

JOURNAL OF THE FACULTY SENATE (Norman campus)
The University of Oklahoma
Regular session - May 6, 1985 - 3:30 p.m.
Conoco Auditorium, Doris W. Neustadt Wing, Bizzell Memorial Library

The Faculty Senate was called to order by Professor Tom Love, Chair.

PRESENT: Atherton (0), Baker (1), Biro (0), Bredeson (0), Caldwell (0), Cameron (1), Cozad (1), Eliason (0), Emanuel (0), Fitch Hauser (1), Friend (0), Goodman (0), Grant (2), Graves (2), Hawley (1), Hengst (0), Hopkins (0), Horrell (3), Huseman (0), Karriker (0), Knapp (0), Knehans (0), Kudrna (0), Kuriger (0), Larson (0), Levy (0), Love (0), Magrath (1), Marek (0), Morgan (0), Murphy (0), O'Rear (1), Palmer (0), Parker (1), Poland (0), Schmitz (0), Smith (0), Taylor (1), Tepker (1), Tharp (0), Thompson (0), Tobias (1), Uno (0), Wedel (0), Whitely (1)

Provost's office representative: Ray
Liaison, AAUP: Turkington
PSA representative: McCarley
GSA representative: Mork

ABSENT: Beesley (2), Black (1), Canter (1), DuMont (1), Nicewander (1), Nuttall (2), Pflaum (1), Reynolds (1)

Liaison, ABP: Butler
Liaison, Women's Caucus: Killian
PSA representatives: Nicely, Skierkowski
UOSA representatives: Brueschke, Rasnic, Wiseman

(NOTE: During the period June 1984 - May 1985, the Senate held 9 regular sessions and 1 special session. Faculty attendance at the special meeting was used to offset absences from regular meetings. The figure in parentheses above indicates the (net) number of absences.)

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APPROVAL OF MINUTES

The minutes of the regular session of April 8, 1985, were approved.

ANNOUNCEMENTS

The regular meetings of the Senate for 1985-86 will be held at 3:30 p.m. in the Conoco Auditorium, Neustadt Wing of Bizzell Library, on the following Mondays:

September 9	December 9	March 17
October 14	January 13	April 14
November 11	February 10	May 5

ACTIONS TAKEN BY INTERIM PRESIDENT MARTIN JISCHKE

The faculty selected from nominations submitted by the Senate to serve on the reorganized Equal Opportunity Committee (see 3/85 Journal, page 2) are:

Keith Bystrom (Law), 1984-85
 Suzanne Willis (Physics and Astronomy), 1984-86
 Clifford Clottey (CEES), 1984-87

The recommendations of the ad hoc committee on staff chairing councils (see 4/85 Journal, page 5) were approved.

After receiving views of the Provost and Dean's Council, Dr. Jischke concurred with the Faculty Senate "dead week" resolution (see 4/85 Journal, page 4) which encourages faculty members to be sensitive to student study loads during the latter part of the semester and to avoid (if possible) giving examinations during the final week of classes.

SENATE EXECUTIVE COMMITTEE REPORT

Professor Love explained the ballot dated May 2, polling faculty opinion on merit pay versus cost-of-living pay raises. A petition received from thirty faculty members requested that in lieu of a general faculty meeting, a ballot be circulated to the regular faculty. The results will be forwarded to the President as representing the views of the faculty.

ELECTION OF REPLACEMENTS FOR END OF YEAR VACANCIES

Professor Levy noted that the Committee on Discrimination was not included in the list of vacancies, because the Senate Executive Committee is looking into whether the functions of that committee have been assumed by other committees. Until a decision is made, the present membership on the committee will continue to serve during the summer.

As there were no further nominations from the floor, the slate of nominations presented by the Committee on Committees was selected (see Appendix I).

EXPANDED GRADING SCALE

Professor Love reminded the Senate that Provost Morris asked the Faculty Senate to consider the proposal approved by the Graduate Council and graduate faculty that an expanded grading scale for 5000 and 6000 level courses be adopted. A letter from the Graduate Student Association explaining why they

were opposed to the expanded grading scale was distributed. Professor Atherton commented that Dean Hoving's official position as Dean of the Graduate College was to support the recommendation of the Graduate Council, and that the position reported by Mr. Lawrence at the last Senate meeting was merely Dean Hoving's personal view. Professor Atherton acknowledged that some of the details have not been worked out yet, so it is difficult to know if there would be any additional costs. Further, it is not clear what the effect would be if the system is implemented at the graduate, but not undergraduate, level. He reported that, of the 52 AAU schools, 2 are Canadian and 8 do not describe their grading system. Of the remaining 42, 21 have an expanded grading scale, and 21 do not. Of the 21 that do, 4 have it only for graduate students, 1 for undergraduates, and 16 for both, with many variations in the type of scale used.

Professor Huseman spoke against the motion, explaining that the College of Engineering calculates three different grade point averages for graduation, two of which are done by hand. He said he was not in favor of grading classes in two different ways; if the expanded scale is adopted, it should be done for graduate and undergraduate level courses.

The new president of the Graduate Student Association, Mr. David Mork, commented that the GSA was opposed to the proposal because they do not believe an expanded scale should be used at one level and not the other. In addition, they feel such a scale is inappropriate for grading certain graduate level courses, such as Art, Music and Architecture.

Professor Smith asked if the Graduate Council had addressed the problem of assigning 2.67 points to a B-, considering the present minimum g.p.a. for a graduate student is a 3.0, or B average. Professor Atherton responded that schools within the University that have such a cut off point may want to consider changing their minimum g.p.a. to a 2.67. Professor Hengst contended that, if the reason for the new scale was for greater equity or rigor for the students, he must be opposed to the scale, since he feels that finer discrimination among grades would not lead to improvements, even if it were done at both the graduate and undergraduate levels.

Professor Schmitz asked if it might be possible for one college to use an expanded grading scheme, while allowing the rest of the university to stay under the present system. Associate Provost Ray said it would be very difficult to do such a thing; the College of Law has their own system, but it is a separate area of the University. Professor Graves suggested that the current discrimination among grades is about as fine as it is possible to make. Professor Caldwell commented that she routinely assigns pluses and minuses to grades, as a way to provide feedback to students. Professor Tepker explained that a more graduated system reduces the consequence of possible errors in evaluation at the margins, because the distinction would be, for example, between a B- and C+ on a 12-point scale (a difference of .33), rather than a B and C (a difference of 1.0).

Professor Emanuel noted that, according to the poll he conducted, the AMNE faculty favor the expanded scale, because they feel it is insufficient to give just A's and B's. Those most in favor of it come from schools that have expanded scales. Professor Palmer pointed out that an expanded scale might increase the number of mechanical errors in assigning grades. Professor Wedel said he thought there should be a mechanism for providing some consistency throughout the University, so that all sections of a course would be graded the same way, rather than leaving it up to the faculty's discretion. Professor Cozad commented that he felt it would be more suitable to put this kind of system in place at the undergraduate level. Professor Atherton said the College of Business, which initiated the request, was

interested in expanding the grading scheme at both levels, but they were concerned particularly that all too often students at the graduate level were being given A's and B's. In addition, it was clear that the recommendation could be brought before the Graduate Council for graduate courses, whereas it was not clear who would be responsible for approving it for undergraduate courses. Professor Atherton moved that the Senate approve the recommendation, proposed by the Graduate Council and graduate faculty and referred to the Senate by Provost Morris, which states,

" ... that an expanded grading scale employing plus and minus be used for 5000 and 6000 level courses on the Norman Campus. Only 5000 and 6000 level courses would be covered. All students, however, who are enrolled in those courses would be covered regardless of classification. Undergraduates in those courses would be graded on the expanded scale as would be graduate students. The proposed grading scale together with the quality points that would be assigned is listed below:

A = 4.0	B- = 2.67	D+ = 1.33
A- = 3.67	C+ = 2.33	D = 1.0
B+ = 3.33	C = 2.0	D- = .67
B = 3.0	C- = 1.67	F = 0

The proposal also is that classes which are to be graded according to the expanded scale would be indicated in the class schedule by a blanket statement."

The motion carried 23 to 19.

STUDENT APPEALS RESPECTING ENGLISH PROFICIENCY OF INSTRUCTORS

As a result of the suggestion at the April 8 Senate meeting that student complaints be reported to the Provost or to the Deans, the ad hoc committee on student appeals with respect to the English proficiency of instructors revised the recommendations on page 4 of the report (see Appendix VII of the 4/85 Journal). The amended report of the ad hoc committee (see Appendix II) was approved unanimously.

COMMITTEE A

Professor Emanuel moved that, unless the Faculty Welfare Committee had objections to the proposed revisions (attached to the agenda), all of the changes be accepted. Speaking on behalf of Professor Black, who was out of town, Professor Tharp said, with reference to Professor Knapp's first set of suggestions, he preferred leaving the word "guidelines", instead of replacing it with "suggestions" in paragraph IV. 1. c) under Procedural Recommendations; he had no objection to the remaining revisions. Professor Knapp agreed to withdraw that suggestion.

Professor Eliason read a comment from Professor Rubin, Chair of the Mathematics Department, stating that "Committee A should not be in direct line of determination of staff employment and salary decisions. If such becomes true, then eventually staff will want to be included on the Committee. ... It would be a bad managerial practice to mix the faculty and staff functions." Professor Emanuel moved that the words, "and staff" be struck wherever they appear under Substantive Recommendations. Professor Tharp pointed out that some departments employ professional staff. Professor Grant said he preferred to limit Committee A decisions to "A" budget line

considerations, since many of the faculty are not as acquainted with a staff member's performance as the administrator is. Professor Graves suggested that, since the survey did not reveal whether Committee A was intended to be the budgetary committee for the unit, it would be unwise to delete "and staff." He moved that the report be tabled until more information is gathered. The motion failed.

With reference to Professor Smith's comment that even though the budgets were no longer designated as "A", "B" and "C", there still are distinctions between the various wage classifications, Associate Provost Ray agreed that there are three segments in the budget similar to the former A, B and C budgets. Professor Tobias suggested that if Committee A is included in decisions on staff salaries, then the professional staff might want to be included on Committee A. There was some discussion about which Committees A make decisions concerning both faculty and staff. Professor Love contended that deleting "and staff" would not prevent Committee A from being involved in matters concerning staff, but leaving it in might mandate departments to become involved. Professor Atherton explained that in colleges which are also departments Committee A considers the entire budget for the college, and if the staff budget is deleted from their purview, some flexibility would be lost. Professor Schmitz asked how involved Committee A was intended to be in "budget requests/allocations." Professor Tharp said the committee intended Committee A to have an oversight function to prevent the Chair from formulating the budget on his/her own. The motion to delete "and staff" wherever it appears carried.

Professor Karriker expressed her opposition to the proposed revision that the terms be changed from "two years" to "longer than one year," because it could allow the same members to remain on Committee A for years. Professor Knapp said his intention was to allow Committees A with three members to have three-year terms. 1. d) under Procedural Recommendations was modified to read, "It is strongly suggested, however, that terms be two years, or three years in the case of three elected members, with terms of the various committee members staggered.

Professor Eliason pointed out that his department would like the option of having only two elected faculty instead of three on Committee A, and recommended that in 1. c) under Procedural Recommendations "guidelines" be replaced with "suggestions," as originally suggested by Professor Knapp. As there was no objection to the change, the document was so modified.

Professor O'Rear suggested that "of" be changed to "from" under Substantive Recommendations 1., so that it reads, "... shall include an elected body from tenured and tenure-track faculty ..." Otherwise the implication is that Committee A should be composed of both tenured and tenure-track faculty; some departments may not be able to meet that requirement. There was no opposition to the revision.

Discussing Professor Graves' proposed recommendation to delete "at duly called Faculty meetings" from Substantive Recommendations 1., Professor Friend explained that the College of Education felt they already had a well established formal procedure, and did not see the need to conduct elections at a faculty meeting. Professor Tharp said he felt if elections were not held at faculty meetings, some departments would face problems with their election procedures. Professor Friend commented that it was not such a critical point to stop the Senate from proceeding, and on behalf of Professor Graves, withdrew the proposed revision.

With reference to Professor Graves' second revision adding to Substantive Recommendation 1, stating "The head of the budget unit shall serve as Chair of Committee A" the phrase, "except that a unit's Dean may or may not serve depending on the unit's formally established procedures," Professor Love explained that this issue applies to situations where the Dean chairs Committee A in colleges which are also departments. Professor Smith made the motion to modify the revision to read, "... that the head of the budget unit shall or shall not serve as chair of Committee A at the will of the faculty of that budget unit." The motion died for lack of a second. After further discussion, Professor Friend moved that Professor Graves' amendment be approved; the motion carried.

Professor Emanuel moved that the changes proposed by the Executive Committee (with the exception that "and staff" would be deleted where it appears) be accepted. The motion carried.

Professor Tharp relayed the concern that the parenthetical statement in 1.(7) under Substantive Recommendations would strip the Chairs of a lot of their administrative prerogatives. Professor Love said he felt Committee A should be involved, not with the details, but with the policies regarding these items (travel requests, equipment priorities, etc.). Professor Grant moved that the parenthetical statement be deleted from the sentence. Professor Knapp said he thought establishing funding priorities for equipment is an important function of Committee A. Professor Palmer said he was concerned about making the document more ambiguous and that the phrase, "transmitted to Committee A" leaves open the possibility that Committee A would be involved only if the Chair chose to transmit matters to them. Professor Tharp pointed out that the faculty, as the policy-making body, can determine what matters Committee A should consider. The motion to delete "(travel requests, equipment priorities, etc.)" from 1.(7) failed.

Professor Murphy commented that he thought Committee A had not been thoroughly examined, that a great deal had been left out, and that the general faculty still do not know whether the Committee A system is working. He suggested that the general faculty should be surveyed. Professor Love responded that this document represented a start in the process, and that changes still could be made in the future. Professor Tharp pointed out that the committee felt the comments solicited from Committee A members had represented the faculty as a whole. Professor Love noted that the document had been sent to all the regular faculty soliciting comments. In response to Professor Murphy's question about whether the Senate had received a complaint from a faculty member who is being disenfranchised, Professor Love said yes, but that it was an individual case, and the member had not made any recommendations concerning the Committee A document.

The motion to approve the document as amended (see Appendix III) carried.

FUNDING PRIORITIES

Professor Biro commented that it was important that this report represent the outlook of the faculty. He reemphasized that unhappiness with the wording of the analysis should not affect the endorsement of the recommendations. Professor Biro moved that the report be accepted with the revision recommended by Professor Knapp that requirement 5, be changed from "... strengthening the fundamental academic areas that are the indispensable bases for all other academic fields" to "... strengthening the fundamental academic areas that are vital to excellence in other academic fields."

Professor Emanuel said in discussions with his colleagues there was some unhappiness with the first two sections and with the vagueness of phrases in section 3 such as "essential academic functions," "fundamental academic areas" and "central disciplines". He added that, while the faculty may have been seriously underrepresented in past in terms of funding priorities, the recommendations in the report leave out all discussion of other non-faculty groups, such as administrators, who play a role in setting priorities. In addition, on page 3 the report mentions the need for proper and timely faculty consultation, yet the recommendations do not follow up on that particular point. Also, the recommendation on regular articulation of long-range goals could become an onerous task. Some departments are concerned that certain procedures, for example, use of weighted credit hours per faculty member or student faculty evaluations, could become locked-in as evaluation methods based on these recommendations. Finally, the report mentions the need for flexibility in budgeting, yet this item does not appear in the recommendations. He suggested that, despite the effort that has gone into the report, that it be sent back to the committee for revisions in parts 1 and 2 and the recommendations. Professor Smith raised the question of whether the Budget Council had been involved with the discussions and if so, what the Budget Council planned to do with it. Professor Grant answered that the Budget Council had discussed the report on two occasions, but it is limited on what it can do, in that it not only represents faculty. He noted that there is little more that could be done to make the document more specific, and on behalf of the Budget Council he supported the acceptance of the report.

Professor Biro said this was meant to be a report of a general nature, which would serve as guidance for the Senate leadership, and eliminate the need to react on an ad hoc basis. The committee had not intended devise the machinery, but rather explain why things should be handled differently. Professor Smith asked Professor Levy, as incoming chair, if he felt the Senate could pursue some of the issues in the near future. Professor Levy said he thought the Senate could act on certain issues, such as restructuring the system by which the initial split is made, but that, of course, it would depend on who is chosen as President.

Professor Hengst emphasized that this is a policy document meant for the Senate leadership, rather than a document telling the administration how to do anything. Professor Emanuel asked if the document was approved, where it would be sent. Professor Hengst answered that it was intended to be a document for the Senate instead of a recommendation to be sent to the President. Professor Biro added that it was meant to be guidelines to which the Senate leadership could refer, but that it could be sent to the administration as a matter of courtesy.

Professor Kudrna pointed out that recommendation 7. implies there is a universal standard which can be applied to all departments, and that the second sentence of that recommendation, while a good idea, does not seem to be related to the first sentence. Professor Biro explained that the two sentences are connected in that the committee had intended for the faculty to participate in defining the educational goals and national standards of academic excellence."

The motion to approve the recommendation of the ad hoc committee, with the one modification (see Appendix IV), carried.

GENERAL EDUCATION REQUIREMENTS

The report on the status of the general education requirements will be deferred until the fall meeting.

PRESENTATION OF CERTIFICATES OF APPRECIATION

Professor Love presented Certificates of Appreciation to outgoing Senate members who completed three-year terms, 1982-85.

Jon Bredeson	Kerry Grant
Rosemary DuMont	Alan Nicewander
Margaret Fitch Hauser	Francis Schmitz
Marcia Goodman	Tom Smith

Professor Love presented a Certificate of Appreciation to the outgoing Senate Secretary for 1984-85, Professor Gary Thompson.

ELECTION OF SENATE SECRETARY AND CHAIR-ELECT FOR 1985-86

Professor Sherril Christian (Chemistry) was elected, by acclamation, as Senate Secretary for 1985-86.

Professor Penny Hopkins (Zoology) was elected, by acclamation, as Senate Chair-Elect for 1985-86.

ELECTION OF REPLACEMENTS FOR VACANCIES ON SENATE STANDING COMMITTEES

The Senate elected the following faculty members to fill end-of-the-year vacancies on the following standing committees of the Faculty Senate:

<u>Executive Committee</u> (1985-86)	to replace
Larry Canter (CEES)	Maryellen Cameron
Marilyn Friend (Education)	Kerry Grant
Rick Tepker (Law)	Francis Schmitz
<u>Committee on Committees</u> (1985-87)	to replace
Susan Caldwell (Art/Liberal Studies)	Penny Hopkins
Duane Stock (Finance)	Alan Nicewander
<u>Committee on Faculty Compensation</u> (1985-87)	to replace
George Emanuel (AMNE)	Alice Lanning
Bill Huseman (Modern Languages)	Donald Maletz
<u>Committee on Faculty Welfare</u> (1985-88)	to replace
Heidi Karriker (Modern Languages)	Gerald Braver
Roy Knapp (PGE)	Paul Tharp

RESOLUTION OF APPRECIATION TO PROFESSOR TOM J. LOVE, SENATE CHAIR, 1984-85

The Senate approved, by acclamation, the following resolution of appreciation to Professor Tom J. Love, outgoing Senate Chair:

WHEREAS Professor Tom Love has provided stable, diplomatic leadership as Chair of the Faculty Senate during a year of changing University Administration,

WHEREAS Professor Love explicitly and forcefully, yet diplomatically conveyed to the administration the faculty's discontent over the process in last year's salary adjustments, thereby helping to avert a repetition of this process,

WHEREAS he initiated and emphasized in this year a review and revision of the Faculty Handbook statement of the Committee A structure and function, which is so vital to faculty participation in departmental governance,

WHEREAS he opened channels for direct, regular dialogue between Senate officers and the University Regents, thereby providing for expression of faculty opinion directly to the Regents,

WHEREAS he has encouraged faculty in various ways to be involved in political affairs affecting the University, including the establishment of a Speaker's Service to put individual faculty in direct contact with the public in Oklahoma,

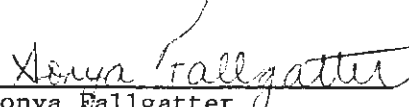
WHEREAS he has reorganized the Senate office and secured for it a permanent administrative coordinator position, thereby facilitating Senate business and providing for faculty daily access to Senate documents and other information,

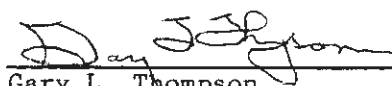
BE IT THEREFORE RESOLVED THAT the Faculty Senate on the Norman campus of the University of Oklahoma hereby enthusiastically thank Professor Love for his leadership and unfailing service as Chair of the Faculty Senate during the 1984-85 academic year.

Professor Love expressed his appreciation to the Senate Executive Committee and to the Senate for their help and support. Professor David W. Levy, incoming Senate Chair, noted that Professor Love "never approached any question touching the University without asking what is in the best interests of the University and the faculty. He handled every problem with efficiency and fairness, and working with him was an unforgettable experience." He then presented a commemorative plaque to Professor Love.

ADJOURNMENT

The Faculty Senate adjourned at 5:50 p.m. The next regular session of the Senate will be held at 3:30 p.m., in the Conoco Auditorium, Neustadt Wing of Bizzell Library, on Monday, September 9, 1985.


Sonya Fallgatter
Administrative Coordinator
Faculty Senate


Gary L. Thompson
Secretary
Faculty Senate

Replacements for Vacancies on University Councils and Committees
Faculty Senate elections of May 6, 1985

<u>ACADEMIC PROGRAM COUNCIL (1985-88)</u> Helga Madland (Modern Languages) Robert Petry (Physics & Astronomy) Alexis Walker (Human Development)	replacing Gene Levy Kevin Crowley George Cozad
<u>ACADEMIC REGULATIONS COMMITTEE (1985-89)</u> Wayland Bowser (Architecture) Frank Durso (Psychology)	replacing Leon Price Timothy Schroeder
<u>ATHLETICS COUNCIL (1985-88) (2 to be selected)</u> Maryellen Cameron (Geology and Geophysics) Gregory Kunesh (Drama) Joseph Rodgers (Psychology) Kathleen Welch (English)	replacing James Hibdon Ted Roberts
<u>BASS MEMORIAL SCHOLARSHIP COMMITTEE (1985-87)</u> James Hibdon (Economics)	replacing Lex Holmes
<u>BUDGET COUNCIL (1985-88)</u> Larry Canter (CEES) Lynda Kaid (Communications) E. L. Lancaster (Music)	replacing Thomas Wiggins Raymond Daniels David Gross
<u>BUDGET COUNCIL [to complete the 1983-86 term of Kerry Grant]</u> Thomas Wiggins (Education)	
<u>CAMPUS DISCIPLINARY COUNCIL I (1985-87)</u> Philip Lujan (Communications)	replacing Robert Seal
<u>CAMPUS DISCIPLINARY COUNCIL II (1985-87)</u> Jon Nussbaum (Communications)	replacing Gary Copeland
<u>CAMPUS PLANNING COUNCIL (Norman) (1985-88)</u> Adel Aly (Industrial Engineering) Osborne Reynolds (Law) James Wainner (Music)	replacing Joe Rodgers Leonard West Roland Lehr
<u>CAMPUS TENURE COMMITTEE (Norman) (1985-88) (3 to be selected)</u> Gary Cohen (History) Eugene Enrico (Music) Arthur Johnson (Chemistry) Drew Kershen (Law) Charles McClure (Library Science) Juneann Murphy (Botany-Microbiology)	replacing Gary Cohen William McGrew Alan Nicewander
<u>CLASS SCHEDULE COMMITTEE (1985-89)</u> George Cozad (Botany-Microbiology) Richard Reardon (Psychology)	replacing L. D. Fink Jerlene Hargis
<u>COMMENCEMENT COMMITTEE (1985-88) (2 to be selected)</u> John Cowan (Physics & Astronomy) Dorothy Higginbotham (Communications) Edward Sankowski (Philosophy) Daniel Snell (History)	replacing Norman Fogel O. M. Reynolds

<u>COMPUTING ADVISORY COMMITTEE</u> (1985-88)	replacing
Gregory Brunk (Political Science)	Allen Cook
John Fagan (EECS)	Gregory Parker
Gregory Parker (Physics & Astronomy)	Bruce Roe
<u>CONTINUING EDUCATION/PUBLIC SERVICE COUNCIL</u> (1985-88)	replacing
Sylvia Faibisoff (Library Science)	Teree Foster
David Golden (Physics & Astronomy)	Homer Brown
Roger Mellgren (Psychology)	Ann Hoover Smith
<u>EMPLOYMENT BENEFITS COMMITTEE</u> (1985-89)	replacing
Steven Livesey (History of Science)	Russell Driver
<u>ENERGY CONSERVATION COMMITTEE</u> (1985-87)	replacing
Walter Dillard (Zoology)	Linda Wallace
<u>FACULTY ADVISORY COMMITTEE TO THE PRESIDENT</u> (1985-87)	replacing
John Biro (Philosophy)	Sally Caldwell
Jon Bredeson (EECS)	Bert Scanlan
Walter Kelley (Mathematics)	Ron Evans
Patricia Schwagmeyer (Psychology)	Patricia Schwagmeyer
<u>FACULTY APPEALS BOARD</u> (1985-89)	replacing
Norman Crockett (History)	James Abbott
Lynn Davenport (Psychology)	Adell Aly
William Graves (Education)	Raymond Daniels
Richard Hemingway (Law)	Yousif El-Ibiary
Jeff Kimpel (Meteorology)	Norman Fogel
William Kuriger (EECS)	David Gross
Robert Seal (Library)	Claren Kidd
Hans Spaeth (Institute for Dryland Development)	Edwin Klehr
Joanna Rapf (English)	John Lancaster
Timothy Yoshino (Zoology)	David Morgan
<u>FACULTY APPEALS BOARD</u> [to complete the 1984-88 term of Jean Poland]	
Paula Englander-Golden (Human Relations)	
<u>FACULTY AWARDS AND HONORS COUNCIL</u> (1985-88) (1 to be selected)	
Tom Love (AMNE)	replacing
Yoshi Sasaki (Meteorology)	Digby Bell
<u>FILM REVIEW COMMITTEE</u> (1985-87)	replacing
Peter Kutner (Law)	Howard Bluestein
<u>GRADUATE ASSISTANTS APPEALS BOARD</u> (1985-87)	replacing
James Robertson (Civil Engineering)	John Cotner
<u>HUSTON HUFFMAN ADVISORY COMMITTEE</u> (2-year term) (2 to be selected)	
Monte Cooke (Philosophy)	
Junetta Davis (Journalism)	committee reactivated
Larry Michaelsen (Management)	by Student Affairs
Linda Wallace (Botany-Microbiology)	
<u>INTRAMURAL COMMITTEE</u> (1985-88)	replacing
Edmund Marek (Education)	Sam Chapman
<u>INVESTIGATIVE COUNCIL ON SEXUAL HARASSMENT</u> (1985-88)	replacing
Gail Tompkins (Education)	Tom Love
Stephen Whitmore (Physics & Astronomy)	Edward Sankowski
<u>KGOU COMMUNITY ADVISORY BOARD</u> (1985-87)	replacing
Donald Maletz (Political Science)	Gary Cohen

<u>LEGAL PANEL (1985-88)</u> Keith Bystrom (Law) Paul Tharp (Political Science)	replacing Michael Cox David Swank
<u>PARKING VIOLATION APPEALS COMMITTEE (1985-87)</u> Marc Faw (Library) Norman Fogel (Chemistry) Michael Langenbach (Education)	replacing James Abbott Dortha Killian George Tauxe
<u>PATENT ADVISORY COMMITTEE (1985-88)</u> Robert Petry (Physics & Astronomy)	replacing Robert Petry
<u>PUBLICATIONS BOARD (1985-88) [1 to be selected]</u> Rosemary Dumont (Library Science) Mickie Vogess (Law)	replacing Chipman Stuart
<u>RESEARCH COUNCIL (1985-88)</u> Roger Frech (Chemistry) Douglas Mock (Zoology) Robert Mulholland (EECS) James Richstad (Journalism)	replacing Jon Bredeson Roger Frech James Hibdon Victor Hutchison
<u>RHODES SCHOLARSHIP SELECTION COMMITTEE (1985-90)</u> James Thompson (Zoology)	replacing Melvin Tolson
<u>RITA LOTTINVILLE PRIZE FOR FRESHMEN COMMITTEE (1985-88)</u> Betty Atkinson (Physics & Astronomy) Lawrence Larsen (Modern Languages) Philip Schwartz (Library)	replacing Paula Englander-Golden Deborah Watson Bart Ward
<u>ROTC ADVISORY COMMITTEE (1985-88)</u> Marvin Baker (Geography) Bobbie Foote (Industrial Engineering) Harry Holloway (Political Science)	replacing Victor Hutchison Terry Patterson Betty Atkinson
<u>SCHOLARSHIP AND FINANCIAL AIDS COMMITTEE (1985-87)</u> Eren Erdener (Architecture) James Faulconer (Music) Marilyn Friend (Education)	replacing Betty Atkinson Bob Bryson Melvin Tolson
<u>SPEAKERS BUREAU (1985-88)</u> Michael Flanigan (English)	replacing Stephen Thompson
<u>STUDENT ACTIVITY FEE COMMITTEE (1985-88)</u> Rebecca Roberts (Geography)	replacing Todd Welbourne
<u>UNIVERSITY BOOK EXCHANGE OVERSIGHT COMMITTEE (1985-88)</u> Fred Batt (Library)	replacing Vicki Cleaver
<u>UNIVERSITY JUDICIAL TRIBUNAL (1985-87)</u> Harold Young (Law)	replacing Nim Razook
<u>UNIVERSITY LIBRARIES COMMITTEE (1985-88)</u> Gustav Friedrich (Communications) Howard Haines (Zoology) Ronald Schleifer (English)	replacing James Abbott Bruce Granger John Pigott
<u>WILL ROGERS SCHOLARSHIP COMMITTEE (1985-88)</u> John Farmer (Zoology)	replacing Stephen Sutherland

May 6, 1985

FINAL REPORT
OF
THE AD HOC COMMITTEE OF THE FACULTY SENATE ON STUDENT APPEALS
RESPECTING ENGLISH PROFICIENCY OF INSTRUCTORS

The Faculty Senate appointed this ad hoc committee to consider constructive alternatives to current procedures for handling student complaints about professors and instructors who allegedly cannot speak or write English adequately. After reviewing pertinent materials supplied by the the Provost's office and after circulating our tentative recommendations to all Deans and to the Provost's office, the Committee submits this report to the Senate for its consideration.

I. Background

A. Actions of Oklahoma Legislature

The impetus for university procedures respecting student grievances against professors unable to speak English derives from a 1982 statute passed by the Oklahoma legislature. 70 Okla. Stat. §3224 (1984 Supp.) [attached to this Report as Appendix A]. Basically, the statute declared the legislature's intent that professors be proficient in English and established general procedural requirements to ensure this proficiency. The legislature required that each college and university in the state system report to the President Pro Tempore of the Senate and the Speaker of the House of the Oklahoma Legislature. These reports were to identify the procedures adopted by the university or college to enforce the English proficiency requirement and to notify students of "grievance procedures regarding instructors who are not able to speak the English language." As the statute reflects, the university retains discretion as to what enforcement procedures are appropriate.

After the statute was effective, the Oklahoma State Regents for Higher Education directed the university to develop procedures to comply with the statute. The Regents collect the data to provide the report to the Senate and House through a form questionnaire.

B. The Jurisdiction of the Academic Appeals Boards

The jurisdiction of the Academic Appeals Boards has been defined and redefined over the years. Prior to November 9, 1982, the jurisdiction of the Boards was defined as follows:

"Each academic appeals board will hear cases in which the issue to be resolved is that of prejudiced or capricious evaluation."

This version of the jurisdictional charge is the one that appears in the Faculty Handbook, pp. 69-70, §4.13 (November 1981).

In November 1982, the Provost announced a change in the jurisdiction of the Board to reflect the duty to provide some means to consider student complaints against teachers who allegedly cannot speak English. The Provost's additional language is underscored:

"Each academic appeals board will hear cases in which the issue to be resolved is that of prejudiced or capricious evaluation or alleged inability to communicate course content."

In August 1984, the jurisdiction of the Boards was narrowed by a more precise formulation of additional duty of the Board to consider student complaints respecting the English-speaking ability of professors.

"Each academic appeals board will hear cases in which the issue to be resolved is that of prejudiced or capricious evaluation or alleged inability to speak the English language to the extent necessary to adequately instruct students."

II. Recommendations

A. Language of Provost's Delegation to Academic Appeals Boards.

As just noted, at the present time, the Academic Appeals Boards are responsible for considering student grievances which allege "inability to speak the English language to the extent necessary to adequately instruct students." The Committee believes this language is a substantial improvement over the language existing between November 1982 and August 1984.

However, the Committee believes that the language should be narrowed further to confine the focus of any reviewing committees to matters of proficiency in written and spoken English. Our concern is that professors who are proficient but who merely have accents not be burdened or disadvantaged. Perhaps the easiest solution is to adopt the language of the state legislature. For example, even if the jurisdiction remained with the boards, it could be formulated so that the Boards would consider "grievances that an instructor is not proficient in written and spoken English."

Recommendation: The focus for student grievances against professors should be narrowed strictly to questions of proficiency in written and spoken English.

B. Jurisdiction of Academic Appeals Boards

Although there have not been large numbers of student appeals considered by the Boards, the Committee believes that the decision to delegate this jurisdiction to these Committees was unwise. The original jurisdiction of these committees was "prejudiced or capricious academic evaluations." This responsibility is far different from that of evaluating a matter of instructional competence. We believe that the expansion of the Boards' jurisdiction sends the wrong signal: that the Boards are authorized to consider general matters of competence.

Recommendation: Responsibility for student grievances should not be assigned to the Academic Appeals Boards. The jurisdiction of the boards should be confined to allegations of "prejudiced or capricious academic evaluations"

C. Student Grievances and Grade Appeals

The state legislation requires only that universities and colleges (i) maintain procedures to "guarantee... proficiency" and (ii) inform students of those procedures. It does not require-- and does not explicitly contemplate-- grade appeals.

The Committee believes that a student appeal from a low grade is not an appropriate occasion to evaluate a claim of a professor's proficiency in the English language.

First, it is too late. We believe the faculty should adhere to the principle that the injury suffered by students is loss of knowledge, not a low grade. Raising a grade is not a remedy for the loss of good instruction.

Second, the issue should not be tested because one disaffected student makes the claim. If there is a real problem, many students should be complaining-- and complaining at the outset of the class, not after it is all over.

Recommendation: A student should not be able to maintain an appeal from a grade based on allegations that a professor is not proficient in the English language.

D. Recommended Procedures

It is clear the university must maintain "grievance procedures" for handling student complaints to comply with the Oklahoma statute. We believe the following procedure is the preferable method of complying with state law.

At the April 8 meeting of the Faculty Senate, the Report of this Ad Hoc Committee was discussed briefly. Professor Emanuel suggested that student complaints be reported to the Provost or to the Deans. In response to his suggestion, the final recommendation of the Committee has been revised as set forth below.

Recommendation:

(A) If a college or department has received a substantial pattern of complaints from students alleging that an instructor is not proficient in the English language, these complaints should be referred to the appropriate Committee A for investigation.

(B) Each college or department shall be responsible for notifying students of the proper procedures for filing formal grievances against instructors based on allegations that the instructors are not proficient in the English language. Each college or department shall notify the appropriate Committee A, the appropriate department head, Dean and the Provost's office of each such formal grievance.

(C) The appropriate Committee A shall undertake any proper investigative efforts, including interviewing of students, of the instructor involved and visiting the class. If appropriate, Committee A might appoint an ad hoc investigation committee to evaluate the student complaints.

(D) The appropriate Committee A should have the primary responsibility for resolving the student grievances by recommending appropriate action to the University. Such appropriate action may include, but is not limited to: (i) reassignment of courses; (ii) reevaluation of the instructor for purposes of making hiring, tenure, promotion, salary or other personnel decisions; (iii) converting a course from a "graded" course to a "pass-fail" course, in colleges in which "pass-fail" grades are authorized; or (iv) recommending other appropriate remedial measures. Any actions or recommendations of Committee A to resolve such student grievances shall be reported to the appropriate department head, Dean and the Provost's office.

Heidi Karriker
William Kuriger
Harry F. Tepker, Jr., Chair

Approved by the Faculty Senate, May 6, 1985

APPENDIX A

§ 3234. Instructors to be proficient in speaking English language—Intent of Legislature—Reports

It is the intent of the Oklahoma Legislature that all instructors now employed or being considered for employment at institutions within The Oklahoma State System of Higher Education shall be proficient in speaking the English language so that they may adequately instruct students.

Each college and university of the State System shall provide an annual report to the President Pro Tempore of the Senate and the Speaker of the House of the Oklahoma Legislature by January 1, of each year setting forth the following information:

1. Procedures established to guarantee faculty members have proficiency in both written and spoken English; and
2. Procedures established to inform students of grievance procedures regarding instructors who are not able to speak the English language.

Added by Laws 1982, c. 47, § 1, eff. June 1, 1982.

Approved March 26, 1982. Emergency.

Section 3 of Laws 1982, c. 47 directs codification and section 4 provides that this act shall become effective June 1, 1982.

May 6, 1985

FINAL REPORT OF THE FACULTY SENATE WELFARE COMMITTEE ON THE
PROPOSED REVISIONS TO THE COMMITTEE A SYSTEM

I. CHARGE

The Welfare Committee of the Faculty Senate was given the charge of examining the Committee A system campus-wide and making recommendations for improvements and modifications. This charge included revision of the description of Committee A and its function as included in the Faculty Handbook.

II. RESULTS OF SURVEY

The Welfare Committee prepared and distributed a two part survey to 122 faculty members who form Committee A's across campus. Forty separate Committee A's were identified. Of the 122 surveys distributed, 78 were returned. Responses were received from at least one member of each Committee A. Part One of the survey was aimed at gathering factual information about the policies and procedures associated with the operation of the various Committee A's. Part Two of the survey provided an opportunity for anonymous suggestions and comments about Committee A. The results of these surveys were then tabulated and analyzed. The results were used as the basis for many of the recommendations included in this report.

From the results of the survey it was apparent that there are several problems which are associated with the selection of Committee A members as well as how Committee A's function across campus. These problems may be seen as both procedural and substantive as follows:

III. CURRENT PROCEDURES AND COMPLAINTS

1. Nominations - one half of the respondents indicated that nominations for election of Committee A members are made from the "floor" at a faculty meeting. But as to the remaining half, there was a great variety of nominating processes, some unclear.
2. Elections - the overwhelming majority indicated that secret ballots are used in the election process, with over two thirds of these votes taking place at faculty meetings. There was, however, no apparent standard provision for absentee ballots.
3. Elected Members - over 75% of the responses indicated two elected members is the norm. Likewise, it appears that a staggered two year term is also the norm. Variations do occur, however.
4. Chair of Committee A - Almost unanimously the Chair of Committee A is the head of the budget unit involved. This appears to be in direct conflict with the structure of Committee A as stated in the Faculty Handbook. It is, however, the structure which seems to survive through historical precedents.
5. The most substantial complaint was that Committee A is not regarded seriously by many heads of units. Heads of units were accused of ignoring or manipulating the actions of Committee A.
6. There were frequent complaints that Committee A's were not consulted on important matters of budget, tenure, promotion, etc.
7. There appeared to be a feeling among the respondents that there needed to be some guidelines for Committee A's to follow along with a clearer definition of the role of Committee A in faculty governance.

8. Campus-wide orientation sessions for newly elected Committee A members was suggested by a number of respondents as a method to improve effectiveness and eliminate questions as to the role and function of Committee A.

9. There appeared to be a feeling among the respondents that the decisions of Committee A should not be regarded as merely advisory, but binding upon the higher university official.

IV. FORMAL RECOMMENDATIONS

Based upon the facts and opinions gained from the survey, several procedural as well as substantive recommendations have been developed. In addition, the proposed wording for inclusion in the Faculty Handbook is also presented.

Procedural Recommendations

1. Documentation The faculty from each academic unit containing a Committee A should develop and approve a formal document which outlines the procedures and qualities specific to the functioning of their Committee A. Such a document should include, but not be limited to the following recommendations:

a) Nominations Nominations for election to Committee A should be determined by a faculty vote at a regularly scheduled faculty meeting. This process should be formally established and documented by the faculty in each academic unit.

b) Elections Elections should be held by secret ballot at open faculty meetings in a process formally established by the faculty in each academic unit. The process in each unit should provide for absentee ballots.

c) Elected Members There appears no uniform way to establish what required number of members should compose Committee A or what terms may be appropriate. This decision should be formally established by the faculty in each academic unit after consideration of the unique requirements of the unit. The following are suggestions for determining the number of Committee A members on a particular committee:

Less than 20 faculty in the unit: Two elected faculty plus the head of the unit

More than 20 faculty in the unit: Three elected faculty plus the head of the unit

d) Length of Term The length of the term each Committee A member serves should be formally established by the faculty of each academic unit. It is strongly suggested, however, that terms be two years, or three years in the case of three elected members, with terms of the various committee members staggered to allow continuity.

2. Chair of Committee A To clarify the current historical tradition, the head of the academic unit should serve as Chair of Committee A. This is a formal recognition of current practices.

3. Orientation The Faculty Senate should establish regularly scheduled orientation seminars to aid new Committee A members in understanding the Committee A system, its role, various functions and responsibilities.

4. Guidance Committee A should provide continual guidance to untenured tenure-track faculty to assist them in their efforts to obtain tenure. Committee A should provide periodic evaluations and assessment of the progress such faculty are making toward receiving tenure.

Substantive Recommendations

The current description in the Faculty Handbook of Committee A and its function is inadequate and has led to many of the current problems and apparent abuses. To correct this situation, rewording of several areas of the Faculty Handbook are required. The following represents the suggested revisions as proposed by this committee (with the new wording underlined):

1. Page 13, Section 2.8.2, third paragraph, reword as follows:

"On the Norman Campus, the departmental form of organization shall include an elected body from tenured and tenure-track faculty known as Committee A of that budget unit. Members shall be elected by secret ballots (with provisions for absentee ballots) at duly called faculty meetings in accordance with the procedure formally established by the faculty of each budget unit. Modes of nomination, the number of elected members, and terms of office shall also be established by the faculty of each budget unit. The head of the budget unit may serve as Chair of Committee A, except that a unit's Dean may or may not serve depending on the unit's formally established procedures. Committee A shall prepare and transmit to higher university officials formal recommendations as to (1) annual faculty evaluations, (2) budget requests/allocations, (3) increases in salaries of faculty, (4) faculty awards, (5) hiring of new faculty, (6) tenure and promotion matters and (7) other matters as transmitted to Committee A (travel requests, equipment priorities, etc.). (8) Committee A shall provide annual written evaluation and guidance, jointly with the Chair, to all tenure-track faculty to aid in their efforts to obtain tenure. Minority opinions may be noted in any formal recommendation forwarded by Committee A."

2. Page 13, Section 2.8.2, fifth paragraph, item (4) reword as follows:

"(4) with Committee A prepare annual faculty evaluations and make recommendations concerning budget requests/allocations, increases in salaries for faculty, faculty awards, hiring of new faculty, tenure, promotion, other matters transmitted to Committee A and annual reviews of the progress of tenure-track faculty in their efforts to obtain tenure."

V. CONCLUSIONS

The committee recognizes that the structure and function of Committee A is an important part of university governance. The recommendations presented here attempt to recognize this importance and improve upon the existing. The recommendations attempt to strengthen the role of Committee A without creating and adversary relationship between the faculty and administration. The committee believes that the recommendations presented here, if accepted and implemented, will effectively eliminate the perceived abuses and ineffectiveness of the past.

We do not suggest that these recommendations will be a remedy for all of the problems associated with Committee A and its function. The potential for abuse will still be present if the members of Committee A and the faculty allow it to occur.

Respectfully submitted:

Prof. Brad Black, Architecture
Prof. Carol Beesley, Art
Prof. Gerald Braver, Zoology
Prof. Jane Magrath, Music
Prof. Paul Tharp, Political Science

FACULTY SENATE AD HOC COMMITTEE ON FUNDING PRIORITIES

May 6, 1985

Report and recommendations

I. Introduction

1. **Purpose**

The purpose for which the committee was set up may be summed up as that of taking a look, from a faculty perspective, at what principles and processes appear to have guided the allocation of funds in the University in recent years and at whether any changes in those principles and processes are desirable. After a year's study, we have come to some clear conclusions about both of these questions.

After presenting a brief historical background to the establishment of the committee, we explain our view of the status of our work and conclusions and describe the method we have used. In Section II. we give a discursive account of the main issues we have considered and of the conclusions we have come to concerning them. Section III. contains our recommendations.

We believe that this is an especially propitious time to consider the matters dealt with in this report. With virtually all of the higher administration of the University in transition, a clear and forceful faculty policy on funding priorities is both needed and has a better-than-usual chance of making an impact. If the faculty of a university cannot come to agree on and articulate the basic principles that should guide the allocation of resources, it must not complain if that allocation is made based on points of view that are -- or at least appear to be -- less closely tied to the teaching and research that are the faculty's daily activities and primary concerns. The principle that underlies the whole of this report is that these activities are the central -- indeed, the defining -- activities of a university and that all financial decisions must be made by direct reference to them. What this implies more specifically for the University of Oklahoma we attempt to spell out in the body of our report.

2. **History**

The committee submitting this report was established by the Faculty Senate in the late spring of 1984 in response to widespread concern about the allocation of the diminishing resources available to OU in recent years. This concern found expression in the publication during 1983/4 of a number of analyses by individuals and groups, seeking to show that in one way or another the university administration's budgetary decisions in recent months and years had failed in substance or procedure or both to reflect the priorities that the majority of the faculty would find it natural to endorse. On the other hand, there had not been any systematic attempt made to spell out what those priorities may be. Thus the Senate, and especially its leadership, was in no position to rely on a set of clear and widely supported priorities in discussions with the administration of issues of the day

(such as the furloughs of 1983/4). The faculty representatives on the Budget Council — the body through which the faculty's views on financial matters are supposed to be voiced -- had no settled long-term policy to which they could refer to guide them in their attempts to influence the kind of advice that body is charged with providing to the administration.

It must be remembered that the Council is made up of representatives of all the main constituencies on campus — while it is (properly) regarded as part of the faculty governance system, it is not, strictly speaking, a faculty organ. This was one reason why a need was felt for a separate faculty committee on funding priorities. The other was that the Budget Council has not been able in the past to conduct the kind of examination of long-term priorities that it was felt was needed. But the central consideration was that even if, in spite of the press of its work in the annual budget cycle, the Council were to undertake such a task, it could not, because of its composition, do so with a view to developing a distinctively faculty view of the long-term questions that will continue to confront it and the University generally.

These questions we see as falling into three rough categories. First, there is the question of what the faculty can itself do and what it can encourage others within and without the university to do to enhance the funds available to the institution. Second, there is the question of what priorities should be used in allocating whatever funds are available from time to time. Third, there are questions about the process of allocation; in particular, what are the structural arrangements that would best enable the faculty's voice to be heard by those who must make the important financial decisions.

We will have something to say on each of these categories of question, though we took our charge to be to concentrate on the second and the third. However, our relative neglect of the first should not be taken as a measure of its importance. In any case, other groups, not least among them the Executive Committee of the Senate, have in the past year devoted considerable attention to some aspects of the first question.

3. Nature and status of present study and recommendations

Our charge from the Faculty Senate was as follows:

- a. To develop funding priorities for the Norman campus that, within estimated budget constraints for fiscal year 1985 will reflect the faculty's fundamental commitment to teaching and research.
- b. To formulate appropriate funding strategies to realize these priorities.
- c. In accomplishing this charge, to consult with concerned faculty, administrators, and staff and to report to the Senate as soon as possible.

We have interpreted this charge as requiring us to develop, in the

light of whatever information and opinion we could gather, concrete recommendations about both the substance and process of budgetary allocation. We did not take it to be our task to seek out detailed and comprehensive data on the budget or on actual expenditures. Doing so in any serious way would have been both beyond our resources and, we think, unnecessary for our purposes. Our aim was to get a reading on opinions among members of the faculty about the relative importance of the many — in themselves perhaps all worthwhile — things on which the University might spend the limited funds likely to be available to it.

Impressions about past decisions and present practices have obviously played a role in influencing these opinions, and it is possible that some of these impressions are unsupportable by evidence. Some members of the central administration we have talked with have urged that this has sometimes been so. While our aim was to get away from this kind of controversy, it soon became evident during our discussions with faculty members that there is a widely — and firmly held opinion on campus that the policies and decisions of the university administration in recent years have not always been in line with the priorities the faculty would have been willing to endorse, had it been properly consulted.

Whatever the justice of this view, we believe we can be of more service by offering suggestions for future action than by re-hashing the details of old disputes. Thus, while in Section II. we comment on the reasons, as we see them, for the prevalence of this picture, our recommendations in Section III. are forward-looking and can, we believe, be endorsed in their own right, regardless of what one's interpretation of the past may be.

We believe that the recommendations contained in this report can form the basis of faculty policy on the matters in question. Naturally, changing circumstances will require adjustments, and the policy will have to evolve in a continuous way. We have made recommendations for machinery to allow such evolution to occur. If after broad consultation between senators and their constituents, our report and recommendations are endorsed by the Senate, the Senate leadership of the day, the faculty representatives on the Budget Council and other individuals and groups acting on behalf of the faculty will have a point of reference in carrying out their responsibilities. While such individuals and groups may find it necessary to depart from these policies in response to the needs of the hour, the faculty would expect such departures to be justified through explanations to the Senate.

4. **Method of Study**

In line with our interest in gathering opinion as broadly as possible, we held a series of meetings during the fall of 1984 and the early spring of 1985. We invited the heads of all academic budget units (some 45 in all) to meet with us and 26 agreed to do so. Subsets of the committee met with the deans of all colleges, and the entire committee met with a number of central administrators, including Interim President Jischke, Provost Morris and Vice President Elbert.

We feel that we were thus able to tap a broad range of views, cutting across disciplines and functions, enabling us to form a realistic picture of the funding situation at OU and of the range of informed opinion that exists about that picture. We have not, however, attempted to reflect all these shades of opinion (let alone some substantial divergences of opinion) in our recommendations. We have tried to use our own judgment and have in most cases come down in favor of one among a variety of several different views. We believe, however, that, taken as a whole, our recommendations are such that most faculty, even if they disagreed with individual ones, could endorse them.

We also believe that the discussions we have had with our colleagues (usually across departmental and disciplinary gaps that are not often crossed) have been of benefit to all participants. We have learned a lot about our university in the process, and we very much hope that the kind of self-examination that enabled us to do so will continue.

5. **Summary of conclusions**

- a. The faculty has the primary responsibility for striving to improve the academic quality of the university, on the perception of which the willingness of the public to provide improved resources ultimately depends (Section II.1.). In addition, the faculty must redouble its efforts to attract funds from a variety of sources other than legislative appropriations (Section II.1.).
- b. Neither the substantive decisions concerning the allocation of funds in recent years, nor the mechanisms and processes involved in reaching these decisions, have been as well considered or as appropriate to the academic mission of the university as they might have been (Section II.2. and II.3.).
- c. It must be the explicit and consistent policy of the university to address needs directly related to teaching and research first, both in good times and in bad (Section II.1. and Recommendations 1, 2 and 3).
- d. Systematic evaluation and planning must be the basis of decisions about the distribution of funds among academic units (Section II.3. and Recommendations 4, 6 and 7).
- e. Structural and procedural changes must be made in the current method of allocating funds (Section II.1. and II.2 and Recommendations 8, 9 and 10).

II. Academic priorities and budgeting

1. **Resources available to the University**

The University must rely on an uncertain combination of state, federal, and private funding to meet its obligations to teach and do research. Faculty and administrators agree that our present level of support is inadequate, and that the amount of money the University can

expect from the state's higher education budget will not increase dramatically during the next decade. The faculty recognizes that most citizens of Oklahoma do not assign a high priority to the goal of building excellent universities. Many faculty would agree with Frosty Troy of the Oklahoma Observer that Oklahoma is once more "groping for the bottom" in education. Although the situation is discouraging, we are not convinced that the University's position has become hopeless. We believe that the University must accept the challenge of showing that it is in the interest of the state, as well as of the University, to promote the development of excellence in higher education.

In certain fields, faculty have become adept at finding external support for research and creative activity, attracting funds from government agencies, industry, and individual donors. During the past decade, while state funding for higher education increased by **245%**, the support for research projects funded from sources other than the normal higher education budget increased by more than **460%**. This advance reflects a greater effort, by an improved faculty, to obtain money for worthwhile projects that could not be supported by state funds.

Undoubtedly many more faculty in many more areas could become actively involved in generating such funds for worthwhile educational programs. The University administration can help by providing incentives and rewards for those who develop their academic entrepreneurial skills, being careful not to neglect or penalize faculty in fundamental scholarly areas where significant outside support is not available. Our report will not be concerned with developing strategies for obtaining increased outside funding; however, we believe the central administration should provide more active assistance to faculty in developing sound research and educational programs that will generate external support. Services provided by the Office of Research Administration are already quite good, but this type of support does not go far enough. The central administration needs to coordinate the efforts of faculty to develop proposals for interdisciplinary programs, particularly in areas such as energy-related research. In many academic fields, the only way to rise above mediocrity is to compete successfully for outside funding.

Ultimately, our ability to obtain funding from all sectors, including the state legislature, will depend directly on our success in setting and maintaining high academic standards. Recognizing that a university is only as good as its faculty, we may note that the important criterion for excellence — in fact the only one — is the recruitment and retention of truly excellent faculty members. There is no other way the University of Oklahoma can aspire to greatness. Excellence in higher education is solely determined by the quality of faculty, and this fact must be accepted by our administrators and used as the basis for formulating funding priorities.

2. **The initial academic/non-academic split**

There is a view held by some administrators (particularly those who do not have direct responsibility for teaching and research) that all activities at the University are equally important, whether they may

be the relocation of trees, grass, and concrete on the North Oval, or a study of the scattering of electrons by collision with molecules. Everyone in the university community is involved in the same educational process, so the argument goes, and all are equally dedicated, so everyone should be supported equally well when times are good and be prepared to suffer equally when times are bad.

Since we cannot realistically expect times to be very good any time soon, we will focus here on the problems created by such a view in times of austerity. Implementing a policy of equal suffering is not easy, as we have surely learned during our most recent period of adversity; it is not even possible to obtain a consensus about what constitutes equal suffering in different areas within the University. Faculty tend to regard the concept of mandatory equal suffering as a fraud. They point out that the temporary inconvenience caused by curtailing the operations of Physical Plant cannot in any way be compared with the long-term damage done to the Department of English by a budget slash. If we allow the School of Civil Engineering and the Department of Modern Languages to founder, it will take us a generation to build these units up again. Without wishing to demean the importance of ground-keepers, we suggest that one could in bad times reduce the number of employees who mow the grass and relocate trees without in the slightest degree harming the academic quality of the University. In contrast, academic excellence must be nurtured and maintained consistently over long periods if it is to exist at all. This is the compelling reason for assigning first priority to academic needs in budget-making and in the allocation of funds at all levels.

The argument that every activity or unit of the University is — by definition — academic is, in this context, a red herring. Of course there is a sense in which it is trivially true. But it must be clear on a moment's reflection that some activities are more directly related to the University's central functions of teaching and research than are others, however worthy and, in ideal circumstances, desirable the latter may be. We will, without further apology, use the terminology of academic versus non-academic activities and units to mark this hard-to-make-precise but obviously real distinction.

An anecdote may be used to illustrate this understanding of academic vs. non-academic priorities as seen from a faculty perspective. During the Spring semester of 1984, the University reduced budgets severely in most areas and all faculty, staff and administrators received pay cuts (the euphemism used was "furlough"). During most of the semester, a large crew of workers was busy sand-blasting the outside of the Education Building, undoubtedly at considerable expense to the University. The occupants of the building (who would have been inconvenienced by the sand-blasting under any circumstances) were understandably bitter at the realization that the central administration had decided to let this kind of cosmetic operation continue in the face of a budget crisis threatening the very fabric of the University. In a catastrophic budget year, it was felt, the administration should have had the good judgment to cancel or defer operations like sand-blasting the Education Building, applying the savings to the academic budget.

If we are to maintain, let alone improve, academic quality during such periods, we must try to answer two key questions. How has the University, during the recent past, made the decisions to distribute its meager resources between academic and non-academic activities? How should we advise the University leadership to approach this vitally important allocation problem in the future, in good budget years as well as bad? These are the questions we want to consider in the remainder of this section of our report.

The division of funds between the Provost's budget and all of the other budgets is vitally important to everyone at the University. We take it as given that the President, the Provost, the vice presidents, the academic deans, and the faculty all want this initial division of resources to be made as judiciously as possible. Therefore, we may begin by assuming that the academic/non-academic division of funds should be made by those most qualified to recognize and promote academic excellence.

So far, so good. The President and Provost can only serve effectively if the Regents and the faculty believe that they can lead the University in achieving its academic goals. Many agencies, councils, and experienced individuals can provide our top administrators with information about the needs of academic units and their performance in meeting educational objectives. If the President and Provost use these sources of information wisely, the faculty should have little to fear regarding the process by which University funds are allotted to those who teach and do research.

What is the process, then, that the University has used in allocating funds to the academic and non-academic units? The organization has undoubtedly varied considerably in the past, depending on the personalities and styles of those holding high administrative office. During President Banowsky's tenure, the central administrative group seems to have consisted of the Provost (the senior executive officer on the Norman Campus), the President's representative (for most of his term, Dr. Gerald Turner), the vice-presidents, and administrative staff called upon to provide information. The ranking member of this important group, the Provost, was the only person representing, ex officio, the teaching and research functions of the University. The executive group seems to have met on a regular basis to make the key decisions about allocating money for academic and non-academic purposes.

We have been assured by several top administrators that all the members of this governing group had impeccable academic viewpoints. Even so, the fact remains that the Provost alone had, or should have had, the responsibility for ensuring that the lion's share of the University budget was spent on the direct academic functions of the University. The group we have described was, we are told, able in almost all cases to administer by consensus. Thus, except for the rare occasions when a direct order (or even a suggestion) came down from the President, they are collectively responsible for the important decisions affecting the flow of money to the various divisions of the University.

We see no need to develop a detailed criticism of the procedure whereby funds were distributed to academic and non-academic units during the Banowsky years. But in the light of the principles enunciated earlier in this section, it should be clear that the faculty should advise the new President and Provost to implement a greatly improved process, to ensure that academic priorities are promoted at the highest level when strategic budgetary decisions are being debated and made. One person — the Provost — cannot reasonably be expected to counterbalance the opinions of an entire group of professional administrators whose direct responsibilities do not include the teaching and research functions of the University. One may by analogy say that if the University under President Banowsky had been the Navy, it would have been a navy in which the important strategic decisions were made by support personnel, rather than line officers. In a sensibly-run navy or university, those who have been on the bridge, and those who have command of functioning units, should guide the organization in meeting its primary goals.

3. **Dividing resources among academic units**

Our main purpose so far has been to focus attention on the process that has been responsible for dividing the University budget into academic and non-academic parts, and we have suggested that this process needs to be reformed. But we cannot ignore the substantive question, "What share of a very meager academic budget do different individual academic units deserve?" This question is not easy to answer, but we can try to provide some guidelines for considering it. Two words summarize our basic need — and our previous failures — in making the right decisions. These words are evaluation and planning.

The previous central University administration did not appear to know how to evaluate academic activities, to find out what the faculty are doing in teaching and research, and how well they are doing it. Specific criteria for judging the performance of individual academic units were lacking, and the administration seemed unable to make hard budgetary decisions based on consistent evaluation and planning. What evaluation and planning there were seem primarily to have evolved at the college and department level. This may be the most serious criticism that has been leveled at the previous administration, and our main purpose in emphasizing it is the hope that the next administration can be persuaded to make adequate evaluation and planning essential components of the process in charting the course of the University during the difficult budget years that lie ahead.

We recognize a danger in urging that evaluation and planning be made essential factors in allocating funds within the University. Many administrators and faculty may construe this as a recommendation for establishing an extensive bureaucracy for the purpose. But we do not believe that intelligent planning and evaluation will require spending large amounts of money for additional staff or administrative support, although some reallocation of time will be required from administrators and faculty. Skilled, academically-oriented administrators should be able to develop efficient procedures for learning what is going on and making optimum use of such information in their efforts to meet our primary educational goals.

The picture faculty members have is that the state funds they receive have been allocated by means of an elaborate process involving the college dean and the chairperson or director of their academic unit. But they know relatively little about the details of this administrative process. As a first step in understanding this process, we may comment briefly on the role of administrators and faculty in budgeting and dividing the funds among academic units.

The central budget-making group (see previous section) initiates the process of preparing a budget for the coming year. During the preliminary stages of budget preparation, other administrators, including deans and sometimes chairs and directors, are consulted in an attempt to establish priorities. Usually a detailed presentation of the proposed budget is made to the Budget Council, which examines the document and suggests revisions. Some of the suggested changes may be made, and then the President forwards the tentative budget to the University Regents and the State Regents.

The amount requested in the original budget is always much larger than what the University will ultimately receive from the State Regents; it is presumably good strategy to let the Regents and the legislature know what our real needs are, and what we would do with the money if the State of Oklahoma were to come through with adequate funding. However, the planning involved in making the proposed budget, although often elaborate, does not usually reflect systematic, analytical evaluation of the relative needs of academic and non-academic units and the relation of the proposed budget to clearly stated academic goals. At this point in the budget-making process, it seems to be hard for the administration to deny any unit the right to present a "wish list" comprising all of the expenditures that unit might want to make, given a satisfactory level of funding.

As the year progresses, and the funding situation becomes clearer (usually more dismal), some planning does go on at the departmental and college levels, but with little knowledge about what funds may be available during the coming academic year. Finally the decision is made by the legislature and the State Regents to provide a given sum of money to the University. Often the final University budget becomes known quite late in the academic year, or even during the summer; therefore, the real decisions about the division of the funds among the various units are made (typically rather hurriedly) by the central budget-making group without further discussion with faculty and deans. So once again, the composition of the group of decision-makers and its ability to solicit and recognize good advice from faculty and academic administrators becomes crucial.

During the good budget years of the first Banowsky administration, deans and other middle-level administrators were asked to present detailed information about their needs and plans for the coming academic year. The advice and pleas of some of these administrators apparently had an effect; decisions were made to recommend substantial funding increases for several colleges. Key decisions were also made to improve the library and the computer facilities of the campus.

However, we have not seen evidence that, even during the good budget years, decisions to favor certain colleges and programs were justified on the basis of academic performance, needs, and clearly stated University objectives. Rather, the persuasiveness of particular deans in presenting their cases directly to the President, and secondarily to the Provost and the inner administrative circle, seems to have been the major factor leading to preferential funding for particular colleges and divisions of the University. One gets the impression that the Deans' Council, the Vice Provost for Research, key chairpersons, and knowledgeable faculty were hardly consulted in the process.

Finally, and perhaps most importantly, there was no clearly and openly articulated picture of what goals the University could realistically pursue in the financial environment in which it actually found itself, relative to some long-term vision of the kind of institution it could realistically aspire to become. Loose talk about becoming an AAU institution at a time when many departments are finding it all-but-impossible to maintain a barely acceptable minimum level of academic services, having to cancel courses and programs and watching some of their best faculty leave, is not merely not an adequate substitute for systematic planning but is downright irresponsible.

The process, such as it was, which in the good budget years resulted in some additional funding for certain academic areas was not continued in the subsequent years, because significant amounts of new money were not expected, and it was thought to be non-productive to ask academic units and other divisions to plan for the future under these circumstances. Thus, academic evaluation and planning, not developed systematically even during the good times, were considered to be unnecessary as we entered the bad budget years. A top administrator has stated that "the gulf between the central administration and the academic deans was infinite" during the last years of the Banowsky administration. Global planning, to the degree that it had ever existed, gave way to the doctrine that faculty and others at the University would simply have to grit their teeth and learn to survive with all budgets more or less equally reduced in the hope of an eventual turning of the tide which would again lift all boats. The imposition of a (virtually) uniform system of furloughs for faculty, staff, and administrators underlined the belief that all departments should be required to adjust to inadequate funding in the same way. Units which could have made up budget deficiencies with soft money were in general not allowed to do so.

There are of course valid reasons for preventing academic units from meeting financial crises individually and autonomously. A department like Chemistry, which supports a large fraction of its activities with "soft" money, enjoys a degree of flexibility not attainable by the Departments of Philosophy or History of Science. No responsible academic administrator can ignore the fact that faculty goals and opportunities in science or engineering are quite different from those in the arts and humanities. Yet many chairs and directors have argued that previous inadequacies in state funding could have been partly met by intelligent use of direct and indirect support from outside agencies and donors. This factor at least needs to be considered in our planning for the future.

III. Recommendations for budgeting and establishing funding priorities

Within academia, there is a natural, and usually healthy, spirit of competition among colleges and departments for resources. Faculty and administrators at the department and college level are quite willing to make their case for funding based on perceptions of academic needs and plans to improve the performance of their units. Faculty look to their chairpersons and academic deans to represent them in the political process of budget-making.

Most faculty members want to believe that the central administration is wise enough to weigh all of the legitimate academic needs of the University and mandate a fair and judicious allocation of funds. But for this to be so, the budget-making process will have to be drastically changed with regard to both the substantive criteria which form the basis for sound budgeting decisions and the administrative procedures that need to be established to encourage such decisions. The following recommendations are divided into substantive and organizational ones. We present them in the hope that they will be accepted as the legitimate bases for University budgeting and as criteria for evaluating the performance of those who make future budgets.

We recommend the following as SUBSTANTIVE requirements for establishing budget priorities:

1. The development of University budgets and the disbursement of funds should always be defended in relation to the broad goal of enhancing the academic quality of the University.
2. In years when academic needs are adequately provided for by state funding, additional support may be provided for facilities and activities not directly related to the University's primary teaching and research functions.
3. In periods of inadequate state funding, allocations for activities that are not directly related to teaching and research should be decreased first, so that the academic units will still be able to meet their primary responsibilities. The central administration must recognize that many non-academic functions can be decreased in bad times and expanded — cautiously — in good times without affecting the academic quality of the University. (In making this recommendation, we fully realize that some staff members in the administrative areas are performing essential academic functions that must be preserved in bad times and strengthened in good budget years.)
4. Decisions to provide preferential increases in funding for specific units or divisions should always be justified by reference to both past academic performance and the expected academic improvements that the University may realize as a result of the proposed increases in funding. It is essential that the central administration seek advice from faculty and administrators who recognize academic quality and who understand how to establish academic priorities.
5. The administration must be committed to strengthening the fundamental academic areas that are vital to excellence in other academic fields. Unless we achieve excellence in these central disciplines, the

University of Oklahoma cannot become a first-rate university, let alone achieve the status of the best institutions in the American Association of Universities.

In order to facilitate the making of academic budgets based on substantive criteria, we recommend the following PROCEDURAL and ORGANIZATIONAL changes:

6. The individual academic units and colleges should be required, on a regular basis, to articulate their long-term goals and to justify their immediate plans and needs in the light of these. Their summaries of past performance and plans for the future should be a major part of the information used by the central administration in budget-making.
7. The central University administration should develop a budget-making process that requires evaluation of the performance of individual units as measured against well-defined educational goals and national standards of academic excellence. This requires much greater participation by faculty than has been the case hitherto -- through departmental and college administrators -- in all stages of the budget-making process and in subsequent decisions on the distribution of funds.
8. The administrative group responsible for evaluating and funding the academic units should be re-structured to include strong representation from those who are directly responsible for the teaching and research functions of the University. The budget-making group should not, as in the past, include a majority of administrators who are responsible for functions and activities other than teaching and research. The Provost, as the senior academic and executive officer of the Norman Campus, should head the budget-making group, and the group should report directly to the President.
9. The initial division of resources between academic and non-academic functions should be considered by the same group (see recommendation 8, above) responsible for allotting state funds to the academic units. The budget-making group should formulate uniform policies for the wise dispensation of all funds coming to the University. Those in the budget-making group should demonstrate commitment to the pre-eminence of academic goals by their observance of the principles underlying recommendations 1-5 above.
10. To help in the process of establishing priorities and allocating resources, the President and Provost should develop the mechanism for evaluating all academic units and divisions. Divisions that are not directly involved in teaching and research should be scrutinized for academic value and accomplishment in the same way as the more traditional academic departments.

Approved by the Faculty Senate May 6, 1985

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