

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

Regular Session — May 1, 1978 — 3:30 p.m., Dale Hall 218

The Faculty Senate was called to order by Dr. Donald C. Cox, Chairperson.

Present:

Atherton (0)	Dewey (1)	Kutner (0)	Rowe (0)
Bishop (0)	Foote (0)	Lancaster (0)	Scheffer (1)
Blick (2)	Gillespie (0)	Larson (0)	Seaberg (0)
Brown (1)	Hackler (0)	Lee (0)	Shahan (1)
Caldwell (0)	Herrick (0)	Lewis (2)	Snell (1)
Calvert (0)	Hill (1)	Lis (0)	Thompson, Gary (3)
Carmack (1)	Hockman (3)	McDonald (0)	Thompson, Steve (1)
Coulter (0)	Hood (0)	Merrill (1)	Toothaker (1)
Cox (0)	Joyce (0)	Rasmussen (0)	Yeh (1)
Crim (0)	Kitts (2)	Reynolds (0)	
Davis (2)	Kunesh (0)	Rice (2)	

Provost's Office representative: Langenbach

AUOPE representatives: Cowen Guyer

Absent:

Artman (1)	Crites (1)	Murray (1)
Braver (1)	Goff (2)	Saxon (0)
Christian (0)	Huettner (2)	Walker (2)

AUOPE representatives: Burger Campo James Timmons

UOSA representatives: Bruton Foster Gold Magnus Stilwell

AGSE representative: Jones

(Note: The numbers in parentheses indicate the total number of faculty absences during the 1977-78 academic year when 9 regular and 2 special sessions were held. Attendance at special sessions has been used to offset other absences as reported on page 1 of the Senate Journals for January 30, 1978, and February 20, 1978.)

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APPROVAL OF MINUTES

The Journals of the Faculty Senate for the regular sessions on March 20 and April 10, 1978, were approved.

ANNOUNCEMENT: General Faculty Meeting

The Norman campus General Faculty will hold its spring meeting at 3:30 p.m., on Thursday, May 4, 1978, in Adams Hall 150.

ACTIONS TAKEN BY PRESIDENT PAUL F. SHARP

(1) Proposal for waiving tuition for faculty children and spouses: On April 14, President Sharp addressed the following message to the Senate Chair concerning Senate action of April 10:

"I am pleased to approve the recommendation of the Norman Faculty Senate that the University of Oklahoma 'develop a plan to allow children and spouses of faculty members to attend the University without paying tuition.' I am asking Interim Vice President Van Hauen to develop such a plan for the President to present to the University of Oklahoma Regents and later to the Oklahoma State Regents for Higher Education, assuming approval by the University Regents.

"I thought I should emphasize to all concerned that any plan to permit people to attend the University of Oklahoma without paying tuition would require not only the approval of the University of Oklahoma Regents but also the approval of the Oklahoma State Regents for Higher Education.

"Under these circumstances, it will take a bit of time first to develop the plan and then to see that it is presented to the two Boards."

(See page 6 of the Senate Journal for April 10, 1978.)

(2) Remaining sections, Faculty Personnel Policy: On April 26, President Paul F. Sharp approved the four suggestions offered by the Senate Executive Committee in recent deliberations with Provost Uehling concerning the remaining sections of the Faculty Personnel Policy. (See page 12 of the Senate Journal for February 13, 1978.)

(3) Status Report - Energy Resources Center: On April 11, President Paul F. Sharp forwarded to the Senate Chair the following status report concerning the Energy Resources Center on the Norman campus: (See pages 6 and 7 of the Senate Journal for March 20, 1978, and pages 4 and 5 of the Senate Journal for April 10, 1978.) (On April 13, copies of the status report were distributed by the Senate Secretary to all Senate members.

April 11, 1978

STATUS REPORT: Energy Resources Center, University of Oklahoma

The concept of the Energy Resources Center was originally described in a proposal to the Oklahoma State Regents for Higher Education this past October. A summary of that proposal is appended.

As conceived, the Energy Resources Center is assigned a variety of related tasks concerned with energy resources. These tasks, as identified in the appended proposal summary, provide a good understanding of the proposed mission of the Center.

It is premature at this point to state with any degree of confidence the time in which and the extent to which each of these tasks will be implemented. Areas of opportunity and availability of funds have been major factors in identifying research in geology, geophysics, and petroleum engineering for the initial focus of the Center. This initial focus is not intended and will not exclude other areas from consideration. It does, however, provide for a concentration of existing resources--both human and financial--on a few opportunities that seem to hold particular promise for success.

An allocation of State funds for fiscal 1979, currently estimated at \$300,000, will be available to initiate programs through the Center. It is anticipated that most of these funds will be used as "seed monies" for energy studies in two or three areas. Although plans are not yet completed, a probable approach to such studies will be in the form of joint appointments between an academic unit and the Center. Such appointments will be for fixed terms and will be subject to the continued availability of funds.

Although the primary mission of the Center is research concerning energy resources, a significant effort will be made to augment the scientific and technical specialties available to the participating academic units. Therefore, to the extent possible, areas of study will be identified that will be complementary to these academic units.

It is anticipated that long-range funding for the Center will have to be derived primarily from sources other than regular State appropriations. Grant and contract monies from Federal and State agencies as well as from business and industrial organizations are considered to be the primary sources of future funding.

Private funds have already been identified and are available to initiate the administrative functions of the Center. These funds will provide for the salary and expenses of the director and the support personnel. In addition, some of these available funds will be used to initiate certain proposed tasks of the Center (e.g., development of short courses and performance of policy and legislation analyses).

Since planning for the Center has not been completed, it is difficult to describe the probable immediate impact on participating academic units. However, the result should be the addition of a few specialties not currently available to the participating departments. Moreover, such activities should generate additional funds to support student research efforts and may result in equipment purchases.

In summary, it should be noted that the University of Oklahoma has had a long and highly regarded history of energy studies. The development of the Energy Resources Center is considered to be an effective mechanism for building on that history and for providing an opportunity for the significant expansion of present capabilities in this important area.

SUMMARY: Energy Resource Center Proposal

Since 1970, energy-related research and training activities at the University of Oklahoma have grown approximately 1000 percent. These activities now range from small, individual projects to large, complex projects involving many different disciplines and crossing both departmental and college boundaries. To provide effective oversight and coordination of these diverse projects, the University is in the process of creating an Energy Resource Center administrative structure. This proposal requests funds from the State of Oklahoma for construction of appropriate physical facilities, purchase of needed equipment for research, and support of staff and other expenses related to the operation of the Center.

Purposes

The Energy Resource Center will have three primary purposes:

1. To coordinate and focus faculty/staff expertise and University facilities toward development of new knowledge related to energy resources.
2. To contribute to the solution of specific State and national energy problems.
3. To provide State and national officials and private industry with information and analytical study results that will allow them to address energy problems from more informed perspectives.

Functions

To accomplish these purposes, the Center will perform five major functions:

1. Perform short- and long-term research directly related to State and national energy resource problems.
2. Provide training for graduate and undergraduate student research assistants that prepares them to deal with energy problems.
3. Develop continuing education courses for energy industry professionals that will both keep them up to date on the latest methodological techniques and improve their overall knowledge of their fields.
4. Perform policy and legislation analyses that will provide potential impact results of use to State and Federal representatives, agencies, and other interested parties.
5. Develop an energy information service that will build on the University's current core sample library and oil/gas field computer data files to provide more complete energy resource information.

The administrative structure of the Energy Resource Center will consist of a Director (who will report directly to the Provost), three major Program Leaders, a Coordinator of the Information Service functions, and secretarial assistance. A five-to-nine-person Advisory Committee--to be recruited by the Provost from university, government, and industry officials--will provide the Director with sectorial views and regional, national, and international perspectives. This Committee will also contribute to policy development and provide contacts in the different sectors represented.

Director

The Director will: survey current energy-related work at the University; identify appropriate University resources and personnel that could be working on energy problems; identify needed additions of personnel/facilities to further energy work; and establish continuing contacts with industry/government sponsors of energy projects. He/she will also oversee the functions of the Program Leaders and help initiate new energy projects through his/her knowledge of University capabilities and contacts with potential sponsors.

Core Personnel

The Research Program Leader will initiate and develop interdisciplinary, multi-disciplinary, and interinstitutional projects using task force teams of scientists and associates drawn from University faculty and employed separately by the Center. The Training Program Leader will initiate and develop similar projects in the training area, including refresher courses and seminars for energy industry professionals. The Policy/Legislation Analysis Program Leader will initiate and develop a range of projects on the impact of specific governmental legislative acts and regulations on energy usage and supplies, including specific local, State, regional, and national effects created by these acts and regulations. A specific intent of this work will be to analyze pending legislation for its possible effects, then pass this information to appropriate members of the Oklahoma Congressional Delegation and the State government.

Physical Facilities

The physical facilities proposed for the Center consist of a central, two-story administration building of approximately 30,000 square feet and four separate prefabricated laboratory buildings, all located on the University's South Campus in Norman. The administration building will contain offices, conference rooms, the Information Service computer link and library facilities, and specialized research facilities, such as a "clean" room. Each laboratory building will be designed for maximum flexibility to allow a variety of projects.

ACTION TAKEN BY SENATE EXECUTIVE COMMITTEE: Provost's Committee to study future of University academic area

On February 10, 1978, Provost Barbara S. Uehling requested Senate Executive Committee's reactions to her proposal to appoint a committee "to look at the future of the academic area of the University." At that time, she also included the following list of prospective appointees:

Paul Ruggiers (English)
 Mary Jo Nye (History of Science)
 Ed Nuttall (Communication)
 George Scott (Accounting)
 Carl Locke (Engineering)
 Arn Henderson (Environmental Design)
 Marilyn Breen (Mathematics)
 Nat Eek (Dean, College of Fine Arts)
 Martin Jischke (AMNE)
 Dan Davis (Assistant Dean, Liberal Studies)
 Malcolm Morris (Marketing)
 Lloyd Korhonen (Education)
 Jim Alsip (Interim Director, University Libraries)

The Committee's recommendation against the appointment of such a group was forwarded to Provost Uehling on March 6. (See pages 4 and 5 of the Senate Journal for March 20, 1978.)

In a related issue, on March 17, 1978, Provost Uehling requested the reactions of the Senate Chair concerning a recent communication from the State Regents indicating procedures and guidelines for the development of comprehensive planning and management programs at state colleges and universities. Professor Cox on March 24 urged that existing standing University committees and councils be used to address some or all of the issues appropriate to their charges. (See pages 3 and 4 of the Senate Journal for April 10, 1978.)

At a recent breakfast meeting with Provost Uehling, the Senate Executive Committee strongly urged once again that existing councils and committees be utilized as much as possible and also agreed to recommend the establishment by the Provost of a central "steering committee" for the proposed study of the future of the University academic area.

SELECTION OF FACULTY REPLACEMENTS: University Councils, Committees, Bureau, Board, and Tribunal

On April 21, the Senate Committee on Committees' slate of nominees to fill end-of-year faculty vacancies on University Councils, Committees, Bureau, Board, and Tribunal was distributed to Senate members.

Voting by written ballot, the Senate members selected the following faculty replacements:

Elections:

Academic Personnel Council:

Stan Eliason (Mathematics) 1978-81)
 Roger Atherton (Management) 1978-81 : replacing L. Doyle Bishop, Jack Kanak,
 Richard Hilbert (Sociology) 1978-81) and Harold Huneke

Academic Program Council:

Raymond Dacey (Management) 1978-81)
 Mary Jo Nye (History of Science) 1978-81 : replacing Kenneth Merrill, Mary Dewey,
 Richard Wells (Political Science) 1978-81) and Arnulf Hagen

Administrative and Physical Resources Council:

Floyd Calvert (Architecture) 1978-81)
 Victor Hutchinson (Zoology) 1978-81 : replacing Floyd Calvert, Gene Braught,
 Beverly Joyce (Library)) and Irvin (Jack) White

Budget Council:

Trent Gabert (HPER) 1978-81)
 Doyle Bishop (Management) 1978-81 : replacing Rex Inman, Homer Brown,
 Mary E. Saxon (Library) 1978-81) and T. H. Milby

Research Council:

Morris Marx (Mathematics) 1978-81)
 Mary Dewey (Education) 1978-81 : replacing Robert DuBois, Michael Hennagin,
 Carl Locke (Chemical Engineering) 1978-81) and Marion Phillips

Committee on Discrimination:

Ted Robinson (Political Science) 1978-81)
 Rosario Galura (Library) 1978-81 : replacing Vera Gatch, Sue Harrington,
 Dan Timmons (Home Economics) 1978-81) and Harry Holloway

Equal Opportunity Committee:

Junetta Davis (Journalism) 1978-79 : re-elected

Faculty Advisory Committee to the President:

Susan Caldwell (Art) 1978-80)
 Fred Miller (Law) 1978-80 : replacing Charlyce King, Digby Bell,
 Gerald Braver (Zoology) 1978-80) Lennie-Marie Tolliver, Bernard McDonald,
 Richard Wells (Political Science) 1978-80 : and Roger Babich
 Laura Blair (Education) 1978-80)

Faculty Appeals Board:

Tom Love (AMNE) 1978-82)
 Alva Fincher (Aviation) 1978-82 :
 Ruth Donnell (Library) 1978-82) replacing Dennis Crites, Richard Fowler,
 Kenneth Starling (Chemical Eng.) 1978-82 : William McNichols, Davis Egle, Arnold
 Sherril Christian (Chemistry) 1978-82) Henderson, Celia Mae Bryant, Loy Prickett,
 Sue Harrington (Library) 1978-82 : Ruth Hankowsky, Nadine Roach, and Matthew
 Homer Brown (Accounting) 1978-82) Kraynak
 Lowell Dunham (Modern Languages) 1978-82 :
 Gordon Drummond (History) 1978-82)
 Harold Huneke (Mathematics) 1978-82 :

Nominations:

Faculty Awards and Honors Council:

Matthew Kraynak (Home Economics) (RTA) 1978-81)
 Charlyce King (Education) (RTA) 1978-81 : replacing Paul Ruggiers and Edith
 Howard Larsh (Botany/Micro) (GLC) 1978-81 : Steanson
 Arrell Gibson (History) (GLC) 1978-81)

Academic Regulations Committee:

Andrew Lisowski (Library) 1978-82)
 Burr Silver (Geology) 1978-82) replacing Fred Miller and Mary Dewey
 Paula Englander-Golden (Hm. Rel.) 1978-82 :
 Paul Zinszer (Marketing) 1978-82)

Campus Tenure Committee (Norman):

Barton Turkington (AMNE) 1978-81)
 Charles Butler (Education) 1978-81 :
 Stephen Sloan (Political Science) 1978-81) replacing Peter Brueckner, Roger
 Robert Nye (History) 1978-81) Frech, and Maurice Rasmussen
 Gwenn Davis (English) 1978-81 :
 John Klingstedt (Accounting) 1978-81)

Class Schedule Committee:

Marcia Goodman (Library) 1978-82)
 Larry Michaelsen (Management) 1978-82) replacing Wilson B. Prickett and
 Lynda Lee Kaid (Journalism) 1978-82 : Frank Sonleitner
 Robert Woodford (HPER) 1978-82)

Commencement Committee:

Marvin Baker (Geography) 1978-81 :
 Ted Robinson (Political Science) 1978-81 : replacing Betty Evans

Computer Advisory Committee:

Loy Prickett (Education) 1978-81 :
 Karen Andrews (Library) 1978-81 : replacing James Bohland

Employment Benefits Committee:

Michael Cox (Law) 1978-82 :
 Beverly Joyce (Library) 1978-82 : replacing Tom Smith

Energy Conservation Committee:

Dave Huettner (Economics) 1978-80 :
 Allen Cook (Civil Engineering) 1978-80 : replacing Bart Ward

Film Review Committee:

Peter Kutner (Law) 1978-80 :
 Adele Humphreys (Marketing) 1978-80 : replacing Ned Hockman

Intramural Committee:

Phyllis Philp (HPER) 1978-81 :
 Alan Balfour (Management) 1978-81 : replacing William Eick

Parking Violation Appeals Committee:

Harriet Turkington (Home Economics) 1978-80)
 Carol Anderson (Library) 1978-80 :
 Luther White (Mathematics) 1978-80) replacing Elmer Million, Wilson
 Christine Smith (Music) 1978-80) Prickett, and Colbert Hackler
 Donald Secrest (Political Science) 1978-80 :
 Bruce Shuman (Library Science) 1978-80)

Patent Advisory Committee:

Leale Streebin (Civil Engineering) 1978-82 :
 Charles McClure (Library Science) 1978-82 : replacing Gene Walker

ROTC Advisory Committee:

William Savage (History) 1978-81)
 Virginia Gillespie (HPER) 1978-81 :
 Tom Smith (History of Science) 1978-81) replacing Marvin Baker, Leonard
 Alva Fincher (Aviation) 1978-81) Rubin, and J. Michael Bruno
 J. M. Bruno (Library Science) 1978-81 :
 William Schumacher (Management) 1978-81)

Scholarships and Financial Aids Committee:

Ted Robinson (Political Science) 1978-80)
 Annelle Hawkins (Library) 1978-80 :
 Jerry Sylvester (Human Relations) 1978-80) replacing Robert Ragland, Seun
 Charles Barb (Civil Engineering) 1978-80) Kahng, and Carol Carey
 Greg Kunesh (Drama) 1978-80 :
 Eugenia Zallen (Home Economics) 1978-80)

Speakers Bureau:

John Knecht (Art) 1978-81 :
 Jane Lancaster (Anthropology) 1978-81 : replacing Robert Richardson

University Book Exchange Oversight Committee:

Sue Harrington (Library) 1978-81 :
 Winfred Steglich (Sociology) 1978-81 : replacing Bert McCammon

University Libraries Committee:

Mary Whitmore (Zoology) 1978-81)
 Richard Nostrand (Geography) 1978-81 :
 Ed Crim (Economics) 1978-81) replacing Daniel Wren, Digby Bell,
 Gail deStwolinski (Music) 1978-81) and Laura Blair
 Leroy Blank (Chemistry) 1978-81 :
 Jay Smith (Education) 1978-81)

University Judicial Tribunal:

Ted Roberts (Law) 1978-80)
 T. P. Herrick (Accounting) 1978-80 : replacing James Mouser and Stephen
 Forrest Frueh (Env. Analysis) 1978-80 : Sutherland
 Henry Tobias (History) 1978-80)

STUDENT DISCRIMINATION GRIEVANCE PROCEDURE (Norman)

Background Information: On March 8, 1978, President Paul F. Sharp approved (with editorial corrections dated April 5, 1978) a student discrimination grievance procedure for the Norman campus "designed to direct the hearing of all grievances related to alleged discrimination on the basis of race, color, sex, religion, national origin, or age" but "shall not be applicable to academic evaluations and/or admissions decisions." The new policy provides for a Student Discrimination Grievance Committee consisting of seven persons (including one person appointed from faculty nominations submitted by the Faculty Senate) and one alternate.

President Sharp on April 14 requested Senate nominations for the above faculty vacancy on the Student Discrimination Grievance Committee (Norman).

Dr. Cox, Senate Chair, discussed this matter recently with Mr. Joseph Ray, Executive Assistant to the President. Inasmuch as a comparable faculty Committee on Discrimination has not heard a single case to date, Professor Cox suggested that, for the time being, the faculty vacancy on the Student Discrimination Grievance Committee (Norman) be filled from the membership of the faculty Committee on Discrimination. Whenever a case does arise, faculty members would then draw lots for two individuals to be assigned to the Student Committee to hear the specific case. Furthermore, such action would obviate the necessity of a faculty appointment to an additional committee.

Senate Action: Professor Larson moved approval of Professor Cox's suggestion for handling the faculty vacancy on the Student Discrimination Grievance Committee. Without dissent, the Senate approved the motion.

FINAL REPORT: Faculty "Position Papers"

Background Information: At its April 10 meeting, the Senate considered preliminary reports of the final ad hoc committees preparing faculty "position papers" in areas of faculty concern on the Norman campus. The Senate also reached consensus at that time concerning the format and the content of the final report. (See pages 5 and 6 of the Senate Journal for April 10, 1978.)

Senate Action: Professor Crim moved that the "position papers" be approved as submitted in final form by the five ad hoc Committees. Without further discussion and without dissent, the Senate approved the "position papers."

The complete text of each "position paper" follows:

Faculty Senate (Norman campus), University of Oklahoma
Report of ad hoc Committee on Budgetary Priorities

INTRODUCTION

We hope that this report will reflect the concerns and views of most thoughtful members of the OU faculty, Norman campus. We have deliberately avoided playing the numbers game. Although we have examined various sets of data, we have neither the time nor the detailed information to play that game very well. Instead, we have tried to set down some of our thoughts about the way in which budget decisions are, or should be, made and about how University funds should be spent. In our opinion, the question of how University money should be spent cannot be sharply separated from the question of who decides how such funds are to be spent; or in any case, the questions cannot be sharply separated in practice. In other words, we have not construed the topic assigned to us--budgetary priorities--so narrowly as to exclude consideration of the budget-making process.

In writing this paper, we have tried to keep in mind both the ideals of academic excellence and the painful realities of limited budgets and widespread inflation. We do not wish to be unrealistic or unfair, nor do we suppose that our commitment to academic excellence is deeper or firmer than that of the OU administration, the OU Regents, or the State Regents for Higher Education. On the contrary, we are sure that they share our aspirations for the University. When we have critical things to say, we do not intend either to impugn anyone's integrity or to question anyone's intelligence. Nevertheless, we must record our impression that some recent administrative and Regental decisions do not appear to be consistent with our common understanding of the basic mission of the University, which is the education of students and the advancement of knowledge. We fear that non-academic areas have been better served than academic areas during the past several years--a circumstance that we regard as prima facie unsupportable. It is clearly impossible to carry out the mission of the University without a strong faculty.

THE BUDGET-MAKING PROCESS
 Appropriations

The State Regents for Higher Education have a depressingly finite budget to divide; and the same is true, mutatis mutandis, of the OU Board of Regents and the OU administration. Any rational observer recognizes that a major source of our budgetary woes is the exiguous legislative appropriation for higher education. At this time, we do not know exactly how much new money will be available for higher education, but at best it will almost certainly fall one-third short of the State Regents' request. And the problem is cumulative: Every fiscal year is the unfortunate legatee of unmet needs from preceding years.

There is, perhaps, little that we can do about inadequate legislative funding (though we should not quit trying); but there is no use pretending that we can cure all our budgetary ills by a more judicious use of the money we have at our disposal. We do not mean, of course, that we cannot either spend more prudently than we do or mitigate a bad situation by more intelligent use of our resources. But an absolutely inadequate budget admits of only so much manipulation, no matter how skilled and well-intentioned the manipulators may be.

Allocations: The State Regents' Formula

The State Regents' formula for allocating money among the twenty-five state-supported schools is supposed to reflect the various tasks assigned to those schools. It is obvious that funds should not be allocated on a straight head-count basis (though enrollment is, also obviously, one important factor): It costs more per capita to educate graduate students than to educate undergraduates; or at least that is generally true. Although the Regents' formula is weighted in favor of graduate education, the results suggest that the weighting is unrealistically slight.

Under current practice, OU is, in effect, being penalized by the State Regents for generating certain kinds of external funds; i.e., the amount of state funding for OU is reduced by a percentage of the outside funding expected. In fairness, we should add that the percentage is not inordinately high; but we suggest that any such reduction has the effect of penalizing initiative. We suggest further that the State Regents' practice is not even-handed, inasmuch as schools that receive local millage support (e.g., Tulsa Junior College) are not penalized in any comparable way.

According to the State Regents' own Plan for the Seventies, OU is one of two state institutions designated as centers for graduate study and research. We call upon the State Regents, the OU Regents, and the OU administration to remember and honor that commitment.

We recognize that the State Regents face an intractable problem in the sheer number of state-supported schools among which they must divide money. For a state with the population of Oklahoma, twenty-five state-supported institutions is too many by at least fifty percent. Since it is unlikely in the extreme that any of the existing schools will be abolished, we can only urge that no more be created.

The role of the faculty in on-campus budget decisions

A body already exists for getting faculty opinions to the President and other administrators--the Budget Council (hereafter "BC"). Unfortunately, the influence of the BC has declined steadily over the past few years, reaching what appears to be a current level of near-zero effectiveness. The reasons for this decline are debatable, but it seems that some blame lies with both the University administration and the Council itself.

We believe that the BC should be active not only in reviewing budget recommendations but also in formulating budgetary policies and priorities--priorities that should reflect the basic mission of the University. Indeed, under its current charge, the BC is required "to recommend to and advise the President and other appropriate administrators on matters concerning fiscal policies and resources of the University." The Council is to provide "continuity and balance in budgetary planning and execution within the University" (emphasis added). The clear implication of the BC charge (which was approved by the President and the OU Regents) is that it be included in the normal chain of decision-making.

In sum, we can hardly do better than to urge that the existing charge to the BC be honored by the Council itself and by the OU administration.

BUDGET PRIORITIES

1. The salaries of OU employees--faculty, graduate assistant, and other--must be either at or near the top of any list of priorities. It is a truism (which, therefore, has the virtue of being true) that a salary increase that fails to match the rate of inflation (currently 6-7% per year) represents a cut in pay. The average raise for OU faculty this year was \$276, or slightly more than 1½%. That is, if the increase had been four times greater than it actually was, it would scarcely have equalled the rate of inflation. With salaries already at the bottom of the Big Eight, we cannot pass over such injustices in silence. As a symptom of salary problems at OU, consider the following data about faculty salaries in the College of Law:

In 1973-74, OU ranked first among the five Big Eight law schools;
in 1977-78, it ranked last.

In 1972-73, OU ranked 30th among the nation's 141 law schools;
in 1977-78, it ranked 112th among 150.)

But it is not only a matter of simple justice that salaries should at least keep pace with inflation. We cannot expect to recruit and hold first-rate faculty unless our salary scale is competitive with that of comparable schools.

Fringe benefits are an important part of an employee's compensation. We urge in the strongest terms that no overt or covert reduction in such benefits be effected. In fact, we suggest that improvements be incorporated into the present package. (One possibility: that the University include all the salary of OU faculty--e.g., summer school salary--in computing its contribution to TIAA-CREF.)

We call attention to the report of another Faculty Senate committee (Salary and Fringe Benefits) that considers these matters in greater detail. On so important a topic, it may be salutary to voice the same concern twice.

2. The funding of the Library is scandalously inadequate. Since 1972, increases in the acquisitions budget of the Library have been about half of what would be required to keep up with inflation (which, in the world of books, is 20-25% per year). The Library has cut periodical subscriptions by 25%; it has been unable to acquire all the output of even major university presses; it no longer binds periodicals. In short, the need is desperate.

It is difficult to overestimate the importance of a good library to an institution of higher learning, especially a university that offers a wide range of graduate programs. The Library is the main "laboratory" for half the academic units in the University of Oklahoma. Because the Library is centrally important and because its current funding is perilously low, we rank its needs among the top priorities on our list.

3. Getting an education has become a frighteningly expensive undertaking. It is, therefore, all the more imperative that money for student scholarships and loans be maintained or increased. It is worth noting in this connection that, if OU is to continue its role as a graduate institution, it must have decently paid graduate assistants.

4. Support for research and career development is very important. It is unrealistic to expect faculty to initiate and pursue significant research programs without substantial help from the University. Such help should include, but not be limited to, purchase of equipment, travel, short-term grants, secretarial assistance, and reduced teaching loads. (One example of a step in the right direction is the program of research awards and summer fellowships in the College of Arts and Sciences. Predictably, the main shortcoming of that laudable effort is inadequate funding: Because of budget constraints, only \$42,300 of the normal \$50,000 was awarded in 1977-78. Twenty-two of one hundred applications were funded, twelve fully and ten partially. Given that the ratio of requests to actual grants is four or five to one, \$200,000 for this venture would not be excessive; and the amount for a similar University-wide program would be much higher.)

We note with pleasure that "seed" money provided by the Research Council seems to have helped generate more external grants. Although it may be hard to prove, we suspect that the connection between internal and external funding is more than coincidental. Aside from the intrinsic benefits produced, internal support of research appears to have important second-order effects. It is, therefore, the more regrettable that the Research Council is receiving a smaller percentage of the "overhead costs" coming to the University than it has in the past.

In this connection, we refer the reader to the excellent set of recommendations in the Career Development Report issued a few years ago.

5. New programs. One measure of the vitality of a university is its willingness to experiment with new ideas, its openness to change. Those qualities are put to the test during times of financial pinch, when it is easier and safer to stick with what one has and reject proposed innovations. But change per se is neither good nor bad. Accordingly, we hope that the University will seek to establish a delicate balance between credulity and skepticism regarding proposals for new programs. It is probably inevitable that those who seek approval of new programs during periods of financial crisis must bear an unusually heavy burden of proof; and perhaps it is only fair that they should. When funds are limited, the claims of existing programs that have

demonstrated their worth must be set against the expected value of new programs. In that situation, the presumption lies with the good existing program. Although new programs should not be rejected out of hand, they should be scrutinized even more carefully than they normally would be.

Finally, it should be remembered that not all new programs entail additional spending; some might even save money.

6. Faculty hiring and retention. Generally, the same considerations apply to the hiring and the retention of faculty members as to University programs. A university cannot, on pain of stagnation, simply declare a moratorium on the hiring of new faculty. On the other hand, a university faced with inadequate funding and declining enrollments can hardly be expected to follow policies appropriate to times of (comparative) plenty and burgeoning enrollments. A defensible policy need not require either increasing the absolute number of faculty members in the University or maintaining inviolate the status quo ante crunchum. It may mean resisting the temptation to stretch budgets by not filling vacancies. It may mean transferring vacancies from one department to another. Such a "reallocation of resources," to put it euphemistically, is bound to produce some resentment and cries of outrage; but it may nonetheless be necessary.

CONCLUDING REMARKS

1. In preparing this report, we have been struck by the difficulty of making informed comparisons among the budgets of state schools (to say nothing of out-of-state schools.) We might be willing to attribute our ill-success to ignorance or the arcane mysteries of accounting practices, except that a professor of accounting on our committee and the Interim Vice President for Administration and Finance at OU confessed to similar difficulties.

We found, in addition, that it is hard to tell exactly how money is spent within the University. In particular, it is often hard to determine whether funds designated for a certain purpose were actually used for that purpose.

Our intent in making these remarks is not to insinuate skulduggery or to impute wrongdoing to anyone. We want only to register our frustration and to suggest that there must be less opaque and confusing ways of keeping track of funds than those currently used.

2. In light of recent proposals, we want to state our opinion that faculty councils (specifically, the Budget Council) should be headed by faculty, not by administrators. Whatever the causes of the negligible influence of some faculty councils, the problem will not be solved by a move that will inevitably dilute that influence even further.

3. The ranking of budget priorities in this report reflects our thinking about the University of Oklahoma in 1978. Five or ten years hence, the ordering might be different. What would not be different is the conviction that the faculty should plan an important role in the year-to-year decisions about how University funds should be spent and about the values that inform those decisions. For better or for worse, this is our school. We cannot afford to let ourselves be excluded from participating in decisions that will shape the future of the University of Oklahoma.

Committee members:	Gerald Braver	Bernard McDonald (ex officio)
	Homer Brown	Kenneth Merrill (Chair)
	Lane Coulter	Mary Esther Saxon
	Jean Herrick	Charles Todd
	David Huettner	Gene Walker

Report of Senate ad hoc committee on Faculty Governance

As Dr. Sharp has indicated, "There has been a diminution of faculty influence in higher education . . . the role of faculty members in decision making here and at other institutions has declined" (Norman Transcript, December 16, 1977). At the University of Oklahoma, we believe that a combination of (1) the Administration's (Deans, Provost, President, and Regents) inadequate use of the established and traditional governance processes and (2) the Faculty's lack of participation in, and awareness of, administrative changes and adaptations to the increased involvement of governing boards, centralization, litigation, and standardization, have led to increased Faculty frustration and a growing conflict between the Administration and the Faculty. We believe the Regents, the new President, and the new Provost need to increase the meaningful participation of the Faculty in governance. A continuation of the present situation may well lead to withdrawal or some form of collective action. Neither of these appears to be in the best interests of the University.

The University of Oklahoma's Faculty Handbook (October, 1976) has a section (3.6.4) on Participation in University Governance:

"The nature of the academic enterprise is such that the faculty properly shares in responsibilities involving formulation of the University's policies. The faculty has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. Faculty members have a responsibility to contribute to the government of the University through timely participation on committees, councils or other advisory groups at the department, college, or university level."

We believe that faculty governance is a term which denotes the establishment of formal machinery for the active, meaningful involvement of faculty members in the committees, councils, and other groups in the colleges or University which are created for the purpose of discussion, conflict resolution and decision-making on matters which are important to educational programs, student welfare, and welfare of the faculty.

At the University of Oklahoma, this means faculty participation in decision-making at the departmental level on matters which are the primary concern of the faculty in accordance with guidelines established by the AAUP to which the University of Oklahoma has subscribed. It also means the functioning of faculty members in departmental Committee A's; in the various councils of the University and, of course, through the University Senate, which is the officially recognized and established representative body of the faculty.

The AAUP Guidelines define more explicitly these responsibilities:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty."

The major concern of this paper is that, although the mechanisms and structure exist which should permit and promote faculty involvement in governance and the sharing of responsibility in the formulation of University policies, the current realities are that the faculty's inputs are either ignored or count so little as to be virtually meaningless. These conclusions result from faculty observations of the way their recommendations have been treated in three different aspects of governance.

The first is related to faculty recommendations on tenure. We know of several examples where majority votes (in some cases, essentially unanimous) to recommend tenure have been ignored by the Administration and reasons for the adverse decision have not been

provided to the faculty making the recommendation. The number of cases is far too large to qualify as "only in exceptional circumstances," and there has been no attempt in these cases to comply with the qualifier, "for reasons communicated to the faculty."

The second concern is related to faculty contributions to the various University councils. The Budget Council believes that its recommendations are largely ignored. Programs which are implemented seem to have little faculty input (e.g. Program of Excellence, establishment of the Energy Resources Center). The Budget Council Meeting Minutes (October 18, 1977) reveal that the "Councils seem to be consulted on items where decisions are obvious or where decisions have already been made." When Councils do make recommendations, they are told that it is "being taken under advisement" and that is the end of it. The Summer Budget, Physical Plant, Program Discontinuance, North Campus, Athletic Department, and the Retirement Plan were cited as examples at that meeting. Another example was the failure on the part of the Administration to utilize the Budget Council in determining how to allocate the budget short-fall either last year or this year. As indicated in the Oklahoma Daily (Feb. 1, 1978), the Budget Council even considered a motion to disband because: (1) the Budget Council is an advisory group which has not been asked for advice; (2) many hours of work have been totally ignored unless they buttress something the administration already wanted, and (3) although Provost Uehling is an ex-officio member of the Council, she has rarely attended meetings, which is a further indication that the Council does not really take part in administrative decisions. The past chairman of the Academic Programs Council reported (January 5, 1978) that the problem with faculty participation in the Council is that, by the time they do get involved, nothing much can be done because policy determinations are mandated from above (Chancellor) or are necessitated by the fact that a Dean has already committed his budget to a new program and sometimes has already hired faculty. While the Provost is an ex-officio member, she has attended few meetings and has not requested any advice from the Council. The minutes of the Administrative and Physical Resources Council indicate that there is concern that (1) some administrators were making decisions which were far-reaching without faculty input; (2) the Council's advice had not been requested in the changes in the functions of the Vice Provost for Research and the Graduate Dean, nor on the assimilation of O.U.R.I. into the University or the creation of an Affirmative Action Office; and (3) advice is requested on items, such as the parking garage, when it seems that the decisions have already been made. Various members of other Councils were also contacted and there is general consensus that:

- (1) They are not "consulted regularly";
- (2) They are not "afforded full and immediate access to the information relevant to their interests"; and
- (3) They are not, as a result, "able to exercise initiative and review actions, as well as respond to proposals laid before them."

(Quotations from Structure of University and Campus Councils and Committees, President's Office, December 1, 1976, which describes conditions required for effective functioning of committees).

The third is related to faculty governance as exercised by the Faculty Senate. "The Senate exercises the legislative powers of the faculty of the University as delegated by the General Faculty, and has the power to initiate any legislation requiring approval of the Board of Regents of the University" (The University of Oklahoma Faculty Handbook, October, 1976). The previous year's Faculty Senate input with respect to tenure and promotion criteria and last year's input with respect to college/departmental organization and the distinguished professorships were essentially ignored. In the latter's section on organization, "with the exception of one word and one phrase, Senate recommendations of last April have been completely ignored." "The Administration has essentially resubmitted the Task Force Document." In the latter's section on distinguished professorships, "it is clear that the administration's proposal clearly resembles the original Task Force document with relatively few inclusions from the

Senate's version." (Quotations from Journal of Faculty Senate, Norman campus, December 12, 1977). Clearly, these administrative actions do not recognize that, "the faculty has a major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University." Furthermore, these policies clearly impact on faculty status and the educational and scholarly life of the University. As stated previously, the administration's "power of review or final decision . . . should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty." It is undeniable that the Faculty Senate has not had a meaningful input and that no reasons for the rejection of its proposals were provided by the Administration. Only after the Faculty Senate passed a resolution to seek such information did the Administration agree to discuss the document with the Executive Committee of the Senate. This appears to be more like confrontation and brinkmanship than a shared responsibility for formulation of policies or a recognition of the major faculty responsibility for making and carrying out decisions affecting the educational and scholarly life of the University.

In sum, although the channels for communication, the opportunity for sharing of responsibilities in policy formulation, and the processes for the faculty to exercise responsibility in making and carrying out decisions do exist, the evidence suggests that these channels of communication are not being used, the sharing of responsibility has largely disappeared, and the opportunity to exercise responsibility has become meaningless. In effect, the faculty is being denied the opportunity to make a meaningful contribution to the governance of the University. Our votes are too frequently ignored and without explanation by the Administration. Our faculty inputs on Councils are either treated as ceremonial or ignored without explanation by the Administration. Our Faculty Senate's recommendations on legislation are ignored without explanation by the Administration. We believe that the Administration has abrogated the faculty's major responsibility in making and carrying out decisions affecting the educational and scholarly life of the University. The faculty must have a more meaningful involvement in the governance of our University.

Committee members:	Roger Atherton (Chair)	Barbara Lewis (ex officio)
	Floyd Calvert	Tom Murray
	Richard Goff	John Seaberg
	David Kitts	Glenn Snider
	Ray Larson	Tom Wilbanks

March 30, 1978

Faculty Senate (Norman campus), University of Oklahoma
Report of ad hoc Committee on The Image of the University

INTRODUCTION

In October, 1977, the Faculty Senate of the University of Oklahoma established an ad hoc Committee on the Image of the University.

The primary charge to the committee was to assess the faculty's impression of the University. To accomplish this, the committee developed, over several months, a lengthy questionnaire covering faculty teaching, research, service, student relations, alumni relations, and the roles of the University of Oklahoma and State Regents. The questionnaire was submitted to a random sample of 100 faculty, with a remarkable response of 94. Only the summary of the results appears here, although the entire questionnaire is available in the Office of the Faculty Senate. The Communication Research Laboratory tabulated and analyzed questionnaire results.

In addition to the survey, members of the Legislature, faculty, staff, and administration appeared before the committee with statements.

FINDINGS

The results of the faculty survey indicate a disturbing perception of the University. The faculty perceives the University administration as being aloof, being unfair in its evaluation of faculty, putting priority on their own interests, viewing faculty quality as less than that of administrators, holding a supercilious view of faculty, and rendering impotent and futile faculty governance activity.

These findings represent graphically the feeling of frustration pervasive among University of Oklahoma faculty. Faculty now seem to be adrift with their mission and goals unclear. Important activities seem to be ignored by the University and the reward system geared to activities that are not in the long-range interests of the University. For example, most faculty perceive the administration as viewing the quality of teaching as mediocre, and its reward system does not encourage instructional improvement.

The faculty feel that guest professors and artists-in-residence enhance public image. The faculty feel, however, that a research image leads the public to believe that teaching is neglected.

The faculty believe that community service is an important aspect of professional University activity. They believe that the public expects and that departments are responsible for providing such service.

The faculty view the alumni as a favorable constituency. They believe that the alumni hold a positive image of the University, which may be due to the fact that most departments consult with alumni on program effectiveness.

This frustration on the part of the faculty extends to the Regents of the University, as well. The faculty perceives them to be concerned primarily with finances, not the overall image of the institution.

The State Regents are thought to view the University as being no different from other institutions in Oklahoma and having no unique mission.

The survey reveals further that the faculty feel that the Legislature does not see a unique role for the University of Oklahoma in state higher education. The Legislators prefer to deal with the administrators rather than the faculty.

This general feeling of poor communication between faculty and off-campus groups (except alumni) reinforced the mutual frustration of legislators and others who appeared before the Committee.

This suggestion of poor communication is not so much a placement of blame as a recognition of a real problem.

RECOMMENDATIONS

These findings are serious and merit the immediate attention of the new administration. Communication at the department level is essential. Goals regarding available resources should be set and a mutual understanding should be reached. The new administration must reaffirm established criteria for allocation of funds, raises, promotion, and tenure and then make a maximum effort to be consistent. The University must come to grips with its role as a public institution, while maintaining its freedom of intellectual inquiry. The University must uphold academic freedom yet not ignore the concerns of its constituencies. Every effort should be made to involve faculty with citizens and communities of the state so that faculty will neither be perceived as nor feel isolated and poorly represented.

Committee members:	Robert Bell	Thomas Hill
	William Carmack (Chair)	Gregory Kunesh
	Sarah Crim	(ex officio)
	Junetta Davis	Cecil Lee
	Robert Foote	Robert Shahan

(NOTE: Copies of the questionnaire, the statistical summary, and the interpretation are available at the Senate Office, OMJ 242.)

Report of the ad hoc Committee on Educational Priorities

The background information on which this report is based was obtained through interviews with the Provost, the Deans of all of the colleges, and representatives of most of the departments on the Norman campus of the University of Oklahoma. We wish to express our thanks to all of the persons participating in these interviews for their spirit of cooperation. Although the statements of the goals, priorities, and needs of individual departments form the basis for the bulk of this report, we will address our comments to the educational priorities of the University as a whole rather than to individual departments.

There was an obvious feeling of frustration expressed by the administrators and the faculty representatives interviewed. Much of this could be traced to inadequate funding of the University, resulting in an inability to perform adequately the educational mission which they feel is their charge and responsibility. Another expressed frustration was lack of communication within the administrative levels of the University. A third source of frustration, at least for a significant number of those interviewed, was a feeling of uncertainty about what the real goals of the University are at present and how they should be participating in the establishment and achievement of these goals. It is to this apparent vacuum in educational goals and priorities in the University that this report is addressed.

EDUCATIONAL PRIORITIES

The faculty's perception of the University's educational priorities is detailed in the following paragraphs. The order of presentation does not represent a hierarchy of priorities. All are considered to address questions essential to the development of the University.

1) Increasing Quality of Educational Programs

a) Undergraduate Education: Every department or academic unit which participates in undergraduate education should strive for excellence in this area. A goal of the University should be to provide sufficient faculty for each department so that undergraduates will have maximum benefit of exposure to instructors who are professionals in their fields. Quality of students, not quantity, should be the criterion by which success of undergraduate programs is based. To support, these, there should be increased recruitment efforts and efforts to increase the amount of scholarship funds available to undergraduates. Every department should recognize the importance of undergraduate education and, with the support of the University administration, consider contributions to this function as a significant component of the award structure for the faculty.

b) Graduate Education: The plan for the 70's has mandated the University of Oklahoma to be one of the two state universities emphasizing graduate and post-baccalaurate professional training. This implies a commitment to research or creative activity on the part of the faculty and the administration. Financial support of graduate and professional education has been woefully inadequate. There must be a shift in budgetary priorities at some level if this commitment to graduate programs is to be realized. There is insufficient support for faculty research and creative activity, travel to professional meetings, and summer salary support faculty engaged in research or creative activity. In many cases, physical resources for research and creative activity are inadequate. There is no support for graduate student research, and stipends for graduate assistants are, in most cases, non-competitive with other Universities of similar stature and mission. A priority must be to increase stipends for graduate students, possibly by seeking funds for expansion of graduate scholarships or endowed fellowships.

The graduate programs, especially the Ph.D. programs, should stress quality. The University must do everything possible to increase our ability to compete for the best students.

2) Reaffirmation of the Educational Mission of the University:

The student represents the most important product of the University. It should be reaffirmed that the objective of the education of the student is that he or she will be competitive in seeking employment in their chosen fields and that they will have the tools required to make responsible decisions as citizens in their society. Therefore, it should be the goal of every department or academic unit to attain excellence in its teaching function, both in undergraduate and graduate programs. It is the responsibility of the University administration to recognize and support this goal.

3) Criteria for Establishing New Programs:

Since there is little prospect for improved funding for the University in the foreseeable future, a mechanism for evaluating all new programs in relation to their impact on the primary function of the University, as opposed to two- and four-year colleges, should be established.

4) Establishment of Criteria for Identifying Areas of Excellence:

At this time, there are no criteria for determining that a specific program should be designated as an area of excellence or what characteristics an excellence area should have. Since a significant amount of the University Budget will be given to designated excellence areas, it is essential that selection of such areas be based on careful consideration of recognized and delineated criteria and within a clear understanding of the overall objectives of the University.

5) Heterogeneity of Mission within the University:

There should be recognition of the necessity for extensive heterogeneity of mission within the University. It is the common goal of all academic units to produce the best-educated student possible. However, that education may consist of significantly different approaches in different disciplines. This is especially evident in the case of the professional departments and schools who must meet the needs of special constituencies. It should be the responsibility of the administration and faculty to recognize these differences and allow for variation in goals and priorities for the academic groups and establish criteria for program or departmental evaluation, which would include consideration of their mission and the quality of education received by their students.

6) Increased Library Support:

This has been alluded to indirectly in other areas of the report. The need for increased support for the library is so critical, however, that it must be emphasized separately. Academic excellence at any level is impossible without the availability of adequate library facilities. Excellence in graduate studies is absolutely unattainable without ready access to the significant journals, monographs, and reviews in the academic disciplines. A major University priority in education must be to improve the quality of the library.

Committee members:	James Artman	Elroy Rice
	Susan Caldwell	Wayne Rowe
	Virginia Gillespie	Walter Scheffer
	Beverly Joyce	Raymond Yeh
	(ex officio)	John Lancaster (Chair)

April 27, 1973

Faculty Senate (Norman campus), University of Oklahoma

Report of ad hoc Committee on Faculty Salaries and Fringe Benefits

In the Plan for the Seventies, the Oklahoma State Regents for Higher Education assigned the University of Oklahoma the mission of being a graduate institution, along with its other responsibilities. Graduate education requires active research on the part of the faculty. It is unarguable that since the founding of the University, its faculty's research and its training of graduate students have contributed greatly to the health, economy, government, and general well-being of Oklahoma, but the continued fulfillment of the University of Oklahoma's responsibilities is in doubt. The general financial crisis of the University has hit faculty salaries to the extent that present levels encourage faculty members to seek employment elsewhere.

Faculty salaries rank last among the Big Eight universities. Fringe benefits also are low in comparison with those of the other Big Eight schools and in no sense compensate for the salary level. The OU faculty traditionally has performed extremely well despite salaries that have always been low, but there is a limit to the hope of "a bigger bang for the buck." (See Tables 1-6 and Chart 1.)

The present policy of the State Regents of distributing funds largely according to the vagaries of enrollment at state schools directly undermines the mission of OU to provide a demanding education for undergraduates and professional training of the highest quality for graduate students. The variety of undergraduate, graduate, and professional education that OU is required to provide is necessarily expensive. Graduate and professional education particularly are and should be considerably more expensive than undergraduate education because of the demands made upon faculty members' time. The State Regents' division of funds among state institutions simply does not recognize how expensive graduate and professional education must be, and, in fact, penalizes the OU faculty for a student-faculty ratio that is conducive to good teaching. The average 1977-78 salary at OU was increased 1.5% over that of the previous year, while that at the comparable state institution, Oklahoma State University, increased 5.5%. This disparity cannot be justified by changes in total University enrollment. The workload of individual faculty members is not reduced by small percentage changes in total enrollment.

The reduced possibility of losing faculty members to other schools (as compared with a decade ago) will not protect the quality of OU's faculty. The most able, innovative, and scholarly of the OU faculty are and will be sought out by other schools, a process that will erode the quality of OU none the less surely for being gradual. The likelihood of financial betterment elsewhere is only one reason for faculty members to leave OU. Financial stringency, the decay of research facilities, and the sense that the University is not valued by Oklahomans have induced an atmosphere that is destroying the formerly considerable non-monetary reasons for valuing an appointment at the University of Oklahoma.

The University's ability to recruit new faculty has been seriously affected. The job market in which it operates is different and more expensive than the market for faculty at most other institutions of higher education in the state. This market is national, not local or regional. The University of Oklahoma is unable to meet the competition for the best faculty prospects from the many universities in other states whose salaries, fringe benefits, and research facilities are substantially better.

The crisis in salaries at OU is part of a more general financial crisis that all schools in the state will share in the near future unless the state legislature funds higher education adequately. It is a consequence of the unplanned growth in the number of state institutions, for which the legislature and the Higher Regents share responsibility. The financial crisis involves the question of the quality of education in the state. Allowing the University of Oklahoma to continue to suffer financial stringency will destroy the capital that has been invested here in faculty and scholarly expertise, to the detriment not only of the educational system of the state but also to all its people. The state legislature should lead the state in understanding the

expensive nature of a quality education; the State Regents should consider the quality of institutions as important as their changes in enrollment; and the University Regents should more aggressively present the needs of this faculty to the State Regents, the legislature, and the people of Oklahoma.

SPECIFIC RECOMMENDATIONS

A. Faculty Salaries:

Faculty salaries should be increased at least to meet the average within the Big Eight. Not to do so is to encourage the erosion of the quality of the University. (See tables 1-5 and Chart 1.)

The Higher Regents should not only develop policies but also provide funding to prevent the development of disparate increases or widely disparate salaries between comparable institutions within the state and should no longer allow enrollment figures to control the funding of institutions.

B. Fringe Benefits:

Substantial and predictable fringe benefits are essential for attracting and retaining faculty members. The University should fulfill its obligation to increase the TIAA-CREF addition as originally planned. The faculty opposes the creation of any different retirement system for new employees and any increase of take-home pay at the expense of retirement benefits. Fulfilling its present commitment will eventually make the University of Oklahoma's retirement plan competitive with the others in the Big Eight. (See Table 6).

Committee members:	Doyle Bishop	Ned Hockman
	Sherril Christian (ex officio)	Peter Kutner
	Dennis Crites	Maurice Rasmussen
	Mary Dewey	Ronald Snell (Chair)
	Colbert Hackler	Gary Thompson

(Note: Data in Tables 1-6 have been compiled by Professor Doyle Bishop on the basis of information published in the AAUP Bulletin.)

TABLE 1
AVERAGE COMPENSATION--REGIONAL UNIVERSITIES (000's)
(1976-77)

Institution	Profs.	Rank	Assoc. Profs.	Rank	Asst. Profs.	Rank	Instrs.	Rank
Arkansas	25.8	11	20.3	6	16.0	13	12.2	10
Texas	29.7	2	22.0	2	18.2	2	14.2	2
Louisiana State	26.4	7	20.1	9-12	16.5	10	13.0	9
New Mexico	27.1	4	20.2	8	17.1	6	13.9	4-5
Colorado	26.9	6	20.9	5	17.3	5	13.7	6
Kansas	27.0	5	20.8	7	17.0	7	13.2	8
Kansas State	26.1	8	21.2	4	17.4	4	13.5	7
Iowa	30.0	1	23.1	1	19.0	1	15.6	1
Missouri	24.4	13	19.0	13	16.1	12	13.9	4-5
Nebraska	25.3	10	20.1	9-12	16.9	8	11.9	12
Oklahoma State	24.9	12	20.1	9-12	16.6	9	12.0	11
Iowa State	28.7	3	21.8	3	18.1	3	14.0	3
Averages:	26.8		20.8		17.2		13.4	
Oklahoma:	25.8	9	20.1	9-12	16.2	11	10.6	13

TABLE 2

AVERAGE COMPENSATION AT OU COMPARED WITH THE NATIONAL AVERAGES,
BY RANK, WITH DOLLAR AMOUNTS NEEDED FOR OU TO REACH NATIONAL AVERAGE.
(1976-77)

Rank	OU average	nat'l. average	Difference x no. faculty =		amount needed
Professor	25.8	27.5	\$1,700	265	\$450,500
Associate Professor	20.1	20.9	800	181	144,800
Assistant Professor	16.2	17.1	900	242	217,800
Instructor	10.6	13.7	3,100	78	241,800
totals				766	\$1,054,900

TABLE 3

AVERAGE OU COMPENSATION COMPARED WITH REGIONAL AVERAGES
(1976-77)

Rank	OU	Reg'l.	difference x no. faculty =		amount needed
Professor	25.8	26.8	\$1,000	265	\$265,000
Associate Professor	20.1	20.8	700	181	126,700
Assistant Professor	16.2	17.2	1,000	242	242,000
Instructor	10.6	13.4	2,800	78	218,400
totals				766	\$852,100

TABLE 4

AVERAGE COMPENSATION AT OU COMPARED WITH BIG EIGHT AVERAGES
(1976-77)

Institution	Profes.		Assoc. Profes.		Asst. Profes.		Instr.	
	Profes.	Rank	Profes.	Rank	Profes.	Rank	Instr.	Rank
Oklahoma	25.8	5	20.1	5-7	16.2	7	10.6	8
Oklahoma State	24.9	7	20.1	5-7	16.6	6	12.0	6
Kansas	27.0	2	20.8	4	17.0	4	13.2	5
Kansas State	26.1	4	21.2	2	17.4	2	13.5	4
Iowa State	28.7	2	21.8	1	18.1	1	14.0	1
Colorado	26.9	3	20.9	3	17.3	3	13.7	3
Missouri	24.4	8	19.0	8	16.1	8	13.9	2
Nebraska	25.3	6	20.1	5-7	16.9	5	11.9	7
averages:	26.1		20.5		16.9		12.8	

TABLE 5
OU AVERAGES COMPARED WITH THOSE OF IOWA STATE, WITH THE COST OF MEETING THEM
(1976-77)

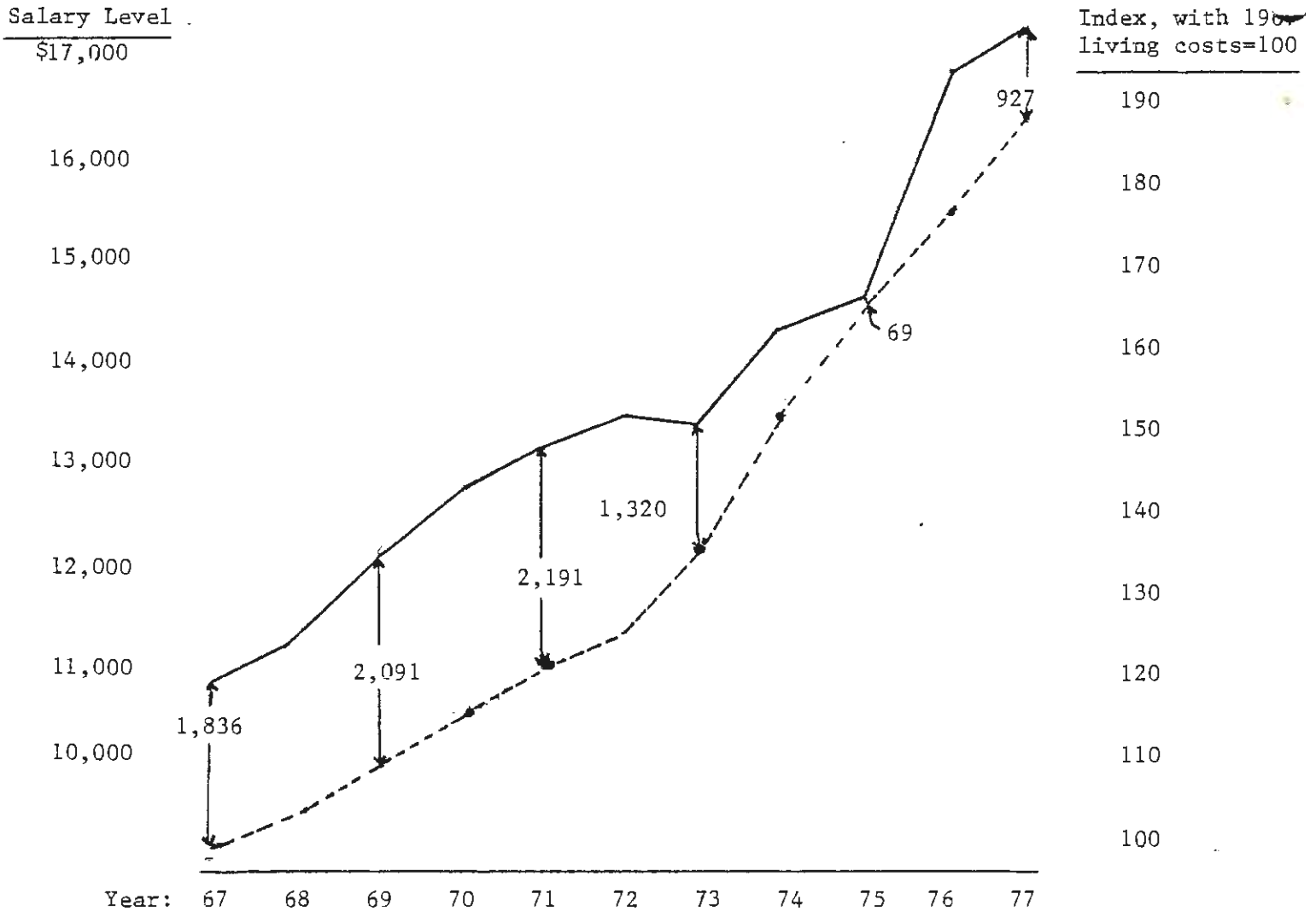
Rank	Iowa State	OU	difference	total needed to meet Iowa State
Professor	28.7	25.8	\$2,900	\$ 768,500
Associate Professor	21.8	20.1	1,700	307,700
Assistant Professor	18.1	16.2	1,900	459,800
Instructor	14.0	10.6	3,400	265,200
total				\$1,801,200

TABLE 6
\$ VALUE OF FRINGE BENEFITS: BIG 8 UNIVERSITIES
(1976-77)

Big 8	Professor		Assoc. Prof.		Asst. Prof.		Instructor	
	Amt.	Rank	Amt.	Rank	Amt.	Rank	Amt.	Rank
Oklahoma	2552	5	2160	6	1740	6	1045	7
Oklahoma State	2270	7	2002	7	1639	7	1296	5
Kansas	2662	4	2392	3	1963	5	1521	4
Kansas State	3003	2	2590	2	2416	2	1856	2
Iowa State	3952	1	3162	1	2754	1	2124	1
Colorado	2673	3	2244	5	1989	4	1134	6
Missouri	1160	8	1246	8	1200	8	1024	8
Nebraska	2497	6	2314	4	2086	3	1560	3
<u>Others</u>								
Iowa	4144		3349		2898		2376	
Texas	2710		2352		2093		1764	
Arkansas	2688		2184		1584		999	
Oral Roberts	2970		2640		2192		1157	
Oklahoma Baptist	2754		2346		1921		1274	
Tulsa	3195		2775		1872		1521	
Oklahoma City	2412		1911		1792		1056	

SOURCE: AAUP Bulletin, August, 1977. (\$ value calculated by multiplying average salaries by reported percentage of fringe benefits.)

FACULTY SALARY LEVELS AND COST OF LIVING BY YEAR



Solid line reflects the average level of salary for University of Oklahoma full-time faculty, as computed by the AAUP Bulletin.

Broken line refers to the total annual costs of a family. It is the product of (1) the 1967-based consumer price index for the given year; multiplied by, (2) the 1967 cost of a family living at an intermediate level and composed of a 38-year-old husband, a wife not employed outside the home, a 13-year-old boy, and an 8-year-old girl. Both figures are from the U.S. Bureau of Labor Statistics.

<u>chart data</u>	<u>Year</u>	<u>Salary</u>	<u>Costs</u>	<u>Year</u>	<u>Salary</u>	<u>Costs</u>
	1977	\$17,400	\$16,473	1971	\$13,200	\$11,009
	1976	16,800	15,475	1970	12,757	10,555
	1975	14,700	14,631	1969	12,056	9,965
	1974	14,300	13,405	1968	11,258	9,457
	1973	13,400	12,080	1967	10,912	9,076
	1972	13,500	11,372			

TABLE 7

FACULTY SALARIES BY RANK FOR BIG EIGHT UNIVERSITIES

(Average Salary Amounts Exclude the University of Oklahoma)
 (All Salaries Converted to a Nine-Month Basis)

Fiscal Years 1976-77 and 1977-78

BIG EIGHT UNIVERSITY	PROFESSOR		ASSOCIATE PROFESSOR		ASSISTANT PROFESSOR	
	1976-77	1977-78	1976-77	1977-78	1976-77	1977-78
Colorado	\$24,303	\$25,276	\$18,727	\$19,187	\$15,238	\$15,825
Kansas	24,267	25,559	18,240	18,661	15,106	15,793
Iowa State	24,264	25,925	18,372	19,457	14,964	15,913
Kansas State	23,202	24,271	18,381	19,292	14,960	15,646
Missouri	22,780	23,962	17,821	18,904	14,775	16,022
Nebraska	22,767	23,898	17,705	18,457	14,796	15,383
Oklahoma State	22,505	24,283	18,407	19,216	15,037	15,800
Oklahoma	22,336	22,728	17,820	18,112	14,621	14,761
AVERAGE	\$23,441	\$24,739	\$18,236	\$19,025	\$14,982	\$15,769

SOURCE: Office of VP, Administrative and Financial Services, Oklahoma University.

PRESENTATION OF CERTIFICATES OF APPRECIATION TO OUTGOING SENATE MEMBERS

Dr. Donald Cox, Senate Chair, presented Certificates of Appreciation to the following Senate members who are completing their three-year (1975-78) terms: Professors Donald Cox, Sarah Crim, Richard Goff, Beverly Joyce, David Kitts, Cecil Lee, Maurice Rasmusser Elroy Rice, and Robert Shahan.

ELECTION OF SENATE CHAIRPERSON-ELECT, 1978-79

Professor Merrill moved that Professor Barbara Lewis (Law) be elected Chairperson-Elect of the Faculty Senate for the 1978-79 academic year. The Senate approved the election by acclamation.

RE-ELECTION OF SENATE SECRETARY, 1978-79

Professor McDonald moved that Professor Anthony S. Lis (Business Communication) be re-elected to his tenth consecutive term as the Senate Secretary for 1978-79. The Senate approved this election also by acclamation.

SENATE RESOLUTION: Appreciation to outgoing Senate Chair, Dr. Donald C. Cox

The Senate next approved the following resolution, presented by Dr. Greg Kunesch, expressing its appreciation to the outgoing Senate Chair, Dr. Donald C. Cox:

WHEREAS, Dr. Donald C. Cox, Associate Professor of Microbiology, has served the Faculty Senate (Norman campus) as its Chairperson-Elect (1976-77) and Chairperson (1977-78),

WHEREAS, during his term as Senate Chair, Professor Cox provided an environment that was conducive to effective interaction and cooperation among the five segments of the University community -- the Regents, the administration, the faculty, the students, and the staff,

WHEREAS, Professor Cox, with his quiet, unassuming, and selfless manner, his high sense of professionalism, and his exemplary excellence in teaching, research, and service, earned the admiration and the genuine respect of his colleagues for his outstanding leadership of the Faculty Senate,

WHEREAS, Professor Cox, always mindful of and sensitive to the diverse interests represented in the University-wide membership of the Faculty Senate, succeeded in achieving an extraordinary degree of rapport and collegiality among Senate members, and

WHEREAS, under his leadership, the Senate has continued and enhanced its mutually beneficial relationships with the Faculty Senate of the Health Sciences Center of this University and the Faculty Council of Oklahoma State University,

BE IT THEREFORE RESOLVED that the Faculty Senate on the Norman campus of the University of Oklahoma express its sincerest appreciation to Professor Donald C. Cox for increasing the effectiveness of faculty governance on this campus, in general, and the Faculty Senate, in particular.

PRESENTATION OF PLAQUE TO OUTGOING SENATE CHAIR

Dr. Bernard McDonald, in assuming the Chair of the Senate for the 1978-79 academic year, presented to Dr. Cox, the outgoing Senate Chair, an engraved plaque commemorating his outstanding service as Senate Chair, 1977-78.

ADJOURNMENT

The Senate adjourned at 4:10 p.m. The first regular session of the Faculty Senate for the 1978-79 academic year will be held at 3:30 p.m., on Monday, September 11, 1978, in Dale Hall 218.

Respectfully submitted,

Anthony S. Lis

Anthony S. Lis
Professor of
Business Communication
Secretary