAINING/Osa	\$ 3,322,979	-9.08%	\$ 3,654,729	\$ 1,930,467	8.51%	\$ 1,779,077
OUTREACH	\$ 8,081,100	12.30%	\$ 7,195,791	\$ 4,552,615	38.21%	\$ 3,293,954
PUBLIC SERVICE	\$ 2,366,583	8.79%	\$ 2,175,431	\$ 1,390,547	26.01%	\$ 1,103,562
TOTAL	\$ 53,170,785	17.73%	\$ 45,162,030	\$ 30,661,285	49.31%	\$ 20,535,606

HEALTH SCIENCES CENTER AND NORMAN CAMPUS

NORMAN CAMPUS

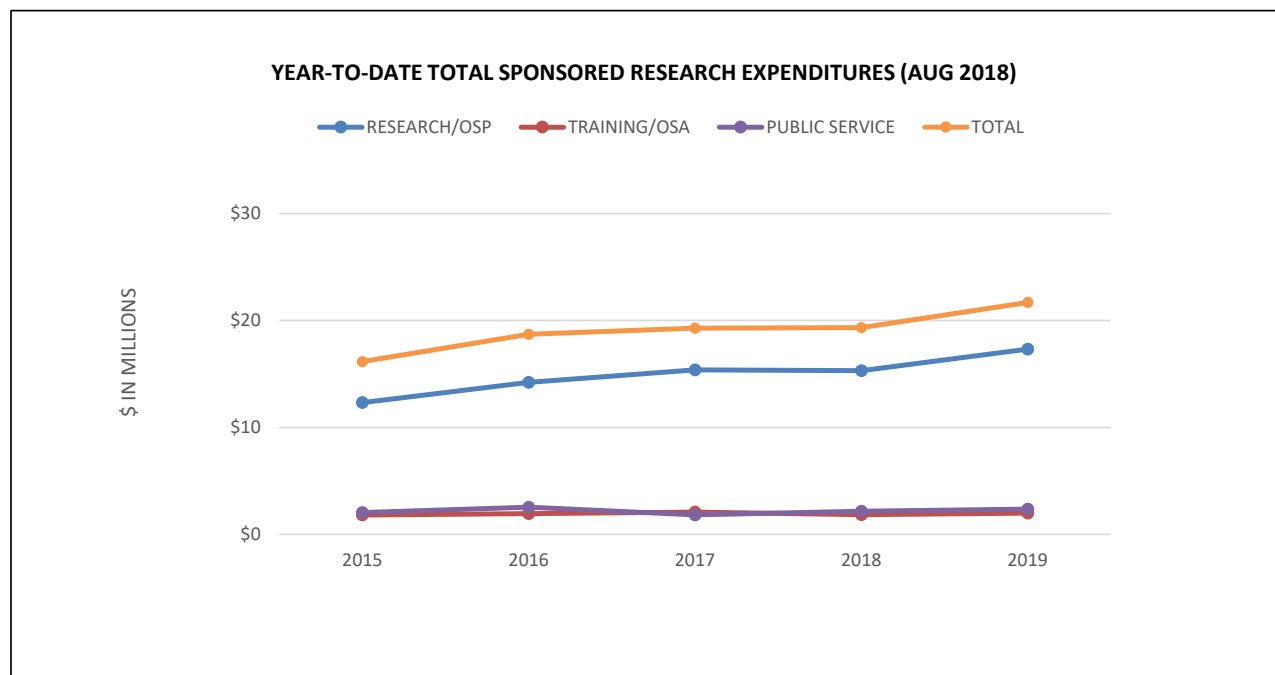


	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 22,076,934	31.22%	\$ 16,824,986	\$ 12,560,409	63.40%	\$ 7,686,992
TRAINING/OSA	\$ 1,324,973	-26.77%	\$ 1,809,276	\$ 799,880	-6.03%	\$ 851,172
OUTREACH	\$ 8,081,100	12.30%	\$ 7,195,791	\$ 4,552,615	38.21%	\$ 3,293,954
PUBLIC SERVICE	\$ -		\$ -	\$ -		\$ -
TOTAL	\$ 31,483,006	21.89%	\$ 25,830,053	\$ 17,912,903	51.39%	\$ 11,832,118

NORMAN CAMPUS



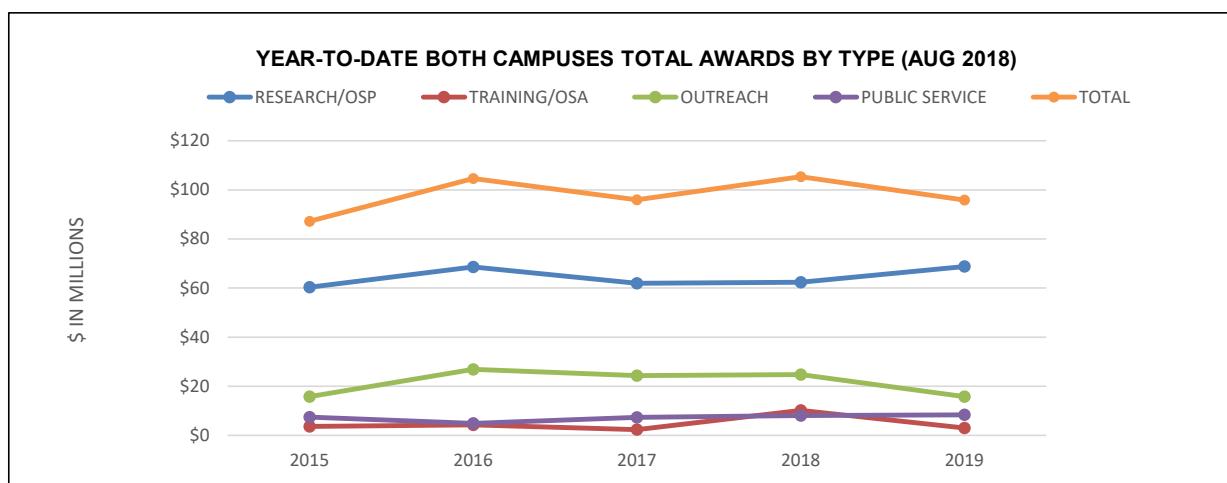
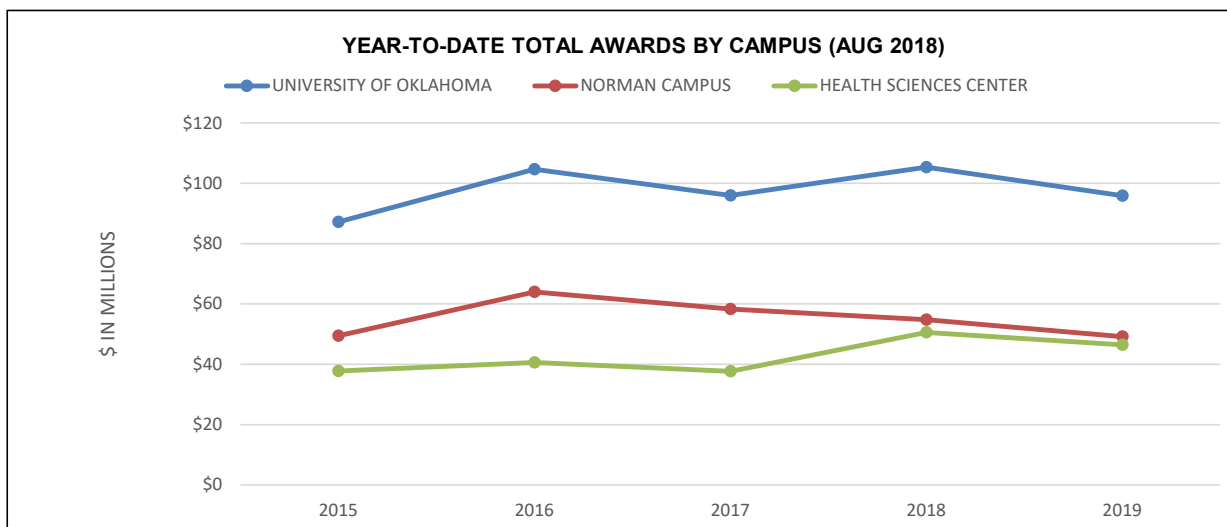
HEALTH SCIENCES CENTER



	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 17,323,190	13.14%	\$ 15,311,092	\$ 10,227,248	53.29%	\$ 6,672,021
TRAINING/OSA	\$ 1,998,006	8.27%	\$ 1,845,453	\$ 1,130,587	21.84%	\$ 927,905
OUTREACH	\$ -		\$ -	\$ -		\$ -
PUBLIC SERVICE	\$ 2,366,583	8.79%	\$ 2,175,431	\$ 1,390,547	26.01%	\$ 1,103,562
TOTAL	\$ 21,687,779	12.19%	\$ 19,331,976	\$ 12,748,382	46.47%	\$ 8,703,488

HEALTH SCIENCES CENTER

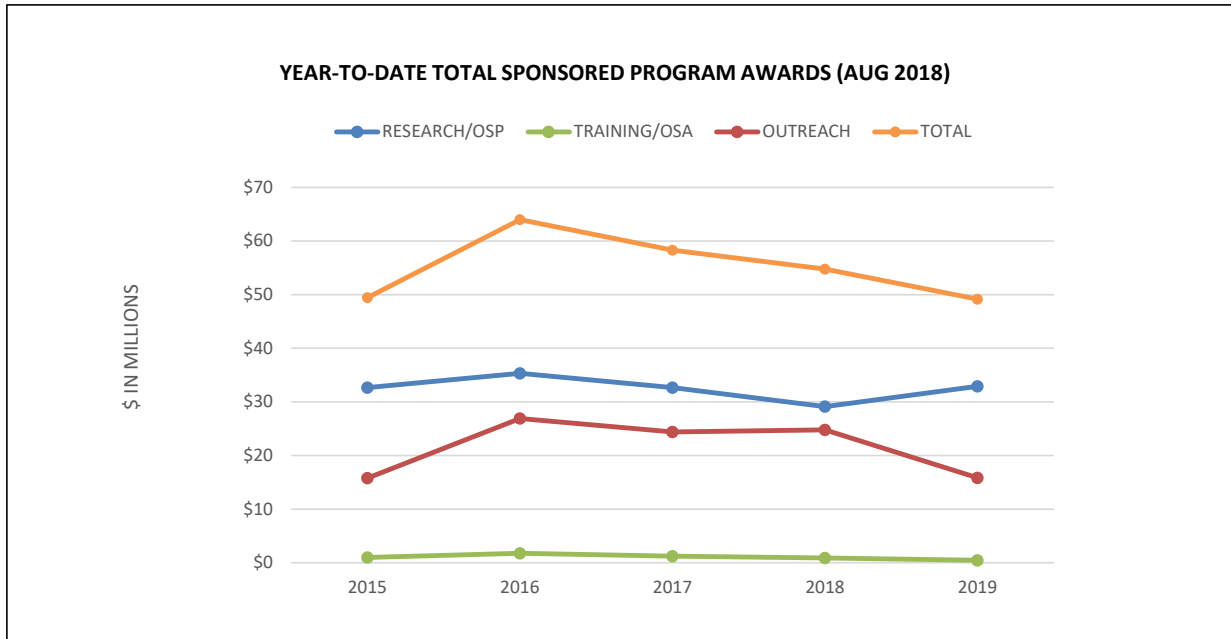
**NORMAN CAMPUS AND HEALTH SCIENCES CENTER**



	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 68,770,402	10.30%	\$ 62,347,123	\$ 33,974,580	-4.31%	\$ 35,505,268
TRAINING/OSA	\$ 2,952,131	-70.97%	\$ 10,169,513	\$ 1,453,441	-82.51%	\$ 8,310,251
OUTREACH	\$ 15,819,051	-36.17%	\$ 24,781,606	\$ 7,976,475	-17.99%	\$ 9,725,675
PUBLIC SERVICE	\$ 8,357,025	3.67%	\$ 8,061,126	\$ 1,772,072	-26.03%	\$ 2,395,608
<b>TOTAL</b>	<b>\$ 95,898,609</b>	<b>-8.98%</b>	<b>\$ 105,359,368</b>	<b>\$ 45,176,568</b>	<b>-19.24%</b>	<b>\$ 55,936,802</b>

**NORMAN CAMPUS AND HEALTH SCIENCES CENTER**

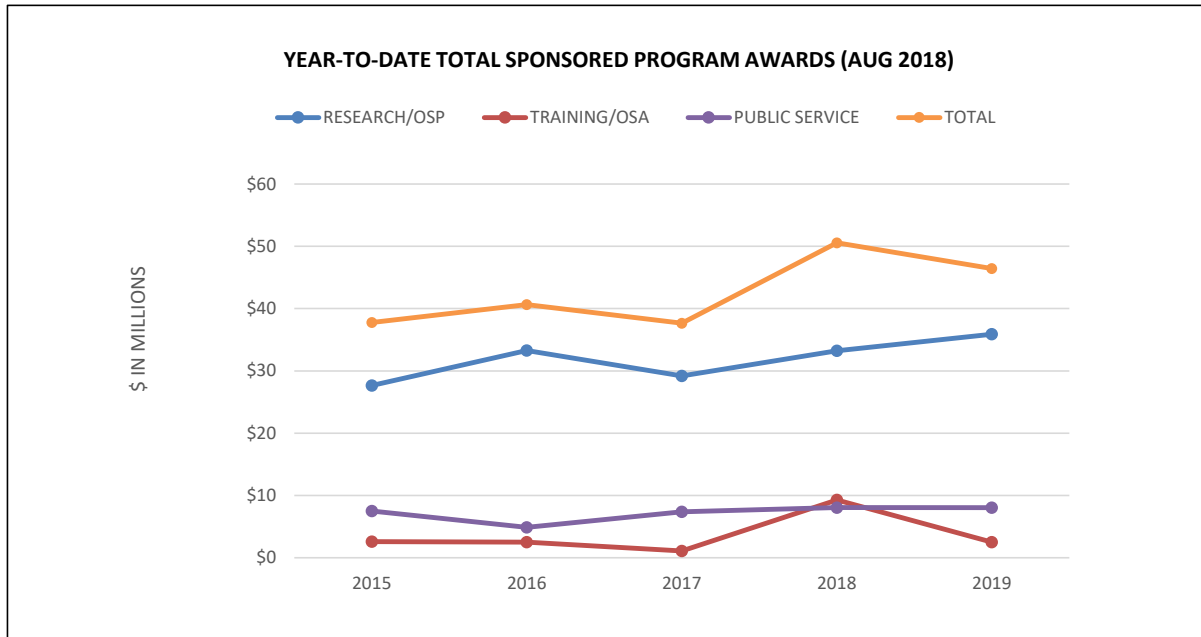
NORMAN CAMPUS



	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 32,885,704	12.95%	\$ 29,115,774	\$ 16,755,443	-16.04%	\$ 19,957,012
TRAINING/Osa	\$ 457,985	-48.79%	\$ 894,303	\$ 307,393	-8.83%	\$ 337,150
OUTREACH	\$ 15,819,051	-36.17%	\$ 24,781,606	\$ 7,976,475	-17.99%	\$ 9,725,675
PUBLIC SERVICE	\$ -		\$ -	\$ -		\$ -
<b>TOTAL</b>	<b>\$ 49,162,740</b>	<b>-10.27%</b>	<b>\$ 54,791,683</b>	<b>\$ 25,039,311</b>	<b>-16.59%</b>	<b>\$ 30,019,837</b>

NORMAN CAMPUS

HEALTH SCIENCES CENTER



	FY 2019 YEAR-TO-DATE	YEAR-TO-DATE %CHANGE	FY 2018 YEAR-TO-DATE	FY 2019 AUG	MONTH %CHANGE	FY 2018 AUG
RESEARCH/OSP	\$ 35,884,698	7.98%	\$ 33,231,349	\$17,219,137	10.75%	\$ 15,548,256
TRAINING/Osa	\$ 2,494,146	-73.11%	\$ 9,275,210	\$ 1,146,048	-85.63%	\$ 7,973,101
OUTREACH	\$ -		\$ -	\$ -		\$ -
PUBLIC SERVICE	\$ 8,049,632	-0.14%	\$ 8,061,126	\$ 1,464,679	-38.86%	\$ 2,395,608
<b>TOTAL</b>	<b>\$ 46,428,477</b>	<b>-8.19%</b>	<b>\$ 50,567,685</b>	<b>\$19,829,864</b>	<b>-23.49%</b>	<b>\$ 25,916,965</b>

HEALTH SCIENCES CENTER

**NORMAN CAMPUS & HEALTH SCIENCES CENTER**  
**REPORT OF CONTRACTS AWARDED (OVER \$1M)**  
 July and August 2018

<b>AWD #</b>	<b>AGENCY</b>	<b>TITLE</b>	<b>VALUE</b>	<b>PERIOD</b>	<b>PI(s)</b>
105486700	National Science Foundation	Collaborative Research: MSB-FRA:Scaling Climate, Connectivity, and Communities in Streams	\$1,399,944	60 mo.	Daniel Allen (Biology)
20171215	Okla Tobacco Settlement Endowment Trust Fund	Evaluating TSET Funded Projects (FY18-FY22)	\$1,785,000	12 mo.	Laura Ann Beebe (Dept. of Biostatistics & Epid)
115379900	US-EDUC	SC3 YEAR 6 FY18	\$1,733,603	12 mo.	Belinda Biscoe (CSC3)
115380300	US-EDUC	C3 YEAR 6 FY18	\$1,480,093	12 mo.	Belinda Biscoe (CSC3)
115338700	OK-DHS	OK SUCCESSFUL ADULTHOOD FY 19	\$1,795,490	12 mo.	Kristi Charles (CSNRCYS)
115339000	OK-DHS	RESOURCE FAMILY TRAINING FY19	\$1,911,961	12 mo.	Kristi Charles (CSNRCYS)
20181588	Duke Clinical Research Institute	POPS - Pharmacokinetics of Understudied Drugs	\$2,015,000	3 mo.	Paul Martin Darden (General and Commun. Ped)
115221800	OK-DHS	AFS ENERGY ASSIST PROGRAM FY19	\$1,424,592	12 mo.	Vince Deberry (CSCPM)
115221500	OK-DHS	CASE INITIATION CENTER (CIC) FY18	\$4,086,670	12 mo.	Vince Deberry (CSCPM)
20181918	Oklahoma Health Care Authority	Drug Utilization Review (DUR) Board (Oklahoma Health Care)	\$4,875,000	12 mo.	Shellie Lucille Gorman Keast (Pharm Mgmt Consult Sponsored)
20171181	Okla Tobacco Settlement Endowment Trust Fund	TSET Cancer Research Program	\$5,500,000	24 mo.	Robert S Mannel (Cancer Center Research Admin)
115359900	OK-DHS	CWPEP ADMINISTRATIVE/TRAINING FY19	\$1,438,000	12 mo.	Christina Miller (ASCWPEP)
105480400	State of Oklahoma, Dept. of Transportation	FY19 ODOT Cultural Resources Program	\$1,283,604	12 mo.	Amanda Regnier (Archaeological Survey)
20151442	Okla Tobacco Settlement Endowment Trust Fund	Oklahoma Tobacco Research Center	\$3,800,000	12 mo.	Jennifer I Vidrine (Tobacco Research)
20180743	National Institutes of Health	Cytoprotection and the Mechanism of Action of a N	\$1,450,000	48 mo.	Weidong Wang (Medicine-Endocrinology)
<b>15 Total</b>			<b>\$35,978,957</b>		

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Institution: Rogers State University

ACADEMIC CALENDAR FOR 2019-2020

*NOTE: All schedules should include final exams*

**Summer 2019 Session:**

Semester (8-week session) (begins and ends)	6/3/2019 through 7/26/2019
1st 4-week session (begins and ends)	6/3/2019 through 6/28/2019
2nd 4 week session (begins and ends)	7/1/2019 through 7/26/2019

Please list dates of all holidays/breaks (no classes)

5/27/19 through 5/27/2019
7/4/2019 through 7/4/2019

Please add any additional short-term sessions offered at your institution:

(Please note the specific length of the short term session in the shaded boxes)

-week session (begins and ends)	Click here to enter begin date. through Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. through Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. through Click here to enter end date.

Summer Commencement date (if applicable)	Click here to enter a date.
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**Fall 2019 Semester:**

16 week Semester (begins and ends)	8/19/2019 through 12/13/2019
1st 8-week session (begins and ends)	8/19/2019 through 10/11/2019
2nd 8-week session (begins and ends)	10/14/2019 through 12/13/2019
1st 4-week session (begins and ends)	8/19/2019 through 9/13/2019
2nd 4 week session (begins and ends)	9/16/2019 through 10/11/2019
3rd 4-week session (begins and ends)	10/14/2019 through 11/12/2019
4th 4 week session (begins and ends)	11/13/2019 through 12/13/2019

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short term session in the shaded boxes)

-week session (begins and ends)	Click here to enter begin date. <b>through</b> Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. <b>through</b> Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. <b>through</b> Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. <b>through</b> Click here to enter end date.
-week session (begins and ends)	Click here to enter begin date. <b>through</b> Click here to enter end date.

Please list dates of all holidays/breaks (no classes)	10/17/2019 through 10/18/2019
	11/27/2019 through 11/29/2019
	12/23/2019 through 1/1/2020

Fall Commencement date (if applicable)	Click here to enter a date.
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**Spring 2020 Semester:**

16 week Semester (begins and ends)	1/13/2020 through 5/8/2020
1st 8-week session (begins and ends)	1/13/2020 through 3/6/2020
2nd 8-week session (begins and ends)	3/9/2020 through 5/8/2020
1st 4-week session (begins and ends)	1/13/2020 through 2/7/2020
2nd 4 week session (begins and ends)	2/10/2020 through 3/6/2020
3rd 4-week session (begins and ends)	3/9/2020 through 4/10/2020
4th 4 week session (begins and ends)	4/13/2020 through 5/8/2020

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short term session in the shaded boxes)

- week session (begins and ends) [Click here to enter begin date.](#) through [Click here to enter end date.](#)
- week session (begins and ends) [Click here to enter begin date.](#) through [Click here to enter end date.](#)
- week session (begins and ends) [Click here to enter begin date.](#) through [Click here to enter end date.](#)
- week session (begins and ends) [Click here to enter begin date.](#) through [Click here to enter end date.](#)
- week session (begins and ends) [Click here to enter begin date.](#) through [Click here to enter end date.](#)

Please list dates of all holidays/breaks (no classes) 1/20/2020 through 1/20/2020  
3/16/2020 through 3/20/2020  
[Click here to enter begin date.](#) through [Click here to enter end date.](#)

**\*\*\*Note: Spring Break should be scheduled for the week that encompasses the third Wednesday in March\*\*\***

Spring Commencement date (if applicable) 5/9/2020  
[Click here to enter a date.](#)  
[Click here to enter a date.](#)

Alternative Schedules (please describe any alternative schedules not already indicated above)



Intersessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	Fall 2019 Intersession (between summer 2019 and fall 2019)	Spring/Winter 2019- 2020 Intersession (between fall 2019 and spring 2020)	Summer 2020 Intersession (between spring 2020 and summer 2020)
Intersession begins	<a href="#">Click here to enter a date.</a>	12/16/2019	5/11/2020
Intersession ends	<a href="#">Click here to enter a date.</a>	1/10/2020	5/22/2020

Summer 2019 (if applicable):

Final add date 8 week classes	6/5/2019
Final drop date 8 week classes:	6/7/2019
Final add date first 4 week classes:	6/4/2019
Final drop date first 4 week classes:	6/5/2019
Final add date 2nd 4 week classes:	7/2/2019
Final drop date 2nd 4 week classes:	7/3/2019

Fall 2019 (if applicable):

Final add date 16 week classes:	8/23/2019
Final drop date 16 week classes:	8/30/2019
Final add date 1st 8 week classes:	8/21/2019
Final drop date 1st 8 week classes:	8/23/2019
Final add date 2nd 8 week classes:	10/16/2019
Final drop date 2nd 8 week classes:	10/22/2019

Spring 2020 (if applicable):

Final add date 16 week classes:	1/17/2020
Final drop date 16 week classes:	1/27/2020
Final add date 1st 8 week classes:	1/15/2020
Final drop date 1st 8 week classes:	1/17/2020
Final add date 2nd 8 week classes:	3/11/2020
Final drop date 2nd 8 week classes:	3/13/2020

**Signature of President** \_\_\_\_\_ **Date** \_\_\_\_\_

## 1.8 ACCREDITATION

Cameron University is accredited by the Higher Learning Commission. Teacher education programs at the University are accredited by the ~~Oklahoma Commission for Teacher Preparation~~ Oklahoma Office of Educational Quality and Accountability and the ~~National Council for Accreditation of Teacher Education~~ Council for the Accreditation of Educator Preparation; and the Bachelor of Arts degree with a major in music, Bachelor of Music degrees, and the Bachelor of Music Education degree are accredited by the National Association of Schools of Music. Undergraduate and graduate degree programs offered by the Department of Business are accredited by the ~~Association of Collegiate Business Schools and Programs (ACBSP)~~ Accreditation Council for Business Schools and Programs (ACBSP). The Medical Technology curriculum is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) in cooperation with the Commission on Accreditation of Allied Health Education Programs. The Associate in Applied Science Degree in Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The Associate in Applied Science Degree in Radiologic Technology is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The Bachelor of Science degree with a major in Chemistry (Professional Option) offered by the Department of Chemistry, Physics and Engineering is certified by the American Chemical Society (ACS).

### 2.3.3.b University Standing Committees

University Standing Committees serve various functions in the University and typically have a single responsibility. Membership composition and method of appointment can be found in Appendix I - University Standing Committees ~~are described in the following paragraphs. The listing of committees which follows represents the standing University committees. For all University related committees, the VPAA, with the President's concurrence, or the President reserve the right to appoint additional members in an effort to achieve functional diversity on the committees.~~

#### 2.3.4.d.3 Clarify language regarding post-tenure

~~3. Post-Tenure Review of the VPAA shall be administered by the appropriate academic department in compliance with Section 4.6 of the Faculty Handbook.~~

#### 2.3.4.d.4 Clarify language regarding post-tenure

~~4. For the purposes of tenure and post-tenure review, the VPAA will be evaluated in all categories except for teaching.~~

#### 2.3.5.j Clarify language regarding post-tenure

##### ~~j. Post-Tenure Review of a Dean~~

~~Post-Tenure Review of the Dean shall be administered by the appropriate academic department in compliance with Section 4.6 of the Faculty Handbook.~~

### 4.6.1 Purpose

Post-Tenure Review is a periodic peer-based evaluation of tenured faculty for the purpose of guiding career development and, when judged necessary, improving faculty performance. The Post-Tenure Review process is based on and extends the annual evaluation of faculty described in Section 4.3 through two processes: (1) a retrospective review of faculty performance in teaching or librarianship, research and creative/scholarly activity; and professional and

University service and public outreach, and non-teaching or administrative duties, if appropriate, over the five years preceding the review, and (2) a formative evaluation for future professional growth.

Post-Tenure Review provides a formal opportunity for self-assessment and discussion with peers about professional development. For those faculty whose performance is judged to be below expectations, the evaluation shall lead to the formulation of a professional development plan, the purpose of which is to assist the faculty member to raise his/her level of performance to meet or exceed the expectations for tenured faculty.

Post-Tenure Review is mandatory for all tenured academic faculty who are reviewed under Section 4.3 unless they have signed an agreement to retire within the two years following the year of the scheduled review or have entered into a formal phased retirement agreement with the University. Faculty whose primary responsibilities are administrative and whose teaching load is less than 50 percent are exempt from the Post-Tenure review process. Faculty returning to full-time academic faculty status from an administrative position will be subject to the Post-Tenure review policy in the fifth year after returning to full-time academic faculty status unless the faculty member is progression to promotion in rank.

### **9. Other Leaves**

Faculty may request adjustment of their status with the University or short-term leaves of no more than four consecutive working days to manage personal affairs by presenting an application to their department chair for consideration. Included in this category of leave are absences relating to service commitments such as volunteer work, participation in non-profit events, and other absences as recommended by the department chair. The department chair will evaluate the request and give particular attention to the staffing requirements of the department including the disposition of classes and other duties before making a recommendation to the Dean. The Dean will evaluate the application and the department chair's recommendation and submit a recommendation to the VPAA addressing the best interests of the department, the school, any affected students, and the faculty member. The VPAA will make a final recommendation on the application to the President. Salary compensation will be adjusted for such leaves or adjustments to status exceeding four consecutive working days and may be adjusted for eaves of lesser duration if the leave results in additional expense to the University.

### **Added Appendix I - University Standing Committees**

Recommendation from Faculty Senate approved by the President ---Added Appendix I and moved committee descriptions and memberships from Section 2.3.3.b to this section

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

**Return by December 1, 2018**

Electronic submission with President's signature is preferred (to [sbeauchamp@osrhe.edu](mailto:sbeauchamp@osrhe.edu)).

**Institution: Cameron University**

**ACADEMIC CALENDAR FOR 2019-2020**

*NOTE: All schedules should include final exams*

**Summer 2019 Session:**

Semester (8-week session) (begins and ends)	5/30/2019 through 7/25/2019
1st 4-week session (begins and ends)	5/30/2019 through 6/26/2019
2nd 4 week session (begins and ends)	6/27/2019 through 7/25/2019

Please list dates of all holidays/breaks (no classes)

INDEPENDENCE DAY	7/4/2019 through 7/4/2019
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Summer Commencement date (if applicable)	5/1/2020
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**Fall 2019 Semester:**

16 week Semester (begins and ends)	8/19/2019 through 12/13/2019
1st 8-week session (begins and ends)	8/19/2019 through 10/14/2019
2nd 8-week session (begins and ends)	10/15/2019 through 12/13/2019

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short term session in the shaded boxes)

12-week session (begins and ends)	9/17/2019 through 12/13/2019
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Please list dates of all holidays/breaks (no classes)

LABOR DAY	9/2/2019 through 9/2/2019
FALL BREAK	10/17/2019 through 10/18/2019
THANKSGIVING	11/27/2019 through 11/29/2019
Fall Commencement date (if applicable)	5/1/2020

**Spring 2020 Semester:**

16 week Semester (begins and ends)	1/6/2020 through 5/1/2020
1st 8-week session (begins and ends)	1/6/2020 through 3/2/2020
2nd 8-week session (begins and ends)	3/3/2020 through 5/1/2020

Please add any additional short-term sessions offered at your institution (if applicable):

(Please note the specific length of the short term session in the shaded boxes)

12-week session (begins and ends)	2/4/2020 through 5/1/2020
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Please list dates of all holidays/breaks (no classes)

MARTIN LUTHER KING	1/20/2020 through 1/20/2020
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SPRING BREAK	3/16/2020 through 3/20/2020
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**\*\*\*Note: Spring Break should be scheduled for the week that encompasses the third Wednesday in March\*\*\***

Spring Commencement date (if applicable)	5/1/2020
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Alternative Schedules (please describe any alternative schedules not already indicated above)

Intersessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	Fall 2019 Intersession (between summer 2019 and fall 2019)	Spring/Winter 2019- 2020 Intersession (between fall 2019 and spring 2020)	Summer 2020 Intersession (between spring 2020 and summer 2020)
Intersession begins	7/26/2019	12/16/2019	5/4/2020
Intersession ends	8/15/2019	1/3/2020	5/22/2020

Summer 2019 (if applicable):

Final add date 8 week classes	6/5/2019
Final drop date 8 week classes:	6/5/2019
Final add date first 4 week classes:	6/3/2019
Final drop date first 4 week classes:	6/3/2019
Final add date 2nd 4 week classes:	7/1/2019
Final drop date 2nd 4 week classes:	7/1/2019

Fall 2019 (if applicable):

Final add date 16 week classes:	8/26/2019
Final drop date 16 week classes:	8/30/2019
Final add date 1st 8 week classes:	8/23/2019
Final drop date 1st 8 week classes:	8/23/2019
Final add date 12 week classes:	9/23/2019
Final drop date 12 week classes:	9/25/2019
Final add date 2nd 8 week classes:	10/23/2019
Final drop date 2nd 8 week classes:	10/23/2019

Spring 2020 (if applicable):

Final add date 16 week classes:	1/13/2020
Final drop date 16 week classes:	1/17/2020
Final add date 1st 8 week classes:	1/10/2020
Final drop date 1st 8 week classes:	1/10/2020
Final add date 12 week classes:	2/10/2020
Final drop date 12 week classes:	2/12/2020
Final add date 2nd 8 week classes:	3/9/2020
Final drop date 2nd 8 week classes:	3/9/2020

**Signature of President** \_\_\_\_\_ **Date** \_\_\_\_\_