

JOURNAL OF THE FACULTY SENATE (Norman campus)  
The University of Oklahoma

Regular Session -- November 10, 1975 -- 3:30 p.m., Dale Hall 218.

The Faculty Senate was called to order by Dr. Gail de Stwolinski, Chairperson.

Present:

|                        |                      |                        |
|------------------------|----------------------|------------------------|
| Barefield, Paul A.     | Hibdon, James E.     | Rice, Elroy L.         |
| Bell, Digby B.         | Joyce, Beverly A.    | Scheffer, Walter F.    |
| Blair, Laura B.        | Kendall, Jack L.     | Schmitz, Francis J.    |
| Braver, Gerald         | Kitts, David B.      | Shellabarger, Fred D.  |
| Cox, Donald C.         | Kondonassis, Alex    | Snider, Glenn R.       |
| Crim, Sarah R.         | Kraynak, Matthew E.  | Starling, K. E.        |
| Cronenwett, William T. | Larson, Raymond D.   | Swank, David           |
| de Stwolinski, Gail    | Lee, Cecil E.        | Tolliver, Lennie-Marie |
| Donnell, Ruth J.       | Levinson, R. Saul    | Tomberlin, Irma R.     |
| Duchon, Claude E.      | Marchand, Alan P.    | Unruh, Delbert L.      |
| Fife, James D.         | Mouser, James W.     | Verrastro, Ralph E.    |
| Ford, Robert A.        | McDonald, Bernard R. | Whitecotton, Joseph W. |
| Fowler, Richard G.     | Pento, J. Thomas     | York, John G.          |
| Graves, William H.     | Reid, William T.     |                        |
| Henkle, James L.       | Reynolds, Osborne M. |                        |

Provost's Office representative: Pollak, Betty

AUOPE representative: Guyer, Dan

UOSA representative: Bake, Betsy

Absent:

|                    |                       |                   |
|--------------------|-----------------------|-------------------|
| Buhite, Russell D. | Rasmussen, Maurice L. | Tolson, Melvin B. |
| Goff, Richard A.   | Shahan, Robert W.     | Wells, Richard S. |
| Kidd, Gerald D.    | Streebin, Leale E.    |                   |

APPROVAL OF MINUTES

The Journal of the Faculty Senate for the regular session on October 13, 1975, was approved.

ANNOUNCEMENT: Special Senate Meeting - Monday, December 1, 1975.

At the call of the Senate Chairperson, the Faculty Senate will meet in special session at 3:30 p.m., on Monday, December 1, 1975, in Dale Hall 218, to consider the reports of its three subcommittees studying the Task Force Report on Faculty Personnel Policy. Senate members are urged to keep that evening free for an after-dinner session, if required, so that the Senate can complete action on its recommendations to President Paul F. Sharp.

ACTION TAKEN BY THE UNIVERSITY BOARD OF REGENTS: General Faculty Resolution concerning Ms. Holtzen's tenure case.

At its fall semester meeting on October 22, 1975, the General Faculty of the University of Oklahoma (Norman campus) approved without dissent the following resolution:

"We urge that the University of Oklahoma Board of Regents reconsider their action taken on October 16, 1975, in the tenure case of Ms. Holtzen and continue to consider all future tenure recommendations in accord with the policies and regulations in effect at the time of each candidate's initial employment at the University of Oklahoma."

This resolution was forwarded to President Paul F. Sharp who, in turn, reported this action to the University Regents.

On November 4, 1975, Mr. Walter Neustadt, Jr., President of the Board of Regents, addressed the following reply to Dr. Gail de Stwolinski, Senate Chairperson:

"This is in response to the October 22 action of the Norman Campus General Faculty urging the University Regents to reconsider our action regarding Professor Verna Holtzen. It was the Regents' intent at the time of the October 16 meeting and remains our intent, to take no action which would result in the additional granting of tenure until the tenure policy revisions are complete. In any event, we would anticipate that future tenure recommendations should follow a more rigorous screening process than that which has been uniformly applied to date. We would anticipate this revision process will be complete in January of 1976. At that time, we will again discuss the question of Professor Holtzen's tenure. The options open to us at that time are (1) to grant tenure, (2) to extend her probationary period which would result in her being reconsidered in the spring of 1976, or (3) to deny tenure. We do not intend to take any additional action at this time."

#### ACTIONS TAKEN BY PRESIDENT PAUL F. SHARP

- (1) Search Committee for the Provost, Norman campus: On October 29, 1975, President Paul F. Sharp announced the following faculty membership on the Search Committee for the Provost, Norman campus: Professors Gwenn Davis (Chairperson), Ronald Bourassa, Alex J. Kondonassis, Joakim Laguros, Raymond Larson, Edward Morgan, Elroy Rice, and Lennie-Marie Tolliver. Dean Richard Wisniewski is also a member of that Committee that will eventually include three students to be selected from UOSA nominees. (See pages 12 and 13 of the Senate Journal for October 13, 1975.)
- (2) Search Committee for the Dean, College of Pharmacy: On October 27, 1975, President Paul F. Sharp announced the following faculty membership on the Search Committee for the Dean, College of Pharmacy: Professors Loyd Allen, Timothy Covington, Casey Robinson, and Donald Cox. (See page 12 of the Senate Journal for October 13, 1975.)
- (3) Faculty Replacements - University Councils and Committees: On October 15, 1975, President Paul F. Sharp approved the election of the following faculty replacements; Paul Barefield (Academic Personnel Council) and George Pingleton (Administrative and Physical Resources Council).

At the same time, President Sharp selected the following faculty replacements from the nominations submitted by the Faculty Senate:

|                                 |                |
|---------------------------------|----------------|
| Commencement Committee:         | Dennis Crites  |
| Danforth Scholarship Committee: | Walter Dillard |
| Publications Board:             | Laura Gasaway  |

(See pages 11 and 12 of the Senate Journal for October 13, 1975.)

- (4) Graduate Research Assistants - University Councils: President Paul F. Sharp on October 21, 1975, disapproved the Senate request for graduate research assistants for any University Councils requesting such assistance. (See page 11 of the Senate Journal for October 13, 1975.) In communicating his decision to the Senate Chairperson, President Sharp made the following comment:

"Unfortunately, the financial situation is such at this time that I am unable to approve the request. I can assure you, however, that the various University offices that are charged with providing technical assistance to the University councils will do all they can to supply whatever information and help the councils need.

"Should there be particular problems which can be identified at this time or that might arise in the future, please let me know. I will do all that I can to resolve them."

- (5) Statement of Senate Executive Committee regarding University Regents' Statement of October 16, 1975, concerning Tenure: On October 20, 1975, President Paul F. Sharp acknowledged receipt of the October 17, 1975, statement of the Senate Executive Committee regarding the October 16 University Regents' tenure statement. The President's Office, in turn, distributed copies of the Senate Committee statement to the University Regents. (For the text of that statement, see item (1) below.)
- (6) Tenure Resolutions Approved by the General Faculty: President Paul F. Sharp advised the Senate Secretary on October 24, 1975, that copies of the following resolutions approved by the General Faculty on October 22, 1975, were being forwarded to the University Regents:
- (a) Endorsement of the October 17 statement of the Faculty Senate Executive Committee and approval of President Sharp's statement of October 16, 1975. (See item (1) below.)
  - (b) Reconsideration of Ms. Holtzen's tenure case.
  - (c) Affirmation of the value of tenure.
- (7) Collective Bargaining Study Proposal Approved by the General Faculty: On October 28, 1975, President Paul F. Sharp acknowledged receipt of the resolution approved by the General Faculty on October 22 for the establishment of an ad hoc Senate Committee to study collective bargaining possibilities on the Norman campus.
- (8) Energy Conservation Task Force: On October 3, 1975, President Paul F. Sharp appointed a task force (Mr. Vic Robeson and Professors Charles Mankin and John Francis) to recommend steps to be taken in starting an energy conservation program. In his charge to the Task Force, Dr. Sharp stated, "Not only are we faced with the need to conserve energy in view of its increasing scarcity, but we are also faced with the prospect that, unless we do, there shall be extreme budgetary impact which can have severe consequences for other University goals and objectives."

#### ACTIONS TAKEN BY THE EXECUTIVE COMMITTEE, FACULTY SENATE

- (1) Statement concerning University Regents' statement of October 16 regarding tenure: On October 17, 1975, the Faculty Senate Executive Committee issued for publication its statement concerning the University Regents' tenure statement of October 16, 1975:

"The Executive Committee of the Faculty Senate deplores the manner in which the University of Oklahoma Board of Regents made known to the General Faculty their dissatisfaction with the tenure process at the University.

"The action of the University of Oklahoma Board of Regents to 'not grant' tenure to Ms. Holtzen, Assistant Professor of Nursing, has temporarily suspended the system of granting tenure at the University of Oklahoma. Regent Replogle stated at the October 16 meeting, 'Our action is not intended to reflect in any way upon Ms. Holtzen or upon her qualifications. Rather it exhibits our dissatisfaction with the current tenure format, its inadequate screening process and its total absence of post-tenure review.'

"It is inaccurate to state that there is presently total absence of post-tenure review at the University of Oklahoma. The processes for promotion in rank and for granting salary increases are review processes that are continuous both before and after the granting of tenure.

"If post-tenure review is interpreted to mean renewable tenure, this is tantamount to the abolishment of the tenure system and would, in fact, constitute a term-appointment system. We agree with President Sharp's statement: "(Tenure) is the best mechanism yet discovered to assure freedom of inquiry no matter who governs. It deserves to be protected at all costs. To abolish the well-established concept of tenure for faculty of a major university is akin to abolishing the first amendment of our Constitution for the news media.

"Suspension of tenure at the University of Oklahoma will create severe recruitment problems. The public knowledge that the University of Oklahoma Regents may favor abolishment of the tenure system will make recruitment of superior faculty to the University virtually impossible."

The above statement was approved by the General Faculty at its fall semester meeting on October 22, 1975. President Sharp forwarded the committee statement to the University Regents on October 24, 1975.

- (2) Letter of Commendation to the Editor, Norman Transcript, regarding the tenure question editorials published on October 20 and 21, 1975: On October 30, 1975, the Senate Executive Committee approved for dispatch the following letter of commendation to the Editor of the Norman Transcript:

"On October 20 and 21, 1975, the Norman Transcript published an outstanding two-part editorial on 'The Tenure Question.'

"On behalf of the Executive Committee of the Faculty Senate on the Norman campus of the University of Oklahoma, I should like to compliment you on the high-quality, responsible, and professional journalism demonstrated so effectively in the editorial. We of the academic community are sincerely grateful to you for the superb, informative, and articulate presentation of your point of view in a matter of great concern to us.

"You have performed a great service to higher education in Oklahoma, as well as to the general public, by presenting such an excellent, well-documented analysis of some of the current issues in American higher education!"

Anthony S. Lis  
Professor of Business Communication;  
Secretary, Faculty Senate (Norman campus)  
University of Oklahoma

The above letter was published in the November 3, 1975, edition of the Transcript.

- (3) Senate Executive Committee's request for copy of University Budget: The Executive Committee of the Faculty Senate on October 30, 1975, voted to request the President of the University that a copy of the University budget for 1975-76, as well as subsequent years in the future, be furnished the Secretary of the Faculty Senate. The budget would then be available in the Faculty Senate Office for inspection and study by interested faculty members. This request was forwarded to the President on October 31, 1975.

**ACTION TAKEN BY THE SENATE COMMITTEE ON COMMITTEES: Provost Search Committee**

On October 25, the Senate Committee on Committees submitted to President Paul F. Sharp its nomination of Professor Tom Boyd (Philosophy) as a replacement for Professor William Carmack on the list of faculty nominations for the Provost Search Committee in view of Professor Carmack's sabbatical leave scheduled for the spring semester, 1975-76. (See pages 12 and 13 of the Senate Journal for October 13, 1975.)

**RECORD OF PRESIDENTIAL ACTION UPON SENATE PROPOSALS:** October, 1974 --  
October, 1975

In line with precedent established last year, the Senate Secretary prepared a report of actions taken by President Paul F. Sharp upon Faculty Senate proposals made during the period, October, 1974, through October, 1975. (See pages 25 & 26 of this Journal.) Citing the fact that approximately 40 per cent of these proposals had been initiated by the Senate, Dr. de Stwolinski commented that the Senate is becoming increasingly more important in the faculty governance system on this campus. There were no questions raised from the floor concerning any item on that list.

**ANNOUNCEMENT:** Fall (1975) Joint Meeting, Executive Committees,  
OU Faculty Senate and OSU Faculty Council

Continuing the practice established a few years ago, the Executive Committees of the Faculty Senate, University of Oklahoma, and the Faculty Council, Oklahoma State University, will hold their joint meeting on Wednesday, November 12, 1975, at the OSU Technical Institute in Oklahoma City.

**SENATE ENDORSEMENT OF SENATE EXECUTIVE COMMITTEE'S STATEMENT  
OF OCTOBER 17, 1975, CONCERNING TENURE**

Background Information: On October 17, 1975, the Senate Executive Committee approved for publication its statement concerning the October 16 statement of the Regents of the University regarding tenure. (For the text of the Committee statement, see page 3 of this Journal.) At its fall semester general meeting on October 22, 1975, the General Faculty of the University endorsed the October 17 statement of the Executive Committee (See page 3 of this Journal).

Senate Action: Dr. Kraynak moved Senate endorsement of the statement of its Executive Committee. The Senate approved the motion without dissent.

**DISSOLUTION OF SENATE ad hoc COMMITTEE ON THE ACADEMIC STATUS  
OF THE UNIVERSITY**

Background Information: On February 10, 1975, the Senate approved an Executive Committee recommendation for the establishment of a Senate ad hoc Committee to

assess the University's academic problems. (See page 9 of the Senate Journal for February 10, 1975, and pages 2 and 3 of the Senate Journal for March 17, 1975.) Dr. Hubert Frings, ad hoc Committee Chairperson, on November 4, 1975, reported to the Senate Chairperson that Committee's (a) inability to clarify the charge to that Committee and (b) request that the Committee be, therefore, dissolved. Dr. Barefield, a member of that Committee, added the feeling of the Committee that circumstances have changed so drastically since the establishment of the Committee that the original mandate was perhaps no longer applicable.

Senate Action: Dr. Scheffer moved that the Committee mandate be rescinded and that the ad hoc Committee be dissolved. Later, Dr. Fowler moved that the motion be amended to specify only the dissolution of the Committee. The Senate subsequently approved both the amendment and the amended motion to dissolve the ad hoc Committee.

SCHEDULE FOR COMPLETING FACULTY SENATE ACTION ON THE TENURE POLICY REVISIONS  
IN THE FINAL REPORT OF THE TASK FORCE ON FACULTY PERSONNEL POLICY

Background Information: On September 9, 1974, President Paul F. Sharp appointed a Task Force on Faculty Personnel Policy. (For the personnel and the charges of this Task Force, see pages 2-4 of the Senate Journal for October 14, 1974.) On October 14, 1974, the Senate submitted to President Sharp nominations for faculty vacancies on the five subcommittees of that Task Force (see pages 12 and 13 of the Senate Journal for October 14, 1974).

During the 1974-75 academic year, the Faculty Senate channeled the following proposals through the President's Office to the Task Force on Faculty Personnel Policy:

- (1) March 17 - Tenure regulations
- (2) April 14 - Role of administrators in faculty personnel decisions
- (3) May 5 - Faculty grievance procedures

As a result of the action of the University Regents in the tenure case of Professor Holtzen (HSC) on October 16, 1975, the original schedule of actions to be taken by the Faculty Senate on the final report of the Task Force had to be moved back. The Executive Committee of the Faculty Senate on October 30 approved the schedule reproduced on page 24 of this Journal.

Senate Action: Dr. de Stwolinski presented the schedule for Senate information and guidance. She called attention to the two open hearings scheduled for faculty input. The sessions will be chaired by Dr. Ford with the assistance of Dr. Barefield. A five-minute limit will be imposed on formal faculty presentations at the open hearings. Furthermore, individuals making such public statements will be requested to submit written summaries of their views and comments.

Two meetings will be held with the Health Sciences Center Review Committee in an attempt to arrive at a single document if at all possible. The Health Sciences Center will also schedule two open hearings for their faculty members, as well as a special (called) meeting of the HSC Senate to coincide with similar meetings on the Norman campus.

Stressing the point that the brief period (November 5, receipt of the Task Force report, to November 25, publication and distribution of the Agenda for the special Senate meeting) does not allow a great deal of time for faculty consideration, discussion, and reaction, Dr. de Stwolinski emphasized that the schedule, nevertheless, offers the maximum time available under the emergency circumstances. She urged the faculty to participate to the greatest extent possible in informal discussion and formal deliberations of this very important matter.

Dr. Snider commented on the restrictive amount of time provided for faculty consideration and reaction and called it "slightly short of intimidation." Despite the time constraint, he urged faculty cooperation in moving with dispatch toward reaching a set of recommendations to be submitted to the President within the proposed schedule.

In answer to a question from Dr. Kraynak, Dr. de Stwolinski added that the open hearings will be opportunities for faculty to present their views without engaging in debates with either the review committee members or the Task Force members who will be in attendance as resource people.

No formal action was taken in this matter by the Senate.

#### ELECTION OF FACULTY REPRESENTATIVE: Task Force on Sport Event Parking

Background Information: The Student Congress, UOSA, on September 23, 1975, proposed the establishment of a University Task Force on Sporting Event Parking "to bring together student representatives and appropriate administrators with the goal of charging a usage fee for parking on University property on home football game days and during other sporting events and develop plans for implementation in the fall, 1976." The membership of the Task Force is to include representatives of the President's Office, the Athletic Department, the Parking and Traffic Office, the OUPD, the Faculty Senate, and the student body. "The activities of the task force shall include, but not be limited to, a survey of the current sporting event parking plans and facilities, a feasibility study, a determination of optimal fee size, how it shall be collected and from what groups, estimated costs and revenues, and recommendations as to implementation procedures." According to the UOSA proposal, "revenues from any fees recommended by this task force shall be used to pay for collection costs and improved student parking and transportation facilities."

In approving the above proposal on October 22, 1975, President Paul F. Sharp requested Senate election of a faculty representative to the Task Force.

Senate Action: Dr. Alex J. Kondonassis, Senate Committee on Committees Chairperson, presented that group's nomination of Dr. Jim Kenderdine (Marketing) for the faculty vacancy on the Task Force. In a voice vote without dissent, the Senate approved the election of Dr. Kenderdine.

#### ELECTION OF SENATE ad hoc COMMITTEE TO STUDY COLLECTIVE BARGAINING POSSIBILITIES ON THE NORMAN CAMPUS

Background Information: At its fall semester meeting, the General Faculty of the University approved the resolution that the Faculty Senate elect an ad hoc Committee as soon as possible to study the possibilities of collective bargaining on the Norman campus. The resolution further stipulated that the Committee report its findings to the General Faculty no later than the general meeting in April, 1976.

Senate Action: Dr. Alex J. Kondonassis presented the slate prepared by the Senate Committee on Committees. Additional nominations were made from the floor. Voting by written ballot, the Senate elected the following seven-member ad hoc Committee:

|                                  |                                      |
|----------------------------------|--------------------------------------|
| Roger Frech (Chemistry)          | Fred Shellabarger (Architecture)     |
| Bernard McDonald (Mathematics)   | David Swank (Law)                    |
| Simeon McIntosh (Law)            | Ben Taylor (Economics) - Chairperson |
| David Morgan (Political Science) |                                      |

#### REPORT OF THE ACADEMIC PROGRAM COUNCIL CONCERNING ALTERNATE METHODS OF EVALUATING TEACHERS

Background Information: At its April 14, 1975, meeting, the Faculty Senate approved the proposal to refer to an appropriate committee the question of alternate methods of evaluating teachers. (See pages 17 and 18 of the Senate Journal for April 17, 1975.) The Senate Executive Committee referred this matter to the Academic Program Council for further study and recommendation. Subsequently, a subcommittee of that Council was given the Task of studying this matter in depth and of presenting an appropriate report. The report of the subcommittee was approved by the Council on October 29, 1975, for presentation to the Faculty Senate. The full text of that report follows.



REPORT ON THE VARIOUS TYPES OF TEACHER EVALUATION  
SUBMITTED BY THE ACADEMIC PROGRAM COUNCIL TO THE FACULTY SENATE  
ON OCTOBER 29, 1975

### THE CHARGE

The Academic Program Council has been requested by the Faculty Senate "to examine alternative methods of teacher evaluation which go beyond our currently used student evaluation of faculty." It is asked "to prepare recommendations...on alternative methods of evaluation for use here at the University." The Senate Chairman informed the Council that "this request is the result of a growing concern among faculty here at the University over the use of student evaluation as the exclusive measure of teaching effectiveness and the use of these evaluations for decisions on promotion, raises, and tenure rather than as a tool to improve teaching. Several faculty feel there is a need for a systematic, professional evaluation of teaching to complement student evaluation."

In our attempt to comply with the Senate's request, we have interpreted our task broadly to include consideration of the purposes as well as the methods of teacher evaluation. It hardly seems possible to deal sensibly with evaluation methods without taking the purposes of evaluation into account.

From the outset, we have been mindful of the diverse types of teaching performed at several academic levels and in the different parts of the University. Because of this diversity, our report consists in large part of a discussion of several ways of evaluating teaching and makes only rather general recommendations for prescribed forms of teacher evaluation of University-wide application. For reasons that are expanded on below, we think that it would be unsound to adopt a detailed procedure for teacher evaluation to be used in the same way in all colleges and departments. Instead, within certain limitations set by the University, the various academic units should individually adopt evaluation procedures suited to their purposes. The principal limitation we envision is that the academic units be required to continue formalized instructional evaluation by students.

We take the term teaching to mean instruction, direction, or supervision of students enrolled in courses that confer University credit. This includes the direction or supervision of students in undergraduate or graduate reading, research, or internships. It does not include performance of counseling or guidance functions.

### THE PLACE OF TEACHING IN THE UNIVERSITY

The University exists above all else for learning, and the existence of a university faculty is primarily justified by the role it plays in helping students to learn. While there is often a strong relation between teaching and other faculty functions--such as research or professional service--teaching is second to none of these in any general accounting of the University's purposes. It is essential that the University encourage and reward good teaching.



No doubt, there are numerous ways the University can encourage good teaching. All practical measures to do so, however, are variations on a single theme: the University's commitment to a policy that the faculty's first obligation is good teaching. It is neither our charge nor our intention to investigate the whole range of possible ways for the University to stress teaching's importance, but a consideration of teacher evaluation must be done with recognition of that broader purpose. A significant test of the worth of any particular teacher-evaluation method is the extent to which it implements the University's emphasis on teaching quality.

#### CHARACTERISTICS OF GOOD TEACHING

Although it is probably obvious to most faculty members, perhaps it is important to state that good teaching is not subject to a unique descriptive definition. Different teachers may achieve comparable pedagogical success by using different, even incompatible, teaching methods. It is a commonplace, but nonetheless true, that someone who teaches exceedingly well at the graduate level may be a mediocre teacher of freshmen, or vice versa, and that teaching methods that are appropriate in one discipline may be out of place in another. To keep in mind that good teaching can be realized in different ways is to maintain a healthy skepticism about the ease of identifying universal characteristics of good teachers.

Many faculty members may be unaware of the existence of a very extensive professional literature on the general subject of university-level teaching quality. More particularly, the problem in higher education of teacher evaluation, or the assessment of teacher competence, has been the object of considerable study. The great bulk of the results, however, appear in professional education journals that are not read by university faculty members in most fields. Without suggesting that this literature contains definite answers to the questions that called this report into being, one can at least state that much of it can be consulted with profit. Those who are responsible for devising specific college- or departmental-level procedures for teacher evaluation should give some attention to the professional literature on the subject.

Many of those who have been involved professionally in assessment of teaching insist on distinguishing ascertainable progress on the part of the student from procedures followed by instructors who succeed in teaching well. They maintain that sound instruction is directly known to occur only where the outcome in student performance shows it, whereas the attempt to identify good teaching procedures suffers from the difficulty of identifying those methods which are responsible for the observed success. A definition of a teacher formulated to focus on the outcome, rather than the process of teaching, is as follows:

A teacher is a person engaged in interactive behavior with one or more students for the purpose of effecting a change in those students.

(McNeil and Popham, 1973, p. 219.)

According to this definition, a teacher's quality is to be judged by his or her effectiveness in producing changes (presumably desired ones) in students. It follows from this outcome-oriented definition that a teacher should be considered effective if his or her students consistently go on to show high achievement in the field of instruction. The definition also suggests that a useful means of comparing the effectiveness of teachers would be to judge the performance level of similar students taught by different teachers.

Researchers who accept the student-performance criterion as the definitive indicator of good teaching have been at considerable pains to establish conclusive links between certain kinds of teacher behavior and the desired positive results in student achievement. These links appear so far to have eluded investigators. There are serious practical problems in determining accurately how much a student's performance results from an individual teacher's efforts, let alone which of these efforts might be responsible for the performance. This makes empirical identification of characteristics shared by effective teachers difficult, to say the least. Only by adopting approaches that admit consideration of teaching processes without insisting that they be assigned indisputably as causes of student performance can one proceed to describe the qualities of a good teacher.

In theory, assessment of teaching by the student-performance criterion would seem to be the most desirable kind of teacher-evaluation. In much university-level teaching, however, this does not appear to be practicable. A procedure that is often more workable, although generally less trustworthy, is to rely on observers to report on the teaching performance. This method, of course, tends to shift attention from the student's ascertainable progress to the teacher's display of qualities which are presumed to constitute good teaching.

There have been many attempts to ascertain what characteristics students, alumni, and faculty members think important in the performance of teaching. While it is impossible to reduce the results of all such studies to a single form, most of the important qualities usually mentioned prominently are capable of being merged with five descriptive statements that grew out of a study done at the University of California at Davis. According to that study, a good teacher:

- (1) Has command of the subject, presents material in an analytic way, contrasts various points of view, discusses current developments, and relates topics to other areas of knowledge.

- (2) Makes himself clear, states objectives, summarizes major points, presents material in an organized manner, and provides emphasis.
  - (3) Is sensitive to the response of the class, encourages student participation, and welcomes questions and discussion.
  - (4) Is available to and friendly toward students, is interested in students as individuals, is himself respected as a person, and is valued for advice not directly related to the course.
  - (5) Enjoys teaching, is enthusiastic about his subject, makes the course exciting, and has self-confidence.
- (Hildebrand and Wilson, 1970, p. 97.)

It is worth noting that the characteristics of good teaching are not all equally subject to sound evaluation by students, faculty members, and other interested persons. Suppose, for example, that the qualities of a teacher are considered under three headings:

- (a) the instructor's knowledge of or competence in the field of instruction;
- (b) the suitability of the instructional materials, topics, or procedures, selected by the instructor, to the course in question;
- (c) the instructor's effectiveness in communicating the course's substance to the student.

The student is frequently in the best position to judge (c); faculty peers in the field of instruction, however, are normally better qualified than students to judge (a) and (b). One can conclude that a well-rounded teacher-evaluation policy would include, at the least, solicitation of opinion from both students and faculty peers.

#### THE PURPOSES OF TEACHER EVALUATION

In the history of formalized concern over teacher evaluation at the University of Oklahoma, a landmark event was the Regents' action of December 14, 1972, mandating the institution of regular procedures to evaluate instruction, expressly including evaluation by students. The Regents took this action in conjunction with their approval of the revised policy on faculty tenure and the newly-prepared statement on academic responsibility. They explicitly linked teacher evaluation to faculty career development in these terms:

The fundamental importance of evaluation is to provide a feedback to the instructor on his work. In this way, the evaluation takes on a constructive role in improving teaching. In a secondary role, evaluation is necessary if we hope to be able to give appropriate recognition to quality of instruction.

As the various colleges took steps to implement the Regents' action, it was natural that the new instructional-evaluation measures adopted were generally regarded, at least by faculty members, mainly as aids to professional development. It was also natural--since it

has always been a faculty habit to form opinions, no matter how informally developed, about one's colleagues' teaching abilities--that the new procedures devised were generally limited to student instructional evaluation.

During the brief period that formalized student instructional evaluation has been in effect, it is evident that the results have been used for both the purposes mentioned by the Regents--instructional improvement and institutional recognition. Some faculty members have been taken aback by the importance assigned, in some quarters, to student instructional evaluation as a basis for judgment of faculty teaching quality. Their distress is not totally unfounded, in that the Regents had called for a process heavily emphasizing the constructive improvement of teaching and had referred in an unspecific way to a "secondary role" by which evaluation would lead to giving "appropriate recognition to quality of instruction." Had the faculty realized earlier how big a role formalized teacher evaluation might play in some personnel decisions, they might well have insisted earlier on comparable formalization of evaluation methods involving others besides students.

A third possible use of some kinds of instructional evaluation, one which was not mentioned in the Regents' action but which has inevitably raised questions nonetheless, is the dissemination of the results among students for their consideration in selection of courses and instructors. Each of these potential uses of teacher evaluation--instructional improvement, institutional recognition, and student information--merits serious consideration.

#### Instructional Improvement

The Regents' action of December 1972 placed primary emphasis on this "feedback" role of evaluation, and quite properly so. Whatever other purposes evaluation serves, the improvement of the individual instructor should come first. Faculty members deserve to receive constructive criticism of their teaching and should welcome the opportunity to profit from it. This use of evaluation appears to be the one involving the least disagreement.

#### Institutional Recognition

An essential faculty activity such as teaching cannot fail to be evaluated one way or another, since it is, or certainly ought to be, a big factor in such matters as promotions, raises, and tenure, not to mention teaching awards. The objective is presumably to achieve evaluations of teaching performance that are fair and accurate. We cannot imagine any good reason for objecting in principle to evaluating teaching and to using the results in the reward system; the problem is how to get sound evaluations in a responsible fashion.

A question that has arisen in regard to institutional use of student instructional evaluation is the propriety of anonymous evaluation. We understand that this question is currently being studied by another group, so we will not contend with the problem here. We do, however, want to record our opinion that student instructional evaluation cannot be truly candid without being anonymous. At the same time, we recognize that anonymous evaluators cannot be held accountable for their judgments, and this may raise genuine difficulties in the use of anonymous opinions for determination of personnel decisions.

#### Student Information

We think that this function of instructional evaluation is of less importance than the other two. Nonetheless, student access to evaluation results can sometimes be useful in selection of courses and instructors. It is not unreasonable for students to expect to receive digested results of instructional evaluations they participate in producing. On the other hand, institutional evaluations not involving students should, as a rule, remain confidential. Students may wish to organize their own evaluation procedures apart from those which are run institutionally.

\* \* \* \* \*

It is important to recognize that the particular methods and instruments used to evaluate instruction may serve different purposes. The specific mode of inquiring into a teacher's performance with the aim of improving that performance may differ from a method of appraising it for purposes of reward. An assessment aimed at informing students for purposes of choosing instructors may require still a different approach.

#### THE METHODS OF TEACHER EVALUATION

There are several ways of getting information that can be used to assess teaching quality. No single method can be presumed sufficient for a thorough evaluation, and even a combination of several methods would be imperfect. But the inevitability of imperfection should not deter attempts to gain the best information possible. The various academic units should develop policies on instructional evaluation suited to their nature and mission. The following remarks may be suggestive of the strengths and weaknesses of the various evaluation methods that can be included in an evaluation program. It should be remembered that teaching, as it occurs in different subject areas and at various academic levels, may call for variable evaluation methods adapted to different instructional situations, even within a single academic unit.

### Self-Criticism

The procedure that is generally known as self-evaluation, at least as described in much of the literature on teacher evaluation, is perhaps better called self-criticism. Practically every teacher can profit greatly from constructive and critical self-awareness. In some cases, it may be desirable to encourage this process by inviting faculty members to prepare critical reports of their teaching activities or by arranging for instructors to discuss their teaching experiences with colleagues or the chairperson. It stands to reason that inexperienced teachers would normally benefit the most from formalized self-criticism.

Instructional improvement is the only purpose that can be served by institutionalized self-criticism. While this is naturally an important and worthy purpose, it should not be expected that self-criticism can serve as a means to determine merit for reward.

### Documentation

To a limited extent, teachers can be evaluated by judging the quality of course outlines, assignments, examinations, and other materials used in courses. Such documentation may help to indicate how well a teacher organizes a course and to allow judgments about the suitability of the assignments and examinations he or she gives to students. Documentation of this sort is usually of no use, however, in determining the quality of the actual teaching performance. Furthermore, undue emphasis on documentation as a means of evaluation might provoke artificial production of course material not actually used effectively in the teaching experience.

### Student Performance

The only direct measure of teaching quality is the student performance that results from the instruction. All other means of evaluation are indirect and depend on an assessment of teaching behavior that either is thought to help the student accomplish the desired learning or may be liked for some other reason. Evaluation of student performance would, therefore, seem to be the ideal means to judge teaching quality; and to the extent that it can be put into sound practice, it should indeed be an important part of a well-rounded evaluation program.

There are, however, serious obstacles in implementing measures to assess student performance. Chief among these is uncertainty as to whether the faculty member's teaching is responsible for the student's subsequent performance. It is clear that a student's performance will be affected not only by the immediate actions of the teacher but also by the student's ability and prior preparation, among other things. Probably the other main obstacle to the practical use of student



performance in teacher evaluation is the fact that faculty teaching assignments vary a great deal in course level and content. This makes it possible to acquire meaningful comparisons among faculty members only in those cases where two or more of them share similar course assignments, even assuming that differences in student ability and background can be overlooked.

When circumstances permit, student performance is an evaluation method that should not be ignored. If students are taught the same thing by different instructors, if a common examination procedure is suitable, and if it can reasonably be determined that the different groups of students are alike in ability and previous preparation, then the results of student performance comparisons can be used with some confidence. To the extent that these conditions are not met, any such results must be viewed skeptically.

#### Student Evaluation

Students almost invariably have more contact with the teacher than any other potential evaluator, and they have every reason and opportunity to pay attention to and form reasoned opinions about the ways they are taught. Studies have repeatedly shown that student ratings of instructors have a high degree of reliability, that is, of consistency and replicability. Reliability is one of the two major qualities necessary in a useful attitudinal scale, the other being validity or the consideration of whether or not a scale measures accurately what it is intended to measure. While student ratings have been shown to be generally reliable, they have not been demonstrated to be valid. Since validity has not been established for any form of instructional evaluation, however, this is no reason for ignoring student opinion in attempting to judge teaching quality. But it is a good reason for regarding student evaluation of faculty as insufficient, by itself, to constitute a total program of evaluation.

Student evaluation of instructional quality should be retained in all teaching units in the University on a regular basis, as part of a broader system of evaluation. The particular form of the evaluation instrument should be the responsibility of the college. In devising the instrument, it is important to determine what kinds of useful information and opinion the student can be expected to provide. For example, in general, it is reasonable to anticipate highly significant opinions from students regarding such things as a teacher's enthusiasm, clarity, sensitivity, and ability to excite the student's interest, whereas student appraisals of a teacher's mastery of the field and choice of course materials may often be considered no more than suggestive.

It can also be important to examine the purposes for which student evaluations will be used. The questions posed to students may vary



depending on whether the results are intended for instructional improvement, institutional recognition of teaching, or student information. Certain types of questions may elicit responses useful for two or even all three of these purposes, but, as a rule, it is best not to try to devise a questionnaire to serve too broad a set of aims.

To the extent that student evaluations are used to judge a teacher's merit, it is important to be alert to factors that cast doubt on the validity of comparisons among faculty members. It has been documented that student ratings of faculty can be influenced by student characteristics such as age, gender, classification, major field of study, and grade-point average, as well as by the type of class offered and even the time of class meeting.

In the administration of student evaluation questionnaires, it is important to devise procedures that will encourage students to be candid and protect them from reprisal for criticisms they may make.

Student opinion can be acquired by means other than surveys of students enrolled in courses. For example, academic units can solicit student opinion at certain times, such as when faculty members are being considered for promotion or tenure, by public announcement that interested students may submit signed letters of criticism or support to the unit's chairperson.

#### Exit Surveys

It is sometimes said that a student's perspective on instructional quality may be altered by time and experience. Solicitation of opinions from students who are about to receive their degrees is one means of obtaining student assessments based on broad experience. (Another method is alumni evaluation; see next section.)

Surveys of graduating students can be made at the initiative of a department, a college, or the University as a whole. An advantage of the exit survey is that it should not be difficult to get a relatively high rate of response.

#### Alumni Evaluation

If the perspective of time and experience really yields significant changes in a student's judgment of an instructor, this change would be best determined by soliciting opinions from those whose formal education has been completed. (Several studies have shown that there is usually very little difference between immediate student ratings and alumni ratings. See Miller, 1974, Centra, 1973b, and Drucker and Remmers, 1950.)

Alumni surveys may be difficult to execute, and the problems of conducting such a survey must be weighed against the anticipated benefits. Since it seems doubtful that alumni surveys can be conducted practically on a University-wide basis, individual colleges or departments should determine whether they would find such a survey advantageous.

Those units which distribute an alumni newsletter may already have up-to-date lists of alumni and their addresses, facilitating distribution of an evaluation questionnaire. Such questionnaires probably should pose mainly questions of a general nature, aimed at obtaining an overall rating of instructors rather than detailed critiques of their teaching procedures. It should be recognized that in all but those units of unusual stability in personnel the results of alumni surveys will not reflect equitably on the merits of all faculty members and cannot be normalized to compare faculty directly.

### Peer Evaluation

A teacher's professional peers are better equipped than others to make some kinds of judgments about the teacher's competence. For example, the instructor's knowledge or mastery of the field of instruction and the appropriateness of the instructor's choice of instructional material are areas where peers can usually be expected to have the soundest opinions. These aspects of teacher competence are extremely important, and the merit of their evaluation by students is sufficiently uncertain that it can be said that any teacher-evaluation system which relies solely or mainly on student opinion is not well balanced.

The group of professional peers can be understood as the national or even the international membership of the faculty member's field; but for the practical purposes of teacher evaluation, when we speak of professional peers we generally mean the faculty colleagues in the same or in very closely related disciplines or professional areas. The logistic differences between evaluation by faculty colleagues and evaluation by professional peers from outside the University are great enough that we discuss the latter under the category Outside Expert Evaluation.

At least in an informal way, most faculty members have always been subjected to peer evaluation of their teaching competence. Faculty members have always formed opinions of their peers' knowledge or skill in their fields. Such judgments, however, have very often been arrived at by means of impressions formed unsystematically outside of actual teaching situations. Actual observation of a peer's teaching performance is seldom extended beyond the opportunities regularly afforded by joint teaching efforts and faculty presentations to graduate colloquia or the like. But we see no reason, in principle, why peers should not observe one another's teaching performances in all types of instructional situations, particularly if this can provide an important complement to student evaluation.

To be effective as an aid to the teacher, and most especially as a source of information for institutional recognition, any program of peer evaluation should be formalized to the extent of entailing written assessments based on direct consideration of the instructor's teaching performance, with responsibility for the assessment assigned by name to the peer evaluator. The peer evaluation is normally done most appropriately by persons in the same academic or professional field as the instructor being evaluated. Because there may be wide differences of viewpoint among peers regarding the important points to look for in a teaching performance, any academic unit that adopts a policy of systematic peer evaluation should endeavor to set out carefully in writing the objectives and criteria by which all participating faculty should conduct their colleague evaluations.

Peer evaluation cannot ordinarily be done effectively on the basis of just a single visit to the classroom but normally should require several observations. The evaluator should also confer with the colleague whose performance he or she is assigned to assess so as to have a full understanding of the colleague's pedagogical intentions and methodology. In accord with the principle that the instructor is the primary authority over what takes place in the classroom, class visitation for the purpose of peer evaluation should be scheduled with prior agreement of the instructor. In an academic unit with a policy of formalized peer evaluation, this does not mean that an instructor can refuse to be observed by one or more duly designated peers but only that visits by those colleagues should be arranged beforehand.

In an academic unit that chooses to adopt a policy of systematic peer evaluation, the faculty should formulate general guidelines on the manner in which evaluators are assigned and on the frequency of evaluation. The unit should also consider the purposes for which peer evaluation is to be used and to whom the results may be provided.

(See Eble, 1970, Miller, 1972 and 1974, and Naftulin, 1973.)

#### Outside Expert Evaluation

There are at least two distinct ways in which persons from outside the local group of peers can be called on to observe and evaluate instruction. On the one hand, professional colleagues in the same field can be invited for this purpose from outside the University. On the other, persons may be brought in who are not specially qualified in the field where instruction is to be evaluated but who are trained in the techniques of observing instructional methods.

While it is to be hoped that in most healthy academic units there should be no need to look outside the University for professional peers to examine instruction, it is not unimaginable that under some circumstances this might be desirable on a one-time, occasional, or short-term basis. Such circumstances might include a situation where there is uncertainty about the overall quality of the unit's instruction, or where there is a need to assess its quality with respect to regional or national standards.

The main advantage of inviting qualified instructional observers from off campus would be to benefit from their skill in discerning the features of the teaching performance that should be principally observed in making an evaluation. This would obviate a significant problem that can be expected in evaluation by untrained peers, namely, a lack of knowledge in the business of making sound and consistent assessments of other teachers.

It is usually expensive to bring in experts of any kind from outside, and it seems reasonable to avoid such expenses in most instances. Except where circumstances make it important to pay for outside experts, it is better to invest our limited resources in other ways and to rely on internal evaluations.

#### Administrative Evaluation

Administrative officers who are assigned the job of making recommendations regarding faculty personnel decisions (such as those on salary raises, promotions, and tenure) need to be well informed about the teaching activities and accomplishments of the faculty members affected. The foregoing sections discuss the main kinds of evaluation that can be used to generate information to document such recommendations. Academic units should develop ways to provide systematic evaluative documentation to accompany significant recommendations where teaching quality is a performance criterion, and it should be an administrative officer's obligation to utilize that documentation in determining his or her recommendation.

In some cases, the administrative officer may desire to supplement the documentation provided by others with information acquired more directly. For example, a dean may wish to attend a faculty member's class. It should be the business of each college to set policy on handling such visitations--determining, for instance, whether a dean should always arrange visits by prior agreement or whether an open-door policy should prevail.

#### CONCLUSIONS

1. The most important purposes served by teacher evaluation at the University of Oklahoma are, first, the diagnostic-corrective opportunity it affords for instructional improvement, and, second, its use in distinguishing among faculty members in regard to the quality of their teaching for appropriate institutional reward.

2. It is appropriate to use teacher-evaluation results for purposes of student information when such use does not interfere with fulfillment of the aforementioned objectives. Student organizations may independently gather and disseminate information about instructional performance.

3. We recommend that student instructional evaluation be continued as an essential part of teacher evaluation, in all colleges of the University.

4. We recommend that it be made University policy that each academic unit adopt a written statement on the procedures it chooses for the evaluation of teachers in the unit. Upon agreement of the budget dean and Provost, such a statement would become effective departmental policy, subject to subsequent change by departmental action and agreement by dean and Provost. This would enable each unit to fashion its own set of teacher evaluation procedures, suited to its mission and program. College-level student instructional evaluation would remain a mandatory part of any such set of procedures, and each department would be obliged to determine what additional evaluation methods, if any, it chooses to employ.

5. Among the various evaluation methods that can be usefully adopted, in addition to student evaluation, the most important would appear to be those that provide assessments of an instructor's mastery of the field and choice of instructional material. Systematic evaluation by faculty peers seems the most promising way to accomplish that goal.

6. As an aid in recommending appropriate faculty rewards for teaching performance and particularly when promotion, tenure, and teaching award decisions are considered, the academic units should be urged to consider solicitation of student opinion by means supplementary to the usual surveys of enrolled students. Among the possible supplementary methods that may be used are exit surveys, alumni surveys, and invitation of signed letters from present or former students.

#### SELECTED PUBLICATIONS ON TEACHER EVALUATION

Professor Graves took primary responsibility for preparing this list. Although most of the items included focus on evaluation, it should be noted that the literatures on teaching, learning, and evaluation are highly interconnected.

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This report was prepared by a Council subcommittee composed of:

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 Michael Devine, Associate Professor, Industrial Engineering/  
 Science and Public Policy  
 Joan Glick, graduate student and graduate assistant, English  
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 Kevin G. Levy, undergraduate student, Citizenship and Public  
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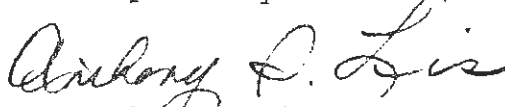
and was approved by the Academic Program Council on October 27, 1975.

Senate Action: In presenting the above report for Senate consideration, Dr. Paul Brinker, Chairperson of the Academic Program Council, noted that Item 3 (Conclusions) recommends the continuation of the present practice and that Items 4, 5, and 6 recommend new University policies regarding teacher evaluation. Dr. Verrastro moved that the entire report be accepted. In a voice vote without dissent, the Senate approved the motion. During the ensuing discussion concerning the recommendations made in the report, Dr. Cronenwett called attention to the vague language ("may," "seems," "would appear to be," and the like) in Items 4 (except the first sentence), 5, and 6. Dr. Barefield then moved that the report be tabled until the next regular meeting pending further study and consideration by the Senate. Again in a voice vote without dissent, the Senate approved the tabling motion.

#### ADJOURNMENT

The Faculty Senate adjourned at 4:36 p.m. The next regular meeting of the Senate will be held at 3:30 p.m., Monday, December 8, 1975, in Dale Hall 218. However, the Senate will also meet in a called (special) session on Monday, December 1, 1975, in Dale Hall 218, at 3:30 p.m.

Respectfully submitted,

  
 Anthony S. Lis, Secretary

## SCHEDULE FOR COMPLETION OF THE TENURE POLICY REVISIONS

|  | <u>Norman</u>   | <u>HSC</u>   |
|--|---|--|
| Oct. 27 (Mon.)   | Completion of the Task Force report insofar as it relates to tenure policy  |  |
| Nov. 1 (Sat.)  | Review by Task Force of the edited tenure policy portion of the Task Force report <sup>1</sup>  |  |
| Nov. 4 (Tues.)   | Transmittal of TF report to President Sharp   |  |
| Nov. 5 (Wed.)  | Distribution of Norman TF report along with the following schedule to Norman Faculty Senate, Norman General Faculty, Regents Academic Affairs Committee, Norman Deans, and HSC Faculty Senate   | Distribution of HSC proposed tenure policy along with the following schedule to HSC General Faculty <sup>2</sup> , Regents Academic Affairs Committee, HSC Deans, and Norman Faculty Senate  |
| Nov. 8 (Sat.)<br>8:00 a.m.   | Meeting of President Sharp with the review committees of both Norman and HSC Faculty Senates and the Provosts to discuss the charge to both senates. The charge will be that each senate review the proposed policy from their campus and work closely together to insure that the policies they recommend are compatible or if appropriate are combined. |  |
| Nov. 10 (Mon.):<br>7:00 - 9:00 P.M.<br>and<br>Nov. 11 (Tues.):<br>3:30 - 5:30 P.M. | Hearings on Norman TF report in Dale Hall 206.<br><br>The chairperson of the Senate review committee will chair the hearings and members of the committee will be present to take note of suggestions from the General Faculty. Members of the TF will also be present as resource persons.   | Hearings on HSC proposed policy. The chairperson of Senate review committee will chair the hearings and members of the committee will be present to take note of suggestions from the General Faculty. Members of the TF will also be present as resource persons. |
| Nov. 25 (Tues.)  | Distribution of Norman Senate report as part of Norman Senate agenda  | Distribution of HSC Senate report  |
| Dec. 1 (Mon.)  | Norman Senate called <u>special</u> meeting: Action on committee report   | HSC Senate action on committee report  |
| Dec. 3 (Wed.)  | Report to President Sharp of action taken   | Report to President Sharp of action taken  |
| Dec. 5 (Fri.)  | Transmittal of Faculty Senate reports to O.U. Regents for their information   |  |
| Dec. 10 & 11<br>(Wed. & Thurs.)  | Regents meeting: Informal acceptance of reports by Regents for consideration at January meeting   |  |
| Jan. 15 (Thurs.)   | Regents meeting: President's recommendation and Regents' action   |  |

<sup>1</sup>All references to Task Force report mean the tenure policy portions.<sup>2</sup>HSC Faculty Senate has already considered this policy.

RECORD OF PRESIDENTIAL ACTIONS  
UPON SENATE PROPOSALS  
(September, 1974 - September, 1975)

| D7            | PROPOSAL   | ORIGIN                               | ACTION                 |
|---------------|--|--------------------------------------|------------------------|
| (1) 9/9/74    | Faculty Nominations -- Search Committee, Graduate Dean   | President                            | Approved               |
| (2) 9/9/74    | Election of Faculty Replacement -- Administrative and Physical Resources Council                           | President                            | Approved               |
| (3) 10/15/74  | Election of Faculty Replacement -- Budget Council  | President                            | Approved               |
| (4) 10/15/74  | Faculty nominations -- University Fringe Benefits Committee  | President                            | Approved               |
| (5) 10/24/74  | Faculty nominations -- Subcommittees for the Task Force on Faculty Personnel Policy                        | President                            | Approved               |
| (6) 11/12/74  | Election of Faculty Replacements - University Board, Council, and Committee                                | President                            | Approved               |
| (7) 11/12/74  | Election of Faculty Representatives -- Parking Violation Appeals Committee                                 | President                            | Approved               |
| (8) 11/12/74  | Emeritus Ranks   | Provost                              | Approved               |
| (9) 11/12/74  | Faculty Senate Representative -- University Task Force on Mass Transportation                              | President                            | Approved               |
| (10) 12/10/74 | Proposed Revision -- University Policy on Outside Employment and Extra Compensation.                       | Senate (reaction to Regents' action) | (See #18)              |
| (11) 12/10/74 | Faculty Nominations -- Search Committee for the University Registrar                                       | Provost                              | Approved               |
| (12) 1/14/75  | Faculty Replacements -- Academic Personnel Council, University Budget Council, and ROTC Advisory Committee | President                            | Approved               |
| (13) 1/20/75  | Female Faculty Representation -- Subcommittee 2, Task Force on Personnel Policy                            | President                            | Approved               |
| (14) 1/20/75  | Additional Faculty Representation -- Search Committee for the University Registrar                         | President                            | Approved               |
| (15) 2/11/75  | Re-appointment of Instructors  | Senate                               | Approved               |
| (16) 3/18/75  | Norman campus Faculty Nominations -- Conference Committee on the Proposed University Copyright Policy      | President                            | Approved               |
| (17) 3/18/75  | Senate Proposals concerning Tenure   | Senate                               | Referred to Task Force |

RECORD OF PRESIDENTIAL ACTIONS (Cont'd)  
UPON SENATE PROPOSALS  
(September, 197 ) September, 1975)

| DATE         | PROPOSAL  | ORIGIN    | ACTION                        |
|--------------|---|-----------|-------------------------------|
| (18) 4/15/75 | Proposed Revision -- University Policy on Outside Employment and Extra Compensation               | Senate    | Approved                      |
| (19) 4/15/75 | Senate Reactions and Recommendations -- OCCE Policy 3.10  | Senate    | Acknowledged - Action pending |
| (20) 4/21/75 | <u>Senate Resolution</u> -- Short-ordering of Textbooks by the University Book Exchange           | Senate    | Approved                      |
| (21) 4/23/75 | Role of Administrators in Decision Making concerning Faculty Personnel Matters                    | Senate    | Referred to Task Force        |
| (22) 5/6/75  | Election of Faculty Replacements -- Budget Council  | President | Approved                      |
| (23) 5/6/75  | <u>Senate Resolution</u> - State Regents' Policy concerning Sponsored Research and Other Programs | Senate    | Approved                      |
| (24) 5/7/75  | Proposal for Faculty Grievance Procedures   | Senate    | Referred to Task Force        |
| (25) 5/12/75 | Election of Faculty Replacements - Councils, Board, and Committee                                 | President | Approved                      |
| (26) 5/12/75 | Faculty Nominations for Vacancies on University Councils, Committees, and the Judicial Tribunal   | President | Approved                      |
| (27) 5/13/75 | Nominations - Faculty Vacancies, Search Committee for Dean, College of Liberal Studies            | President | Approved                      |
| (28) 5/13/75 | Recommendation -- University-wide Fringe Benefits Committee                                       | Senate    | Approved                      |
| (29) 5/13/75 | Recommendation -- Faculty Retirement Benefits   | Senate    | Disapproved                   |
| (30) 5/13/75 | Report of the University Budget Council for 1974-75   | Senate    | Approved                      |
| (31) 6/5/75  | Additional Faculty Nominations -- Search Committee for Dean, College of Liberal Studies           | President | Approved                      |